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## SCHOOL IN THE CONCEPT OF PEACE AND TOLERANCE
## EDUCATION IN POST CONFLICT SOCIETIS

Doctoral (PhD) thesis


- *S U M M A R Y* -


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## SUMMARY

*"What is tolerance? -- It is the consequence of humanity. We are all formed of frailty and error; let us pardon reciprocally each other's folly -- that is the first law of nature"*

*Voltaire*

## INTRODUCTION

The theme of our study was "School in the concept of peace and tolerance education in post conflict societis". We researched the topic in depth to highlight its significance and connectedness of the concept and its implementation with the development of *plural society*. In doing so we had to get back to historical development of plural society, apprehension of pluralism, war, conflicts and cold war relations among nations as well as the concepts of multiculturalism and interculturalizm. Our research lead us to discover causal relationships and interaction of many other issues which were not obviously connected with the Theme, such as migration movements, economic interdependence, violence, crime, post industrial development, conflict transformation etc. Understanding these issues meant studying globalization and multicultural education affairs.

In our research, we dwelled deeper into the study of the concepts of *plural society, multiculturalizam* as a base of democratic social community in which, the mutual respect of national, ethnic or religious identity, creates conditions for the development of emancipated individuality of each individual member of the society. Such commitment inevitably took us in the description of characteristics of plural society, but also to the Council of Europe's role in creating the legal and policy framework for functional plural societies in Europe. We have especially analyzed the Recommendation of Board of Ministers of Council of Europe for education concept for peace and tolerance. By this we wanted to put the spot light on the term of democracy, which requires open minded people, aware and ready to critically analyze,

question and assess the situation, people that are eager to participate, peacefully resolve conflicts and respect and acceptance others. In transitional societies that are still in the process of democratization. Additional effort is needed to promote a culture of peace and tolerance and instill the belief and the respect for the universality of human rights. Needed values are: tolerance, respect for others, solidarity, acceptance, appreciation of diversity, belief in equality. These values need to be accompanied by a set of skills such as civic awareness and responsibility critical thinking, compassion, non-violent conflict resolution, social responsibility, creativity. These characteristics point to a necessity of adequate peace and tolerance education.

However, in the contexts of war and rebuilding of post-conflict society, these goals are particularly difficult to achieve. The post-conflict society and its individuals struggle to overcome short and long term effects of violence, destruction and damaged human relationships on the wellbeing and the perspectives of people and the society as a whole.  In the example of post war Bosnia and Herzegovina, its transition towards the goal of joining the European Union largely depends on its ability to establish a democratic and politically and socially stable society where youth are educated according to democratic values and able to celebrate the diversity of its society.

The development of democratic processes in Bosnia and Herzegovina as well as in other transitional countries in Eastern Europe, among other factors, is directly influenced by the outcomes of democratization of upbringing and education. In this process, the countries have to address complex challenges starting from structural and organizational such as school buildings, technical and material resources and equipment, didactical approaches, cadre of teachers, to philosophical and conceptual foundations of school and its role and functions in the society.  The redirecting and revival of education in transitional and post-conflict societies has to go through the evolution process which starts from the foundations of what was inherited from previous systems of education and goes through a painful and long process of reform which has to include not only the school and education system itself, but the society as a whole and change the perceptions it has about the role of school in this new context.

The adoption of fundamental beliefs and attitudes of tolerance and respect of others requires interactive skills for conflict transformation which is most often geared towards

improvement of human relations. Desired educational outcomes depend on educational principles and delivery mechanisms, and to accomplish this goal, it is necessary to rethink the process through a series of steps that include:

- Develop a context specific concept of upbringing and education for peace and tolerance
- Design a peace and tolerance education framework and a curriculum that corresponds with the values of interculturalism.
- Create a cadre of educators at all levels (teachers, professors, educational experts & all other experts) who are responsible for educating and upbringing of people in a spirit of coexistence and preparedness for life in a multicultural society
- Ensure adequate material and technological conditions necessary for the implementation of the concept of education for peace and tolerance.

Studying of the Theme »School in the concept of peace and tolerance education in post conflict societies", couldn't be possible without analyzing the school in modern civil society nor without studying its main functions : pedagogical - learning and cognitive development of children and social – social skill development and moral education or facilitation of *student socialization* process, qualification and preparation for work and occupation, integration of basic values, providing safety for children for specific time frame, acquiring habits of business and professional conduct, independence of child and many other functions of school. We examined the school in the concept of a plural society and its role in providing peace and tolerance education.

In the contest of these topics, it was necessary to study the role of education in sustainable development – a concept understood as a process accomplished by efforts of individuals and communities matched by those of the government aimed at improving social, economic and cultural status and living conditions of individuals and communities. In the context of globalization, a contemporary education contributing to creation of the society that respects differences, equality and has the culture of respect for human rights and responsibilities.

Inside this theme the term "education for peace and tolerance" has been understood as a very important condition for preparation of individuals for living in a democratic society. Democracy in this context has been understood as a delicate political system, implicating plurality, competition, equality and freedom. Also, democracy has been understood as a process implicating cultural, knowledge and self conscience which implicates acquirement of social competency skills.

A special place in this thesis was given to the goal, substances and methods of education for peace and tolerance. The goal is clearly defined trough critical opinion and acquisition of values and attitudes needed for a life in multicultural society, with respect for differences and care for the environment. Elements of education for peace and tolerance are raised from science domains and life specifications which enable development of abilities for peaceful conflict resolution, listening, understanding and interpreting other's viewpoint and argumentation, establishment of constructive, non violent relations with others, and also developing critical approach to information trough model of philosophic, religious, social, political and cultural apprehensions, at the same time retaining devotion to basic values and principles of democracy. Methods of education for peace and tolerance include a contemporary pedagogic strategy of content delivery that is based on participatory methods (which ensure active participation of all actors in education process – students, teachers in accordance with their abilities), the interactive methods (based on return information from participants in the learning process) and anticipative methods (which stimulate prediction and change instead of appliance).

To successfully implement this approach to education for peace and tolerance, the society needs to invest in  teachers' professional improvement through various means such as undergraduate study, professional specialization and informal education forms.

Media and new information technologies in the concept of education for peace and tolerance play an important role. In today's environment of rapid technological and communication advances, the schools have to develop a nimble response system in order to stay current and relevant to the demands and lifestyle of the society and individuals, especially youth. The bulk of information today is available through non-traditional means such as

internet and virtual libraries, requiring structural and philosophical adjustments to the operating mode of the school.

Our research lead us to discover causal relationships and interaction of many other issues which were not obviously connected with the Theme, such as migration movements, economic interdependence, violence, crime, post industrial development, conflict transformation etc.

Migration, economic competition and post-industrial development only worsen the tensions among countries and nations. Multicultural and global way of thinking are creating a need for education whose base will be tolerance, acceptance, understanding and respect of each other's differences, as well as rejection of xenophobia, biases and stereotypes. Parallel to the mentioned migrations, all around the world were also movements and migrations of natives to other countries. A mix of different cultures, religions, races and nations within one country, resulted in a birth of pluralistic and multicultural societies.

Understanding these issues meant studying globalization and multicultural education affairs.

## AIM OF THE RESEARCH

In the process of researching this theme, *School in the concept of peace and tolerance education in post-conflict societies,* we wanted to gain a solid knowledge of the basic regulations and possibilities related to the concepts of education and educational systems based on those grounds. This is the reason why we approached this research theoretically and operationally. The final aim of this research is to make a contribution to practical improvements of pedagogical practice in schools in general.

## APPLIED METHODS

The role of school in education for peace and tolerance in the context of post-communist and post-conflict society such as Bosnia and Herzegovina has been insufficiently studied. The subject of peace and conflict education in our context has been mostly studied from the sociological and judicial perspective, and not so much from pedagogical stand point. The insufficient exploration of this topic was an additional challenge and a burden for developing this work. There is an insufficient volume of literature on this subject in literature in Former Yugoslav linguistic area or the wider region. This is why we were forced to use the literature from other sciences close in nature to pedagogy such as sociology, philosophy, law. We used literature written in Serbo-Croatian, German, French and especially English language.

This subject, *School in the concept of peace and tolerance education,* is very complex and multi layered. It represents a pedagogic field of building of a new system of education intended for a new democratic society where all the citizens are equal, just like it represents a philosophical field of thinking of needs and possibilities necessary for building of a pluralistic society whose base elements are peace, tolerance, understanding as well as market orientation towards economy. This means that the mentioned subject is closely related to the philosophical branch of ethics, because it is concerned with establishment of certain social moral, whose foundation is peace, acceptance, understanding, tolerance, coexistence, mutual respect and helping each other. Moreover, this subject is in the field of sociology because it involves thinking about social relations in a new relevant system established on the basis of human rights. However, to study and understand the depth and the breath of factors influencing its success, this subject requires consultation of other sciences as well, primarily that of as psychology.

It is clear that this subject requires interdisciplinary approach and collaboration of experts of various profiles and different points of view. However, through our study, we took a multi-sectoral approach and explored broader concepts and presented the interpretation of findings and conclusions in the context of improving pedagogical practice.

Considering that the research was done at the same time across a wide area and that the analysis of the results was done using many different (dependent and independent) variables, we had to use a transversal approach.

The research is mostly focused on the current state of peace and tolerance education in post-conflict and transitional societies, primarily focusing on Bosnia and Herzegovina, but also on the context of Romania, Rwanda and Sri Lanka as comparable contexts whose experiences can help inform pedagogical practice in Bosnia and Herzegovina. In order to understand the patterns and evolution of the concept of school as an institution as well as education for peace and tolerance, it was necessary to go back and retrospectively look at the historic events that formed the basis for contemporary practice. However, realizing the social value of peace and tolerance education and its relevance to the context studied, we focused our research on the future striving to identify influencing factors and practical solutions for intensifying peace and tolerance education.

It's understandable that this approach also meant researching the international organizations and process of multicultural education, especially under tutorship of UNICEF and UNESCO, starting with Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, and human rights education, through changes in the domain of education which were initiated by World Conference of higher education held in Paris in 1998., to unification of European education standards. Moreover, we briefly studied questions of low self esteem levels among children, experiences of abuse and war related trauma, as well as other forms of destructive behavior and their consequences.

## RESEARCH SAMPLE, HYPOTHESES AND RESULTS OF THE RESEARCH

In order to understand the conditions and limitations of the application of education for peace and tolerance in the schools in post conflict societies where fresh memories of war and issues of intolerance are still very vivid, we went beyond theoretical level and implemented an empirical approach in order to improve pedagogical practice and derive recommendations for

practical and timely adjustments that would make education for peace and tolerance more effective and strengthen the role of school in creation of a more democratic society. We created a detailed project for socio-pedagogic research, with clearly defined research subject, goal, tasks, hypothesis, and variables of research (dependent and independent).

Using the methodology of social and educational research in the context of education for peace and tolerance, we defined research methods, procedures and instruments. We identified and calculated a research sample and sampling methodology – a decision influenced by many subjective and objective reasons. Objectively, because of specificity of the theme and its scientific interpretation in a modern time, we chose the sample of teachers and students in for secondary and three primary schools in BiH, a country in a particular need for intensive education for peace and tolerance given its complex political context, population structure and the history of a recent conflict. Subjectively, during the period of theme selection and intensive work on its analysis, the author was living and working in BiH and was professionally engaged in the work with children traumatized by war.

In order to understand the role of the social context in the success of integration of peace and tolerance education and examine effective models of its implementation in post-war and transitional societies, the study is supported by examples of peace and tolerance education in three post-conflict and transitional countries: Rwanda, Romania and Sri Lanka. These countries were selected for their context similarities to Bosnia and Herzegovina. Romania is a post-communist and a post conflict country from the same region that has undergone a painful transition to market economy. Sri Lanka and Rwanda experienced violent ethnic conflicts at around the same time as Bosnia and Herzegovina in the 1990s .

Through the implementation of tasks and the process of testing the research hypotheses, we came to a range of conclusions. In assessment of influence of technical and material resources and conditions of the school as it relates to education for peace and tolerance, primary and secondary school teachers consider library and reading room as the most important venues for development of values and attitudes necessary for a culture of peace and tolerance. They also see sport and recreation facilities as an important place for peace and tolerance training. The didactic materials were marked as a factor with lowest contribution to education for peace and tolerance among all other technical and material resources and

conditions for work.    Independent variables among the research population sample (gender, working experience and professional qualification of teachers) did not show to have a significance in the way teachers assess school's technical and material resources and conditions and their importance for peace and tolerance education.

However, in the context of educational system in Bosnia and Herzegovina, library and reading room is insufficiently utilized for this role. Findings of this research show the need to boost the capacity of these spaces within school for intensification of their role in education for peace and tolerance by adding reading materials and utilizing these spaces for additional, targeted peace and tolerance activities. Literary and sports competitions, debate clubs and other activities with peace and tolerance themes can be utilized. Additionally, schools should consider increasing availability of peace and tolerance related reading materials and strategize about other ways of harnessing the potential of these technical and material resources in their peace and tolerance education.

Teachers see the high-school time, as the period of intensive character and life-view formation as the most critical period for an intensified education for peace and tolerance, so they put it on the first place, right before primary school and pre – school.  Other educational levels are seen as less influential on formation of values and attitudes, marking the post-graduate (PhD) educational level as least important for inclusion of peace and tolerance education content. Our research results show that a high percentage of teachers have a positive attitude towards peace and tolerance education and find its inclusion in the school system necessary. This is a very encouraging finding showing that a positive climate for intensified peace and tolerance education in schools in Bosnia and Herzegovina.

One of the initial research tasks was to examine viewpoints of primary and high school students on various educational levels and their suitability for formation of behaviors and beliefs related to tolerance, understanding and acceptance of others. Our initial hypothesis maintained that the family is a very important social environment in which tolerance, understanding and accepting of others basis are adopted, but other forms of education are relevant, too. We selected this task and the consequent hypothesis based on our initial assessment of the social environment factors and the possibility of their influence on building the values and attitudes related to understanding and tolerance of others. Ranking of

educational factors based on students' perceptions showed a dominant influence of family education on creation of these social values. Since the family is the nucleus of personal development of a child and parents have the strongest influence on youth's moral development and creation of worldview those results were expected.

The school as a micro-social environment with an influence on creation of values and attitudes for peace and tolerance took the second place. However, the school as a structured environment and educational process led by teachers have a limited influence contained within the confines of the school schedule and individual class time. Although an important factor, school teachers role is second to the role of parents as a source of moral identification. The influence of micro social environment on formation of values and attitudes as well as socialization of students varies by intensity and duration depending on the educational level and age of students, so we feel that this area requires additional research. This leads us to conclude that the relationship between the school and family is a critical precondition for a more effective peace and tolerance education. It is the reality of the society of Bosnia and Herzegovina that ethnic tensions and negative attitudes are very much present and still nurtured in families. The school will need to branch out its peace and tolerance education from only focusing on educational contents and influence on children to include family education and awareness raising around these issues. The school is in a uniquely powerful position to penetrate the society through the access it has to families to create a lasting change in changing the perception and eradicating intolerance.

Guided by the interest in effective strategies for intensifying peace and tolerance education in primary and secondary schools, we wanted to understand perceptions of teachers and students about interaction effect between various school activities on intensity of peace and tolerance education. Our initial hypothesis was that in the existing education system in Bosnia and Herzegovina, as well as the existing school work practice, peace and tolerance education is a part of general education goals and objectives, and is not systematically incorporated as a specific objective. This is why improvements in this aspect of education cannot be streamlined, rather they require multi-action approach.

We derived a rating scale based on analyses of final ambivalent values and frequency evaluation showing peace and tolerance education activities necessary to intensify its presence

in schools. The priority was given to insertion of new teaching contents in the education plans and programs, while provision of school experts for the peace and tolerance education work was seen as next most important priority. The school reform was ranked third in rating scale. Frequency distribution leads us to conclude that respondents highly value all listed activities for improvement of peace and tolerance education work. There are number of initiatives that have been geared towards development and contextualization of peace and tolerance curricula that can be formally adopted into the education system of Bosnia and Herzegovina to bride this gap. Study tours and on-the-job training and specialisation of teachera, especially in communities along the IEBL and in conflict prone areas should be made available. These programs should be made accessible to teachers through traditional means, but should also include new technology and methods sich as online and electronic education.

Furthermore, recognizing the importance of didactic materials and methodical approaches to pedagogical instruction in schools, we wanted to understand the perspectives of students and teachers about what, in didactic – methodical sense, should be changed in order to work more effectively on the education for peace and tolerance. We entered the research with the hypothesis that in order to work more efficiently on peace and tolerance education in the modern school it is necessary to incorporate new didactic-methodical approaches in the educational work. The following didactic-methodical categories were ranked as top five priorities:

1. The new didactic system establishment,
2. Facilitating inclusion through organization of special workshops for children,
3. Development of the new education contents,
4. Special peace and tolerance based workshops,
5. The new work method establishment in the educational and non formal educational activities.

We conducted additional analyses through disaggregation in order to examine possible differences in the teacher's assessment of didactic-methodical for achieving peace and tolerance education goals and tested the hypothesis with a help of $\chi^{2-}$ test. The findings show statistically significant differences in the phenomenon assessment related to didactic-

methodical basis of the school work on realization of peace and tolerance education, based on gender, work experience and/or professional qualification, pointing to a need for further study the effect of these variables on effective use of didactics and teaching methods in peace and tolerance education. Given these differences, it is recommended that peace and tolerance education requires a freedom of choice for each teacher to chose the methods they feel comfortable with and value most in order to be effective. Also, our initial assumption in relation to the research task was confirmed based on these results, requiring consideration for development of context specisifc didactical materials and methodological approaches.

We approached our research from the position that primary and high school students have already had an opportunity to learn multiple facts and adopt stereotypes and generalization related to tolerance, understanding and accepting of others. The research hypothesis was that groups of educational and non formal education activities, sorted in five categories: social group of subjects, natural group of subjects, so called „skills", sections and visits, trips and excursions, do not provide equal peace and tolerance education possibilities. In the data analyzing instrument (evaluation scale) we treated this hypothesis through five particular questions. All these questions in the statistical data analysis had an independent variable meaning. We created a rating scale based on the frequency and percentage of responsesand did meta analyses of data to examine different opinions between respondents based on independent variables: teacher's gender, years of working experience and professional qualification.

Hypothesis testing about difference significance through $\chi^2$ - test has confirmed significant statistical differences in certain aspects. Whereas the $\chi^2$ –test value is crossing limit value at relevance level 0, 01; we can confirm that differences are not random (confidence interval of 99%). Our research has confirmed the initial assumption, but also opened the new scopes that sections, trips and excursion provide great possibilities for peace and tolerance education, even more than regular classes within the social and natural group of subjects. Analyzing research results based on above research tasks, we dwelled into the question of educational contents and their suitability for peace and tolerance education. We examined opinions of teachers and students in relation to a perceived higher importance of contents in the social group of subjects then contents from natural subject group area, and that least important are the ones implemented in the natural sciences areas of school work. For that purpose we

created a content rating scale for subject areas in question pondering frequency of responses. Based on the findings, we concluded that our initial assumption is denied. Teachers assess the social subjects as the most relevant, but they ranked it on the basis of content as number five.

This reinforces the conclusion that peace and tolerance education should not be overprescribed in a way that would limit creativity of teachers to incorporate the content in a range of educational activities. These findings require 'out of the box" thinking and a paradigm shift challenging the biases that are present about suitability of certain subjects (e.g. social sciences, physical education etc.) for peace and tolerance education. Every educator in the context of the school can play a significant role in creating the new culture of peace and tolerance regardless of the subject they teach.

We went the step further and asked the question what, and in which measure, should be changed in the school conception, in order to implement peace and tolerance education? We wanted to examine opinions of teachers and students about what should be changed in the school concept in order to implement more effective peace and tolerance education. We entered the research with the assumption that it is necessary to radically change the concept of school in the following segments: student position, teacher's role, education contents, interior pedagogical climate, cooperation between school and social environment, school work financing, the school management and pedagogue-psychological service.

For this purpose, we have set up the following rating scale about possible changes to the concept of school in relation the peace and tolerance education:

| No | Conceptual work base for peace and tolerance school education |
|----|--------------------------------------------------------------|
| 1. | To change the method of cooperation between family and school |
| 2. | To change relations between school and social environment |
| 3. | To change school financing methods |
| 4. | To change internal pedagogical climate within the school |
| 5. | To change pedagogical-psychological department within the school |
| 6. | To change a role of teacher in the education system |
| 7. | To change labor practice in the area of culture and public school activities |
| 8. | To change the school management system |
| 9. | To change educational contents |
| 10 | To change pupil position in the education process |

With a hypothesis testing using $\chi^2$ test we noticed that significant statistical differences exist in most of specified segments related to possible changes in the school concept for peace and tolerance education. However, all respondents have undivided opinion on the top priority following segment of changes:

1. To change the cooperation model between family and school,
2. To change inner pedagogue climate in the school, and
3. To change a school financing model,

This further supports the finding about the need for a much more proactive role of school in peace and tolerance education, demanding changes about the way we view the role of school on influencing the culture within and outside of its context. School financing model is another important consideration that additionally supports the choice argument. In order for school to be nimble and respond to the micro context it serves, it needs to have a flexible financial and operating model. Additional research is indicated in order to understand what model options could be effective in the context of Bosnia and Herzegovina and other post-conflict societies.

Our research also encompassed open questions that were intended to assess the understanding among respondents, especially primary and high school students, of the basic peace and tolerance concepts. Based on the responses from a sample of students, we found that the concepts of peace, tolerance, understanding and acceptance of others are often mistaken for synonyms and no important distinctions are made. Students from age group 12- 15years old understand these concepts as similar, while higher age groups make more visible distinctions which can be assigned to maturity and higher educational levels of the high school students.

In both observed student samples a high degree of understanding of differences and awareness of the need for inclusion, equality and acceptance of others is notable, leading us to conclude that peace and education programs implemented had positive results on formation of values and attitudes of these students.

In the student responses a high level of caution was present in relation to the peace and tolerance, understanding and acceptance definition. This is possibly due to the conflict and

consequences of it on the inter-ethnic relationships and overall political situation in the country.

In addition to the empirical research outlined above, we studied educational contexts of four countries in order to understand the context and experiences and identify promising practices in education for peace and tolerance. Even though the conflict in the four countries was different from each other, their educational institutions and educational system as a whole was severely affected by the conflict and overall political and economic context. Romania, unlike the other three countries, did not have a specified program called Peace Education in their educational system, however, if one analyzes the principles laid out by the Ministry of Education, after years of constant discrimination against the Roma community, a need to address issues of racism and intolerance towards Roma people and engaging peace and tolerance education for achieving a sustainable and transformative educational system is recognized. The commitment of governments and international community in all studied contexts towards a system that believes and practices equality, justice, respect, mutual coexistence, and one that liberates the oppressed group through equal educational opportunities is visible. Rwanda and Bosnia and Herzegovina, both suffered from a devastating ethnic conflicts and genocide, signed into the international instruments and charters on education such as "Education for All" (EFA) and the "Millennium Development Goals" (MDGs) and underwent a series of reforms and adjustments of their educational policies and approaches, clearly indicating their commitment to transform their divided educational institution. Sri Lanka plugged its ministry of education with international organizations in launching an effective 'education for conflict resolution' program to help sustain effective educational system.

The role and contribution of international organizations in peace and tolerance education programs is commendable in all contexts studied. UNESCO and UNICEF continue to be one of the key players in peace education programs. Much of the work has been successful due to the strong network between the International players, local civil society and relevant Ministries of Education in respective countries.

Another important lesson from the contexts studied is that a traditional pedagogical structure and educational approach clashes with the principles of Peace Education. Peace

Education in its true essence questions and dissolves the traditional approach. A principle of choice and liberation is a primary focus. The student through participatory activities, unlike the traditional approach, learns to acquire knowledge, skills and attitudes to be a role model for others in the plural, democratic and intercultural society.

A cookie cutter approach to peace education can not be implemented as successful strategies have to be deeply rooted in the local context. Participation of all sides, particularly those affected by the conflict and discrimination is a key ingredient in successful reform and inclusion of peace and tolerance education into the schools.

New approach requires a cadre of visionary teachers, teachers who can see the larger picture and help their pupils to achieve quality education in the context of post conflict. Teachers need to have a quality training in new pedagogical approaches, access to educational tools and means necessary to improve practice and skills that enable them to understand self, promote unity and diversity, apply participatory approaches, nurture leadership, team building, anti-bias education, decision making, good governance, cultural sensitivity etc. Teacher-student relationship needs to be based on ideas of respect and equality in order to create a culture of responsible citizenship. It is pivotal for teachers to have a broader understanding of their students to be an effective teacher. The graph below shows the larger picture the teacher should be aware of and help train the children see the larger picture.

A successful model needs to build on continuous training and skill development of teachers and a strengthened partnership between the school, family and the community it serves.

**CONCLUSION**

Our research helped identify common challenges of peace and tolerance education programs in the context of Bosnia and Herzegovina, Romania, Rwanda, Sri Lanka and in general:

*a). Peace Education is insufficiently integrated into educational practice and often introduced  as a separate subject:* There is a growing tendency to resort to establishing a

separate peace education subject in the educational system in an effort to respond to this need rather than develop a multi-level, conceptual revision of school and its functioning to increase its impact in this field.

*b). Peace Education is a subject that needs to be tackled by adults and children alike:* Our research pointed to an often present misconception about peace and tolerance education as something that needs to be taught at the graduate program levels and in specialized streams such as social work for example. The word peace is so politicized in some places that it becomes practically very difficult to use the word peace education in schools. The word peace is seen as something to do with the larger conflicts between countries, between two rival ethnic or religious groups that have resulted in war, genocide, violence, etc. Hence the idea that peace is a subject that needs to be dealt with adults and not children. The focus of having inner peace, peace between friends, tolerance, equality, good leadership skills are not immediately seen under peace education.

*c). Lack of trained teachers in Peace Education programs:* This seems to be a genuine challenge to the field of peace and tolerance education. There is a general lack of opportunities for teachers, especially those that work in remote and rural ares for continuous education. The issue of technology in the classrooms is still to a large degree a challenge in many contexts making access to information and didactical materials harder for many teachers.

*d). Structural violence and insufficient interest of governments' in peace and tolerance education:* Issue of discrimination and intolerance is not constrained to beliefs and attitudes of individuals and people's groups only, it often has a structural form as well when these beliefs contribute to formation of systems and structures of governance. Structural violence is beyond influence of the school and educational institutions limiting the role of peace education. Constant stereotyping and a biased education is often an enabling factor fueling wars and conflicts that result in great harm and genocide. This continues to this day, Sudan, Democratic Republic of Congo, Northern regions of Pakistan, etc are few immediate examples of countries where most of their economy is going to buy arms and weapons to fight the deadly civil war. This lack of interest and funds for education has affected the quality of education and has provided no resources for peace education programs. Lacks of infrastructure, text books, etc are additional challenges that arise out of lack of funds for education in general.

<u>Theoretical and empiric research analysis of this problematic gave as a ground for the following conclusions</u>:

1. Theme "School in the peace and tolerance education conception is highly and pedagogically actual. It's social actuality is not only a product of conflicts, wars, and political transition, but a need and a product of a global integration process reflected in globalization and creation of large state unions, interculturalism and multiculturalism and democratic processes in which market oriented economy and human rights respect are the foundations of the society. It's pedagogical actuality is the product of a new challenge posed in front of pedagogy and its disciplines to find theoretical and practical solutions for efficient peace and tolerance education and its integration in the concept of school.

2. Although this topic has gained a lot of momentum lately, it is insufficiently studied and analyzed from the stand point of educational science (pedagogy). This theme has been largely studied and analyzed within sociology framework, especially through sociology of inter ethnic relations, as well as the law science area - especially human rights protection and freedoms, while it was disproportionately studied and analyzed in pedagogy and psychology.

3. Theme "School in the concept of peace and tolerance education in post conflict societis" demands an interdisciplinary approach. It is necessary to observe it from philosophical, sociological and pedagogic aspect without neglecting the historical and philosophical and futurological aspect.

4. The school as an institution has to be nimble and able to respond to the contemporary reality. Adjustments in its operational functioning have to be made to include a more efficient system that maximizes its potential in creation of culture of peace and tolerance in the society. This needs to include a transformation in the traditional relationship between school and family and school and community as a whole. In addition, the peace and education framework needs to be context specific at all levels – national and local level in order to be relevant and increase its impact. Emphasis need

to be made about the use of local and traditional practices that could enrich the peace education process and allow for their inclusion in the curriculum.

For a more complete research and a comprehensive study of this theme, it is necessary to have a multi-sectoral team of experts and a larger study focus. Our research shed new light on the role of school in the concept of peace and tolerance education in post conflict societis, contributing to the pedagogical science with identifying possible directions for additional research.