

RAN Collection practice template

Name of the practice

Please note that by practice we mean an activity/method/tool that has been used or is in use by professionals and/or community members.

The Peaceable school and neighbourhood

Description

(max. 300 words)

Short description of the aim and working method of the practice. Please note that in this description, it must be clear that there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.

The Peaceable school is a whole-school approach for primary schools, aiming to cultivate a democratic community where children's voices are heard, and where children and teachers learn to resolve conflict constructively. Students are involved in and learn to adopt responsibility for the good of their community's social environment.

Since its inception in 1999, the programme has been introduced in more than 1 000 primary schools in the Netherlands. Following increased public attention and a need to fulfil the legal obligation of schools to contribute to citizenship education, the programme was consolidated and elaborated in 2020, towards a more explicit focus on 'democratic citizenship'.

The programme hopes to enhance the capacity of students to act appropriately in daily social situations in a democratic society, namely:

- to accept and contribute to a democratic society;
- to assume joint responsibility for the communities to which one belongs;
- to resolve conflicts in a constructive way;
- to deal with diversity in a positive way.

Radicalisation is prevented at primary schools by teaching children:

- how to resolve conflicts peacefully;
- that despite individual differences, there is a connection binding humanity;

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| | <ul style="list-style-type: none"> - how to be responsible for themselves, the class, the school and the community; - how to influence society. <p>In many neighbourhoods, the success of the Peaceable school has been extended to the neighbourhood: the Peaceable neighbourhood. With this broadening, a coherent pedagogical approach is introduced in all organisations that work with children of primary school age in the neighbourhood.</p> <p>The aim is to anchor the pedagogical principles of the Peaceable neighbourhood in the (pedagogical) policy of the institutions around the schools. These pedagogical principles must be reflected in the mission of the organisation, in the social culture, in the personnel policy (recruitment, coaching, management etc.).</p> |
| Peer reviewed | No |
| Key themes Please <u>choose</u> 2 key themes most corresponding with the practice. | Community engagement/civil society Social cohesion and polarisation |
| Target audience Please <u>choose</u> a minimum of one target audience most corresponding with the practice. | First responders or practitioners Youth / Pupils / Students Local Community Organisations / NGOs |
| Geographical scope Please indicate where the practice has been/is implemented (countries, regions, cities). | More than 1 000 schools throughout the Netherlands and more than 30 neighbourhoods throughout the country. Cities with Peaceable neighbourhoods: Amsterdam, The Hague, Utrecht, Groningen |
| Start of the practice Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended. | 1999 |

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| <p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p> | <p>The introduction consists of, among other things: setting up a steering group within the organisation, combining the training of personnel with visits to the workplace and coaching, integration in mission and vision, and anchoring in the organisation. Part of the introduction is providing training and, among other things, working with handbooks. Material, videos and information (in Dutch) can be found on a Peaceable neighbourhood app (https://stichtingvreedzaam.nl/2-content/119-vreedzame-wijk-app)</p> |
| <p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p> <ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed. <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p> | <p>An evaluation study aimed to extend the knowledge base of citizenship education. It focused on the programme of De Vreedzame School (a Peaceable school). The conclusion was that the Peaceable school is theoretically well-founded and an effective programme, as noted by the teachers and principals of participating schools.</p> <p>A significant difference is evident in the school environment and in students' behaviour following implementation of the Peaceable school. This applies to all goals of the programme.</p> <p>Moreover, the programme is sustainable. It is still used by the majority of schools even several years after implementation. In fact, only a very small percentage of schools no longer work with the programme.</p> <p>In addition to changes in the school and class environment, schools running the programme for longer than three years report a light to strong decrease in the number of conflicts since implementation of the programme. They also observe broad support for the programme among teachers and students. Teachers strongly indicate that the programme has had an impact on student behaviour. According to teachers, students have fewer conflicts, are calmer, more responsible, more respectful to peers, more disciplined, can express their feelings better and are more approachable, resulting in an improved teaching environment. Interviews with students indicate that children in successful schools are better able and prepared to apply acquired competences in contexts other than school, even in general public spaces.</p> <p>The key programme features that contribute to this change are:</p> <ul style="list-style-type: none"> - a focus on student participation, and the fact that the school and the classroom are places where students can practise taking responsibility; - an emphasis on creating a positive social and moral environment in class and school; - explicitly spreading the values of the programme; - a focus on improving teachers' skillsets; - use of the curriculum for instruction; |

- a focus on strengthening the role of the school principal;
- a combination of a top-down and bottom-up strategy.

The longer a school runs the programme, the more likely it is to realise the aims of the programme, particularly in terms of increasing student participation and responsibility.

Success is also determined by:

- the quality and the control of the school principal;
- flexibility in running the programme, and teachers' views on professionalism;
- teachers' support of the programme;
- the extent to which teachers become involved in the programme;
- the extent to which the principal and teachers explicitly spread the values of the programme to parents and the community.

It was also concluded that the implementation strategy of the Peaceable school does not meet all implementation characteristics of effective programmes. Specifically, it lacks a multilevel perspective. As such, the involvement of the school board, educational teacher training institutes and local government may contribute to school development in this area.

And although sufficient time is taken to implement the programme, incorporation could be reinforced by using a systematic innovation cycle, including monitoring. Although there is an intake preceding programme implementation, it lacks a preliminary systematic analysis of strengths and weaknesses for use when tailoring or adapting the programme to the specific needs of the school. And finally, parents and the community should be involved as partners (beside teachers and students) in the application and modelling of the skills and attitudes fostered in the programme.

Finally, nine recommendations are put forward for an effective approach to citizenship education.

1. Democratic citizenship should be the substantive foundation for citizenship education.
2. The programme should contain a concrete longitudinal curriculum.
3. The programme should focus on a positive social and moral environment in the classroom and school.
4. The democratic 'playground' for the students should be defined.
5. The programme should focus on positive student behaviour.

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| | <p>6. In terms of substantive characteristics, the programme should:</p> <ul style="list-style-type: none"> - focus on student participation and the school as a place to practise taking responsibility; - utilise peer influence; - focus on conflict resolution and mediation; - explicitly spread the values of the programme. <p>7. In terms of implementation characteristics, the programme should:</p> <ul style="list-style-type: none"> (a) focus on teacher competences; (b) focus on the school principal's role in implementation; (c) be based on scientific research; (d) be based on analysis of a given, specific school situation; (e) set aims at three levels: school, teacher and student; (f) have an external trainer; (g) combine top-down and bottom-up strategy; (h) adopt a whole-school approach and multi-annual implementation; (i) adopt a multilevel perspective. <p>8. The programme should involve parents, local community and other pedagogical contexts as partners.</p> <p>Future development of instruments for measuring outcomes is needed.</p> |
| <p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p> | <p>The programme is highly transferable to other countries.</p> <p>Schools in Poland and Japan are currently running or starting the programme.</p> <p>For more information, please contact the CED-groep (info@cedgroep.nl).</p> |
| <p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of</p> | <p>RAN EDU</p> <p>25/11/2015</p> <p>Prague</p> <p>RAN EDU kick off meeting</p> |

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| <p>the RAN Working Group/event, date, place and subject of meeting.</p> | |
| <p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p> | <p>In the Netherlands, schools pay for the implementation of the programme. Municipalities are often involved in the implementation of the Peaceful Neighbourhood.</p> |
| <p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p> | <p>CED groep (school), Peaceable foundation (neighbourhood)</p> <p>Foundation</p> |
| <p>Country of origin</p> <p>Country in which the practice is based.</p> | <p>Netherlands</p> |
| <p>Contact details</p> <p>Please provide contact details of who can be contacted within the organisation, with name and email address.</p> | <p>Address: Melis Stokestraat 18D, 3515BP Utrecht Contact person: Dennis de Vries Email: info@stichtingvreedzaam.nl Telephone: 0031 628406544 Website: www.stichtingvreedzaam.nl</p> |
| <p>Last update text (year)</p> | <p>2020</p> |