

THE DEVELOPMENT OF PEACE VALUES WITHIN A MULTICULTURAL APPROACH

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Abstract. Teachers` are models for their students, those who plant valuable attitudes, respect for different cultures, diversity, equity, justice, and humanism. Peace education is essential for a multicultural society. It has a huge transformative influence on the students` personalities, transforming them into peacemaker citizens able to avoid social-cultural conflicts, become promoters of constructive dialogues, demonstrate respect for values and aspirations, self and others. The research described in this article aims to develop a methodology for developing peace values in teachers who work in the system but did not have a specific peace education course with a multicultural approach, with a holistic vision. To check the effectiveness of the methodology was carried out an experiment where teachers who come to continuous professional development were involved in a formative program.

Keywords: multicultural competencies, education for peace, peacemakers, teachers, didactic model.

DEZVOLTAREA VALORILOR PENTRU PACE ÎN CADRUL ABORDĂRII MULTICULTURALE

Rezumat. Profesorii sunt modele pentru elevii lor, cei care plantează atitudini valoroase, respect pentru diferite culturi, diversitate, echitate, dreptate și umanism. Educația pentru pace este esențială pentru o societate multiculturală. Are o influență transformatoare uriașă asupra personalității elevilor, transformându-i în cetățeni pacificali, capabili să evite conflictele social-culturale, să devină promotori ai dialogurilor constructive, să demonstreze respect pentru valori și aspirații, pentru sine și pentru ceilalți. Cercetarea descrisă în acest articol își propune să elaboreze o metodologie de dezvoltare a valorilor pentru pace la cadrele didactice care lucrează în sistem, dar nu au avut un curs specific de educație pentru pace cu o abordare multiculturală, cu o viziune holistică. Pentru a verifica eficacitatea metodologiei a fost realizat un experiment în care cadrele didactice au fost implicate într-un program formativ de dezvoltare profesională continuă.

Cuvinte cheie: competențe multiculturale, educație pentru pace, pacificali, profesori, model didactic.

Introduction

The most recent world events and changes that happen in the political, economic, and socio-cultural environments cause spontaneous and unforeseen processes, the appearance of which determines crises triggered at multiple society levels, with different resonance and amplitude on education. In this context, arguments regarding the need to focus on human values are eloquent. The most studies agree that in the context of globalization, there has been much discussion about a crisis of education, and the need for new dimensions: education through values, education for change, education for personal development, intercultural education, moral education, civic education, etc. but still exist the need to continue and intensify the process [3, 10, 11, 35]. Education is the key in the

complex contexts of multicultural and conflict-affected societies. Peace education represents knowledge, skills and attitudes that are developed within education.

Mankind needs a common consciousness, to promote a new humanism, based not only on moral and cultural values but the acquisitions of the new scientific and technical revolution and their impact on life [1, 5, 23]. The teachers must educate students in the spirit of solidarity, openness and love for the community multiculturalism, respect for and trust in the destiny of humanity and human values.

Peace education is a social and multicultural education: social education as a transposition of the 'pedagogical principle', of deconstruction of the 'sovereign structures' and of amplifying the participation and co-determination of all those who participate in society life [22]. In a modern multicultural society, it is necessary to know the fundamental notions of peace and to practice them. Informing students about what peace really is, what its opposite means, what is the multiculturalism, what are the ways to achieve peace in a multicultural environment, principles and how to avoid conflicts is becoming increasingly necessary today. The outcomes of the peace education in a multicultural society will be the individuals thinking and behavior in the sphere of interpersonal constructs in school, family and society.

In the light of above, peace education in a multicultural environment, is a global approach to socio-political phenomena that occur in a person's life and involves a set of knowledge, skills and attitudes that determine his behavior. The general objectives of the peace education involve cultivating superior attitudes, educating students to avoid conflict and promote constructive dialogue. These students will be flexible, have respect for values and aspirations, self and others, and the ability to identify common ground, to respect the diversity of situations and lifestyles. These objectives are the cornerstone of the formation of each personality. "Peace education represents the openness and respect the individuals show for differences between people's cultures, of whatever nature. Like all attitudes, it is subtly conveyed." [5, p. 25]. Students need to be helped to become peacemakers. From an early age, children imitate the behaviors of those around them, developing their own values. No age is too small to help a child be opened to education for peace." [22, p. 43]. So, the school curriculum has the aim to supply students with the needed knowledge and practice to develop a more humanist student.

Let us think about the origin of the word "peace" that is derived in English language from Latin word "pax". Peace in the Roman Empire meant a cessation in fighting as well as rule over subject races [20]. In the context of the modern development and globalization an equivalent can be found in definitions of peace through deterrence. This definition describes peace in terms of what it is not, rather than what it is. Speaking about "peace" we don't mean only violence but also the presence of social, economic and political justice, which is essential to the notion [24].

According to the UNESCO [44] teachers' guide to peace education "*peace education* is an attempt to respond to problems of conflict and violence in multicultural environments as scales ranging from the global and national to local and personal. It is about exploring ways of creating more just and sustainable futures" [Laing, cited in 44]. According to Schmidt and Friedman [37] "Peace education is holistic, it embraces the physical, emotional, intellectual and social growth of children within a framework deeply rooted in traditional human values. It is based on philosophy that teachers love, compassion, trust, fairness, cooperation and revenue for the human family and all life on our beautiful planet" [44]. Teachers should promote peace education and take its principles as a baseline trying to integrate it into all segments of school curriculum.

The research object consists on the process of preparing teachers (trainees) during teachers continuous professional training for developing the peace education values to students in a multicultural society. The aim of the research is to establish the psycho-pedagogical basis for preparing teachers (trainees) during teachers continuous professional training for developing peace education values to students within a multicultural approach. Elaboration of a theoretical and practical pedagogical model of teaching peace education in a multicultural society being based on presented theoretical approaches.

1. Literature review

Peace education has taken different forms along the years. The visions of better world for all peoples and societies encounter different ways of peace education like education for justice, tolerance, nonviolence and conflict resolution, human rights, gender equity, multicultural education, education for sustainable development. All the named visions have developed conceptual issues over time being outlined in the different psycho-pedagogical theories. For this article the interconnection between two approaches will be highlighted. Conceptual and pedagogical implications will be drawn for establishing the theoretical framework of the need of implementing the didactic model for preparing teachers (trainees) during teachers continuous professional training for developing peace education values within a multicultural approach to students.

A European peace educator has defined peace education as: "The initiation of learning processes aiming at the actualization and rational resolution of conflicts regarding man as subject of action." [45, p. 296]. According to this definition, teachers must learn students how to become peacemakers or peacebuilders in multicultural society. In America, Betty Reardon, assumes that peace education is "learning intended to prepare the learners to contribute toward the achievement of peace." [33, p. 38]. Salomon G [34], an Israeli researcher has stated that peace education programs take different forms because of the wide variety of conflicts that plague human existence. Israel is a country where persists interethnic tension that's why the education system needs peace education policy to learn students how to promote empathy and solve communication conflicts, avoid hostilities and

develop a respect to global issues, environmental sustainability and nonviolence in a multicultural context. Despite this, peace education has not been afforded a central place in the formal educational system in Israel. The Israeli educational system is divided into separate sectors (secular Jewish, national religious Jewish, orthodox Jewish, and Arab). There is no formal *policy* for peace education in any of the sectors. However, we agree with Bar-Tal & Rosen [6] that peace education values must be incorporated in all dimensions of the educational system in order to grow up generation with peace values within a multicultural approach and the teachers should be those who know to support them to change.

Multicultural approach in education can bring us closer to a peaceful world that works to create unity in contexts of diversity and to ensure that all people are realizing their human rights [1, 3, 12, 23, 22, 28, 36]. Societies that have the problem of interethnic intolerance and conflict in urban or rural contexts have to learn how through education, social cohesion and cultural interchange empower their life. In Israeli, the problem of education for diversity and tolerance it is seen as one of the approaches of new needs of education defined by UNNESCO programs as an answer to existing social challenges. On the other hand, there seems to be a number of larger studies on suggestions for activities, teaching strategies and techniques that focus on multicultural aspects and promote peace values. [3, 34, 38, 44 etc.]. In a fairly relevant number of studies, reports and books, peace education within a multicultural approach is associated with cultural diversity education [20].

In order to grow up peacebuilder citizens able to place peace-loving understanding into their life, students should be taught with peace education within a multicultural approach since early ages [32]. The teachers must possess knowledge, skills and attitudes that facilitate the formation of the students` peace education values. A course of Multicultural education will contribute to teachers teaching professional development.

2. Theoretical framework

The theoretical framework of peace education within multicultural approach has been grounded from various fields, materialized in: sociological theories (Durkheim, 1995); social interaction theory [18]; conflict theory [46]; frustration-aggression theory [13]; theories of education - the theory of constructivism [14, 41]; culture emotional theory [17], emotional discipline theory [29]; the theory of education based on emotional intelligence [21]; the theory of multicultural pedagogy [4]; interpersonal relationship [42]; interethnic tolerance [33]; communication, cooperative learning [38].

3. Hypotheses formulation

The research hypothesis assumes that all generations, future and present, have the fundamental human right to live in peace. The teachers have the ethical responsibility to develop and make students understand how important is peace, to avoid totalitarianism, promote understanding multiculturalism and modern nonviolent living. The given research

wants to check the research hypothesis, namely: the advantages of preparing teachers (trainees) during teachers continuous professional training for developing peace values within a multicultural approach through the application of the Pedagogical Model *Developing teachers` peace education values within multicultural approach* during continuous professional training. The Pedagogical Model will be implemented according to more aspects:

- understanding the transdisciplinary potential of psycho-pedagogical disciplines from the perspective of the holistic approach of developing peace values in students within a multicultural approach;
- design, elaboration and application of academic course *Multicultural education*, in the process of teachers continuous professional training as a nucleus for the formation of peace values within a multicultural approach as a core course that will facilitate a transdisciplinary approach in building teachers` peace values in a multicultural society;
- equipping teachers with formative teaching strategies that will facilitate the process of the peace values development to students;
- encouraging teachers (trainees) to adopt a culture of constant self-improvement for adopting a positive attitude towards the teaching profession in a modern changing educational environment which requires updating the pedagogical approaches important in the development of peace values within a multicultural approach.

4. Research Methodology and Procedure

The Pedagogical Model for preparing teachers (trainees) during continuous professional training for developing peace values in students focuses on a system of philosophical, pedagogical approaches. Correspondingly, it ensures a global scientific-methodological approach and a holistic view. Experimental application of this model will take into account traditions and experiences in teacher training, the conditions of interaction of the components of the Model, the human and organizational factors. In this context, the two-dimensional psycho-pedagogical Model of preparing teachers for developing peace education values in students have a holistic approach supposing changing factors.

Through the implementation of the psycho-pedagogical Model of training teachers (trainees) during continuous professional training for developing peace values within multicultural approach to students aims to empowering teachers with the abilities and pedagogical tools necessary to form peace values in school students. The essence of this competence involves developing of certain attitudes, skills and knowledge in students, manifested through concrete abilities, as follows [9, 7, 35, 25]:

- to explain the meaning of peace education values and to know its components;

- to argue the need for peacebuilding communication and an active peacemaking attitude in a multicultural environment;
- to explain phenomena of social, cultural injustice, lack of equity, to identify their causes and possible one's measures to eliminate/control/reduce these phenomena;
- to identify and differentiate moral values from non - values in order to accept, in communication, diversity of axiological opinions;
- to communicate empathetically and show an open attitude during exchanges of opinions and ideas;
- to show a pacifist approach in situations of intrapersonal and social conflict in order to work together to find the most appropriate solution to solve them;
- to elaborate and promote in any communicative context principles and rules of empathy communication in the spirit of a culture of peacebuilding within a multicultural approach;
- to show affective skills (constructive and creative spontaneity; assertiveness; emotional stability; empathy; sociability; self-knowledge);
- to identify changes in their level of understanding of multiculturalism and, implicitly, in their level of (active) tolerance towards vulnerable people/people at risk of being discriminated.

The Didactic Model is a complex demarche that consists of three stages:

Stage 1 -theoretical knowledge of values associated with peacebuilder attitude within a multicultural approach.

Stage 2 -recognition and perception of emotional peace values: practicing these values.

Stage 3 –the teachers` peace education level (trainees) in the process of their training.

II. Types of formative activities: scientific-cognitive; value oriented; active-participatory interactive activities based on communication and collaboration in a multicultural approach.

III. Teaching specific strategies and empowering teachers with them during continuous professional training for developing peace values in students: the formation of consciousness and a peace value-based behavior; organization of the educational activities that lead to peacebuilding values; stimulation.

During continuous professional training for developing peace values in students were applied *specific methods* for training teachers. It is important to specify that were used not only traditional methods of carrying out scientific-cognitive activities during the stage of understanding the theory) but were also proposed, specific methods for achieving value-oriented activities and active-participative-interactive methods based on communication and collaboration like: *thinking hats, role play, pyramid, mosaic, creative controversy, debate etc.*

Specific evaluation descriptors to measure the level of peace values developed in teachers (trainees) during continuous professional training, so they are:

- The aspiration to acquire peacebuilder attitudes.
- Preferences over specific methods in teachers` training.
- Preferences over specific methods for developing peace values in school students.
- Emotional perception of the content of academic course.
- Value appreciation of multiculturalism and diversity.
- Show interest in training for peace values.

The evaluation of the level of peace manifestation in teachers is done through tests, discussion and reflection.

Forms of training organization: course, seminars.

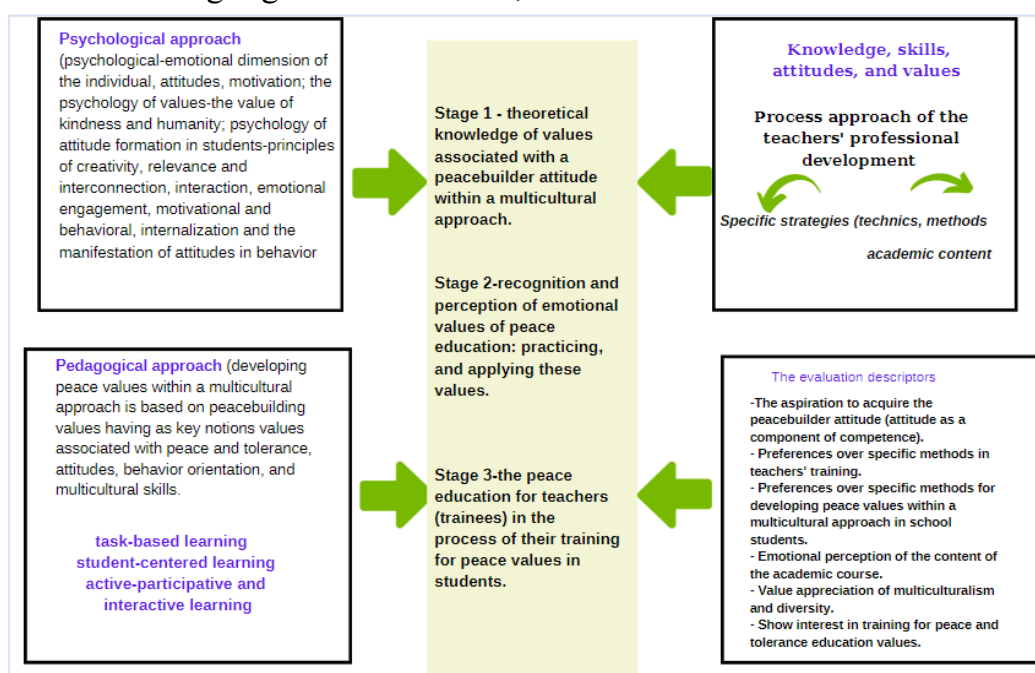


Figure 1. The Didactic Model of training teachers (trainees) during continuous professional training for developing peace values within a multicultural approach in students

The research experiment has the aim to establish the level of peace attitude our teachers possess. The level of teachers` peace attitudes will reflect the peace values level. The object of the investigation was the scale of diverse ethnic attitudes (multiculturalism) and conflict resolution ability.

The practical part of the research has a holistic approach was designed according to the hypothesis that the teachers have the ethical responsibility to develop and make students understand how important is peace, and transform them into peace builders through promoting and understanding multiculturalism and modern nonviolent living. In this context, preparing teachers (trainees) during continuous professional training for developing peace values through the use of the presented Didactic Model will have a transformative impact on teachers` attitude and then the needed expectations will be

accomplished in school. As a result, better peacebuilder teachers will educate better peacebuilder students.

4.1 Research population

The pedagogical experiment was carried out at the department of Continuous Professional Development of Education, it involved teachers from primary level, professional people who come to the continuous professional development courses. There are two groups one experimental and the second control group. There were no specific criteria to select them except to be a primary teacher, so the control group are trainees (teachers) that resemble the experimental group but do not receive the course of Multicultural education based on the Didactic Model. This group will provide a reliable information to which we compare the experimental results.

The practical stage of the research has been carried out in three stages. The first control stage, 43 teachers were involved into the intervention (23 experimental group and 20 control group). For both the experimental group and the control group, the averages of the scores for the subscales of the instrument were calculated as well as the average of the total score, which the trainees obtained as a result of the two measurements: first stage control experiment and then the third stage during validation.

4.2 Research Instrument

Taking into account the theoretical arguments exposed above were chosen the following investigation instruments:

- The survey to evaluate the teachers' attitude level towards peace and multiculturalism values in order to generate a quantitative assessment of the population's opinions relative to mainstreaming Scale. The questionnaire was originally developed by Larrive & Cook [27] that reported a reliability of 0.92 (*Appendix1*).
- The methodological course developed according to *Didactic Model* of training teachers (trainees) during continuous professional training for developing peace education values to students. The second research instrument is in the fact the novelty or product of the research that we are going to evaluate its effectiveness in the intervention program.

The survey consists on descriptors that will check teachers' desire to interact in a constructive way - items 10, 17, 18 (k = 3 items); respect for cultural differences and diversity - items 5, 8, 13 (k = 3 items); confidence in interactions with students of different ethnicities - items 3, 4, 9 (k = 3 items); pleasure produced by interactions - items 1, 6, 7, 12 (k = 4 items); attention to interactions - items 11, 15, 19 (k = 3 items) and avoidance of labeling, stereotypes and prejudices - items 2, 14, 16, 20 (k = 4 items). This survey will measure the cognitive and attitudinal aspects of the teachers' multicultural competence in the control and validation stage of the intervention, that becomes very important in developing peace values in students.

Table 1. The averages of the dependent variables in control stage of the experiment (teachers' attitudes towards multicultural approach)

| Dependent Variables | Control stage Intervention group (%) | | | | | Control stage Control group (%) | | | | |
|---------------------------------------------------|--------------------------------------|---------|--------|-------|------------|---------------------------------|---------|--------|------------|-------|
| | Str. against | Against | So, so | Agree | Str. agree | Str. against | Against | So, so | Str. agree | Agree |
| Desire to interact in a constructive way | | 8,89 | 67,82 | 23,17 | | | 8,33 | 61,65 | 26,65 | 3,30 |
| Respect for cultural differences and diversity | 1,44 | 26,08 | 57,95 | 14,47 | | | 31,65 | 48,3 | 16,65 | |
| Confidence in interactions | 2,86 | 23,18 | 43,02 | 30,43 | | 1,65 | 20 | 45 | 30 | 3,30 |
| Pleasure produced by interactions | | 4,34 | 50 | 38,04 | 7,60 | 2,5 | 8,75 | 50 | 32,50 | 6,25 |
| Attention to interactions | | 13,04 | 60,06 | 23,91 | 2,17 | | 10 | 53 | 33,33 | 3,33 |
| Avoidance of labeling, stereotypes and prejudices | 2,17 | 29,34 | 36,95 | 20,65 | 10,86 | 2,5 | 30 | 36,25 | 22,50 | 8,75 |

According to the obtained data we have noticed that teachers are less flexible from the point of view of desire to interact in a constructive way with students of other ethnicity, usually even teachers are well-intentioned we discover that they feel uncomfortable to discuss with those students. Knowing strategies to discuss and having an approach to the classroom problems in a constructive way is a crucial foundation to building good relationship. According to the got answers we discover that our teachers from both control and experimental group feel uneasy speaking in front of a classroom of a different ethnicity 43,02% in the control group and 45% in the experimental group don't feel confident when they communicate in a front of classroom of other ethnicity, or wouldn't like to share the space with them.

The statistics obtained from this survey show that our teachers fail in terms of avoidance of labeling, stereotypes and prejudices. The trainees are not open to students' opinions of other ethnicities and partly agree 36,95% in the experiment group and 36,25% in the control group that it is difficult for them to be objective when evaluating a student of another ethnicity.

In conclusion, after completing the survey, we noticed a low percentage of the confidence in interactions with students of different ethnicities strongly against 86% and against 18% in the experimental group to communicate, teach in a classroom with multicultural students, and the same data indicate the answers obtained in the control group strongly against 1,65% and against 20%. The statistics show a lack of pleasure produced by interactions with students of different ethnicities.

In sum, there is clearly a need of change of teachers' attitudes, able to have a holistic understanding of the things, peace-builders, tolerant and critical multicultural teachers for overlooking the complexities of cultural aspects or behavior in order to build positive transformative learning environments.

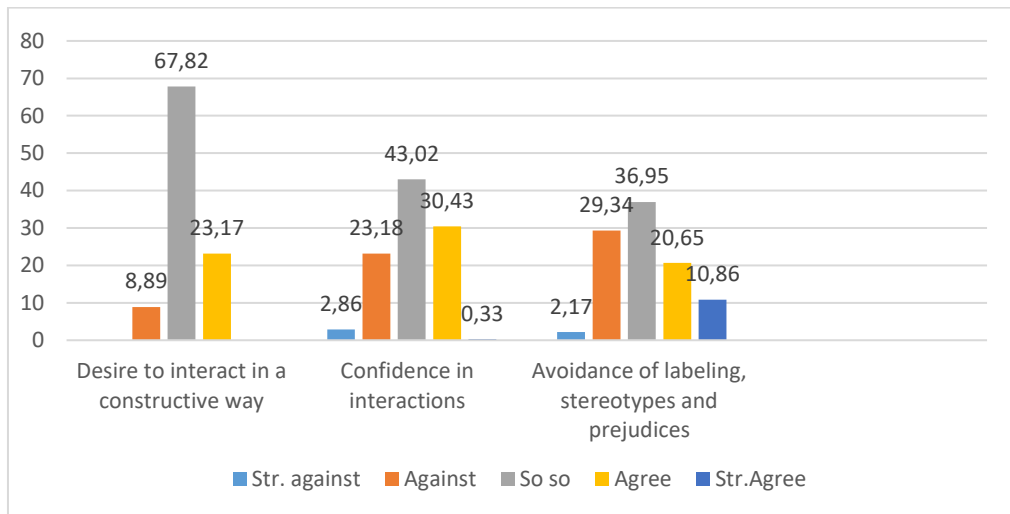


Figure 2. Percentages of the teachers' attitudes in the intervention group

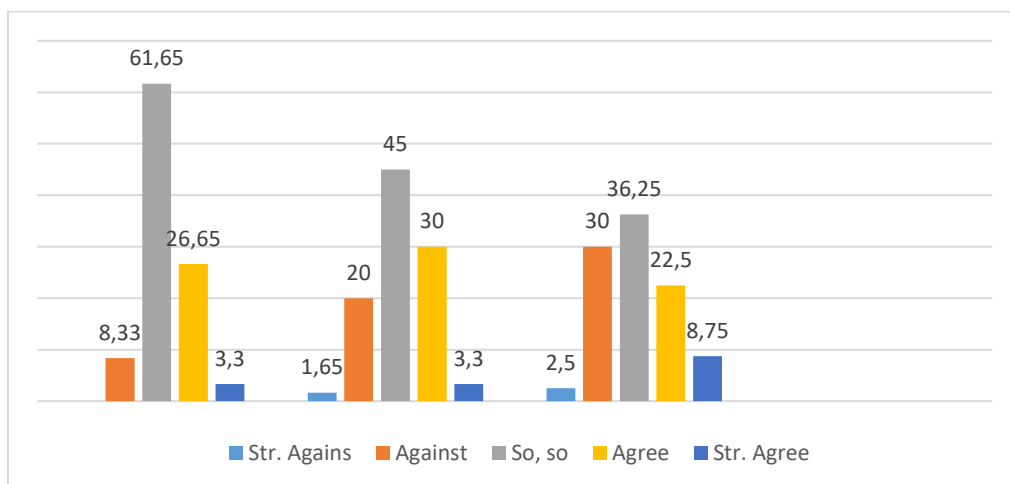


Figure 3. Percentages of the teachers' attitudes in the control group

The pedagogical intervention program involved 60 hours (30 hours direct and 30 individual work). In the second stage were involved only 23 trainees. The second group (control group) 20 trainees continued to CPD formation in a traditional way. The rest of trainees don't have access to the course designed according to the *Didactic Model* of training teachers (trainees) during continuous professional training for developing peace values within multicultural approach to students.

The elaborated curriculum provides guidelines for didactic design (theoretical and seminars lectures from the perspective of education focused on the formation of peace values from the perspective of multicultural approach. The curriculum design was made according to multicultural education principles:

- The principle of humanism, which requires the recognition of value, unrepeatability, integrity human personality; recognition of the right to free development and manifestation of skills;
- The principle of active cognitive development, which requires the organization of learning activity by interacting with the others to create the field of intellectual tension; the field of emotional charge; offers opportunities for both the manifestation of individuality and (re) knowledge of the other; arms the learner with behavioral experience, aptitude and attitude;
- The principle of heterogeneity and diversity, which requires design and organization of the didactic approach taking into account the cultural particularities of each one people;
- The principle of developing the quality of subject of each learner in the educational process;
- The principle of constant dialogue and equality.

The intervention program will have a specific, processual approach that involves three interconnected processes: design, implementation, evaluation based on learner centered learning concept, namely: active-participative and interactive activities; collaborative and cooperative forms of learning; training and development of individual skills and particularities of learners.

The teachers will be able to *define multiculturalism, specify advantages and disadvantages of multicultural culture, justice and equity fundamental principles, social stereotypes and ways of decreasing them in the society and classroom; prejudice and discrimination - strategies for their elimination, how to deal with them in school and class environment; social identity - majority versus minority culture and associated phenomena (enculturation, acculturation and de-culturation) in terms of the educational experience.*

During the Multicultural education course, the teachers will be provided with the needed theoretical and practical support and by the end of it the trainees will be able to:

1. examine their own attitudes towards other students` culture in the light of their future teaching careers;
2. understands specific terminology, including multiculturalism, culture conflict, conflict resolution, stereotypes, prejudice and racism;
3. identify stereotypes and prejudices and be aware of their effects on everyday life, in society, in school and in the classroom;
4. explain how racism and discrimination are manifested in society, in school and in classroom;
5. identify and illustrate methods and procedures by which to prevent and counteract the ethnicity conflicts or how to solve them.

Tasks like: Try to identify possible examples of discrimination, types of stereotypes in school, case study, debating and analyzing of the proposed cases; mind map-solutions for the presented case or cases, frontal work, group work will facilitate and promote a policy of openness, recognition and acceptance of diversity.

The validation stage had the aim to see if the *Didactic Model* of training teachers (trainees) during continuous professional training for developing peace values within multicultural approach while teaching in classroom proved the research hypothesis, the expectations are related to the change at the level of the teachers' attitude. Due to the methodology of forming peace values within multicultural approach, we want to change the variable of the items from which the research questionnaire is constructed. The items have the function of identifying the components of the multicultural competence of teachers. Their presence (components of multicultural competence) will transform their attitude as people, as teachers, this will lead to their ability, later, to develop the values of peace education in their classroom. In order to check the efficiency of the suggested methodology the both groups, control and intervention, were given the same survey so to be able to notice the effectiveness and achievements of the *Didactic Model*. The subject of the evaluation were the same descriptors: Desire to interact in a constructive way; Respect for cultural differences and diversity; Confidence in interactions with students of different ethnicities; Pleasure produced by interactions; Attention to interactions; Avoidance of labeling, stereotypes and prejudices.

The below table displays data that show a change in attitudes of those two groups. Judging by the obtained data we identify a visible change of percentages in the experimental group. The results exposed below indicate that the majority dependent variables have changed especially in the experimental group due to the intervention program (methodology based on the *Didactic Model* of training teachers (trainees) during continuous professional training for developing peace values), the results support the expectation of the research.

Table 2. The averages of the dependent variables in validation stage of the experiment (teachers' attitudes towards multicultural approach)

| Dependent Variables | Validation stage Intervention group (%) | | | | | Validation stage Control group (%) | | | | |
|------------------------------------------|-----------------------------------------|---------|-------|-------|------------|------------------------------------|---------|-------|------------|-------|
| | Str. against | Against | So so | Agree | Str. agree | Str. against | Against | So so | Str. agree | Agree |
| Desire to interact in a constructive way | 4,34 | 15,94 | 34,68 | 27,53 | 17,39 | 1,65 | 10 | 58,30 | 28,33 | 1,66 |
| Respect for cultural DD | | 7,21 | 34,78 | 39,13 | 18,82 | 1,65 | 28,33 | 45 | 25 | |
| Confidence in interactions | 8,69 | 30,43 | 28,95 | 24,60 | 7,21 | 3,33 | 20 | 45 | 30 | 1,66 |

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|---------------------------------------------------|-------|-------|-------|-------|-------|------|-------|-------|-------|------|
| Pleasure produced by interactions | 10,86 | 26,08 | 34,70 | 23,91 | 1,34 | 5 | 12,5 | 52,5 | 27,5 | 2,5 |
| Attention to interactions | 5,79 | 13,04 | 31,86 | 37,65 | 11,56 | 1,66 | 8,33 | 53,33 | 33,33 | 3,33 |
| Avoidance of labeling, stereotypes and prejudices | 20,65 | 50 | 26,08 | 3,26 | | 5 | 33,75 | 45 | 11,25 | 5 |

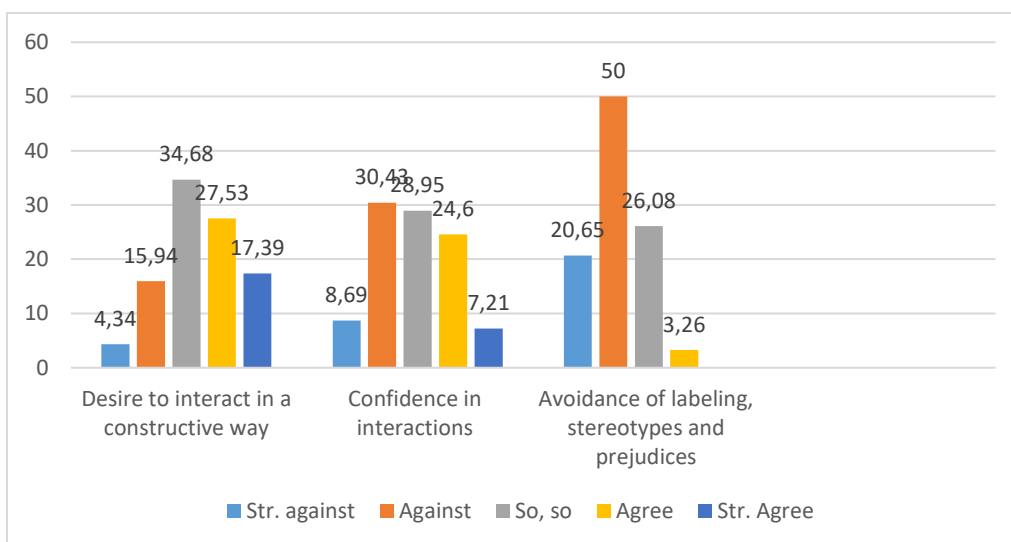


Figure 4. Validation stage, percentages of the teachers' attitudes in the experimental group

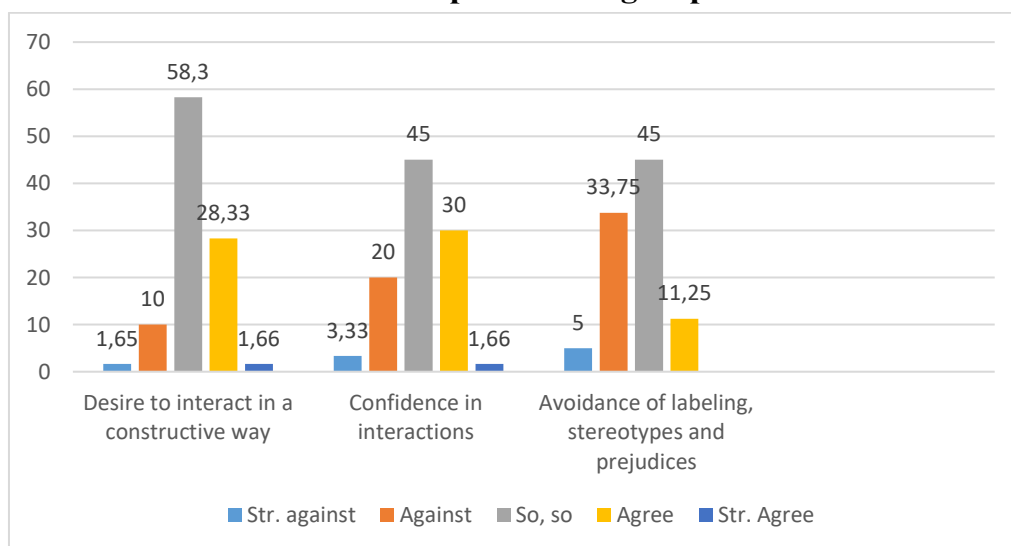


Figure 5. Validation stage, percentages of the teachers' attitudes in the control group

We see a decrease of the percentage of the teachers' desire to interact, at the statement regarding openness to students of other ethnicity and sensitivity to comments from 67,82% in the experimental group, control stage to 34,68% in the validation stage the teachers understood that they are those that have to learn their students to build strong relationships, to learn to live together based on the principle of unity in diversity. They became more

careful when interacting with students of other ethnicity once they have understood how important is a constructive dialogue, showing respect for cultural diversity. The effect of the course topics is observed in the change of the level of teachers' confidence in those two experiment stages and the results obtained in the two groups of teachers. The obtained data show that the values of confidence in interaction when they communicate with students of other ethnicity was increased as the number of undecided teachers regarding confidence in communication decreased from 43,02% to 20% in the validation stage. The number of those teachers who decided that they strongly agree that they would be able to communicate in a constructive way in a multicultural classroom have increased to 7,21%. Further, there were compared the results of experimental group versus the control group and we noticed that the values of the descriptor "Avoidance of labeling, stereotypes and prejudices" in the control group have high percentage - 45% and 11,25% at the category undecided (so, so) and agree that shows that they aren't flexible and display lack of equity, while the experimental group shows the values of 26,08% at the category undecided (so, so) and 3,26% agree.

Finally, as have been discussed above, the intervention group shows a significant increase across all descriptors, while the control group shows a small decrease in those scores.

5. Conclusion

The development of peace values within multicultural approach in students will be possible if the educational system will be designed being based on the principles of the concept of multiculturalism and centered on the student needs and particularities. An effective factor will be to develop an educational experience which aims at the effective development of individual personality traits towards for its own benefit and for the benefit of the society in which it is to live.

The theoretical investigations helped to establish the factors that influence the formation of individuals' attitude towards peace components and build a methodology for developing a positive attitude towards values such as equity, justice, the rights of each individual. The teaching methodology should also have a multicultural approach and apply student-centered, interactive strategies that involve collaboration, and cooperation. This has led us to identify the didactic demarche that was materialized in the Pedagogical Model of training teachers (trainees) during continuous professional training for developing peace values within multicultural approach in students.

The intervention program helped us to see that through a systematic and holistic approach the teachers' attitudes can be changed if they discover that the perception, interpretation, evaluation and behavior of each culture are unique, and cultural diversity is perceived as a wealth. Ignoring the differences, increasing the awareness of the need of acceptance and learning to act as peace builders in a tolerant way will make teachers to

adopt a policy of peace values in the context of multicultural approach. According to the findings in the validation stage was discovered that there was a significant difference in attitudes of those two groups. The group involved in the intervention program according to the statistics improved their confidence in interaction, communication and was decreased the level of labeling, stereotypes and prejudices.

Appendix 1.

The scale of multicultural attitudes regarding different ethnicities

Name _____

Age _____

Position _____

Education _____

Your ethnicity _____

Read the below items that refer to multicultural tolerance regarding different ethnicities. Please circle the number corresponding to the answer that best suits you with your usual way of interacting with students of different ethnicities. There is no such questionnaire right or wrong answers. Please answer as honestly as possible.

| Nr | Statement | Strongly against | Against | So, so | Agree | Strongly agree |
|-----|---------------------------------------------------------------------------|------------------|---------|--------|-------|----------------|
| 1. | I like to interact with students of different ethnicity than mine. | 1 | 2 | 3 | 4 | 5 |
| 2. | I think that students of another ethnicity are arrogant | 1 | 2 | 3 | 4 | 5 |
| 3. | I am confident when I communicate with a Jewish student. | 1 | 2 | 3 | 4 | 5 |
| 4. | It's difficult for me to speak in a Jewish audience. | 1 | 2 | 3 | 4 | 5 |
| 5. | I am very attentive when interact with students of different ethnicity. | 1 | 2 | 3 | 4 | 5 |
| 6. | I am slightly disturbed when I talk to people of different ethnicities | 1 | 2 | 3 | 4 | 5 |
| 7. | I don't like to share the same space with people of different ethnicities | 1 | 2 | 3 | 4 | 5 |
| 8. | I respect the cultural values of different ethnicities | 1 | 2 | 3 | 4 | 5 |
| 9. | I do not trust students of other ethnicity when I interact with them. | 1 | 2 | 3 | 4 | 5 |
| 10. | I am open to students of other ethnicity | 1 | 2 | 3 | 4 | 5 |
| 11. | I am very careful when interacting with students of other ethnicity | 1 | 2 | 3 | 4 | 5 |
| 12. | I often feel useless when interacting with students of other ethnicity | 1 | 2 | 3 | 4 | 5 |
| 13. | I respect the way other student's ethnicity behave. | 1 | 2 | 3 | 4 | 5 |
| 14. | I would not accept the opinions of other students' ethnicity. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 15. | When I interact with another student ethnicity, I am sensitive to comments | 1 | 2 | 3 | 4 | 5 |
| 16. | I think my ethnicity is better than others. | 1 | 2 | 3 | 4 | 5 |
| 17. | When I interact with students of other ethnicity and their parents / relatives, I show them I understand them by verbal and nonverbal cues. | 1 | 2 | 3 | 4 | 5 |
| 18. | I feel the need to avoid interacting with students of other ethnicity during classes and at breaks | 1 | 2 | 3 | 4 | 5 |
| 19. | The differences between me and a student of other ethnicity with whom I interact produces a feeling of joy. | 1 | 2 | 3 | 4 | 5 |
| 20. | It is difficult for me to be objective when evaluating a student of another ethnicity. | 1 | 2 | 3 | 4 | 5 |

Distribution of items according to scale

- A) Desire to interact in a constructive way - items 10, 17, 18 (k = 3 items)
- B) Respect for cultural differences and diversity - items 5, 8, 13 (k = 3 items)
- C) Confidence in interactions with students of different ethnicities - items 3, 4, 9 (k = 3 items)
- D) Pleasure produced by interactions - items 1, 6, 7, 12 (k = 4 items)
- E) Attention to interactions - items 11, 15, 19 (k = 3 items)
- F) Avoidance of labeling, stereotypes and prejudices - items 2, 14, 16, 20 (k = 4 items).

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