



FROM CULTURAL DISSONANCE TO SHARED HUMANITY

**Educating for Peace through International Mindedness &
Restorative Justice Principles**

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What do we mean with PEACE?

ON THE SURFACE

NO CONFLICTS

TRANQUILLITY

SILENCE

RAINBOW

FRIENDSHIP

SYNCHRONICITY

GOING DEEPER

Presence of **mutual recognition** and **respect** in situations characterised by ***cultural dissonance*** or ***divergent perspectives***, as schools, workplaces, marriages, and friendships.



Side effects of disregarding mutual recognition

Major Conflicts

History has repeatedly shown us that when human beings are ruled by the **immoderate** and **undisciplined need for cultural belonging**, the **consequent fanaticism** leads to **blind hatred** against others, where groups become **deeply rooted** in their **own convictions**, leading to a kind of **ideological deadlock**. Each side feels that **acknowledging the other's perspective** would mean relinquishing, or even **betraying**, something fundamental to **their own identity** or worldview. This **mutual fear** often arises from the belief that **"rightness" is finite and exclusive**—if one side is right, the other must be wrong, creating an **all-or-nothing dynamic**. Therefore, it's a question of surviving or succumbing.

How does great peace begin?

B. Hellinger – German philosopher, theologian, educator, psychotherapist, author, father of the Family Constellations

Peace is achievable when the desire for annihilation ceases, and the individual recognizes that there are no better or worse human beings. In other words, when there is mutual recognition of validity and respect.

Bert Hellinger Der große Konflikt

Die Antwort

Peace starts at Home

As Act of Willpower and a Daily Choice

- **Intentional Language** that encourages inclusion, uniqueness, and respect
- **Common Vocabulary** for shared values
- **Modelling Open-mindedness** for our children



Why Education Matters More Than Ever?

Because the **world** is facing a unique **convergence of global crises**—social, environmental, political, and technological—that demand **not just knowledge**, but **wisdom, empathy, and cooperation**.

- “Educational Techniques for Peace” - Marie-Thérèse Maurette
- International Baccalaureate’s Mission

Education as a vehicle for
peacebuilding

Through real-world
preparation.

Education for a better and
more peaceful world

Through an international
mindedness.



At School: International Mindedness & Restorative Justice Principles

Being schools characterized by **“cultural dissonance”**, it is essential that all stakeholders get educated about **international mindedness**, which the IB intends to be a ***“shared attitude to openness toward the different world cultures and their appreciation.”***

The Third Cultural Space

Summarily, International Mindedness is a ***“decline of egocentricity”***. Thus, it is the commitment to engage productively in creating the **“third cultural space”**.



At School:

International Mindedness & Restorative Justice Principles

- An approach to discipline to conflict that seeks to **repair harm rather than punish.**
- Involves **dialogue, accountability,** and **reconciliation** among all those affected.
- Builds a **culture of respect, empathy, and shared responsibility in schools.**

1

Specific Policies, that prioritize the dialogue, accountability, and the **restoration of relationships rather than punishment.**

2

Restorative practices in schools, reinforcing the idea that sustainable peace begins with understanding, **reconciliation,** and the acknowledgement of each individual's place within a broader human system.



Together, these approaches can transform conflict into a catalyst for growth, empathy, and community cohesion.



Some Evidence

- A multi-school study across 485 California middle schools found that increased exposure to restorative practices **improved academic outcomes** in English language arts and mathematics, **lowered suspension rates** and days suspended, with particularly strong effects for Black and Latino/a students (Learning Policy Institute, 2023).
- In Chicago Public Schools, restorative programs led to an 18% decrease in out-of-school suspension days, a 35% **reduction in** in-school **student arrests**, and a 15% drop in out-of-school arrests (Scholars Strategy Network, 2022; Brookings Institution, 2022).
- At Cole Middle School in Oakland, California, three years after implementing whole-school restorative justice, suspensions declined by 87% and **expulsions fell to zero** (Minnesota Department of Education, 2016).

Overall, restorative approaches are associated with improved school climate, increased attendance, higher GPAs, and enhanced student engagement and emotional well-being (ERIC, 2023).



Integrated Practices in the IB framework

Contact the author to unlock the second section of the presentation.