

The ECP Matrix: A Practice-Informed Transformative Framework for Peace Education Integrating Inner, Relational, and Systemic Learning

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Abstract:

Contemporary societies face increasingly interconnected crises, including armed conflict, social fragmentation, ideological polarization, ecological degradation, and the erosion of shared ethical reference points. Although peace education has become an established field of educational research and practice, many existing frameworks remain predominantly focused on conflict resolution, citizenship education, human rights, and intercultural dialogue, often without sufficiently integrating the intrapersonal, relational, and systemic dimensions necessary for sustainable peacebuilding. This article introduces the Education for a Culture of Peace (ECP) Matrix, a multidimensional pedagogical framework designed to address this gap. Developed through interdisciplinary conceptual synthesis and informed by implementation within international AISA educational settings, teacher training programs, and community peace initiatives, the ECP Matrix conceptualizes peace education as a progressive transformative process operating across three interconnected dimensions: inner transformation (Ethos of Peace), relational transformation (Expression of Peace), and systemic transformation (Action of Peace). The framework integrates ethical development, contemplative practices, communication and mediation competencies, collaborative action, systems thinking, and ecological responsibility into a coherent educational architecture. Methodologically, the article adopts a theory-building conceptual research design grounded in integrative literature review and practice-informed model development. The ECP Matrix contributes to peace education scholarship by extending conventional paradigms beyond normative and conflict-prevention approaches toward a holistic model linking personal consciousness, social interaction, and collective ecological action. The article discusses theoretical implications for peace education, transformative pedagogy, global citizenship education, and sustainability-oriented educational reform, while identifying pathways for future empirical validation.

Keywords:

Peace education, culture of peace, transformative learning, social-emotional learning, mediation, systems thinking, ecological peace, global citizenship education.