Title: Empowering Pinocchio to become a real boy

Abstract: ABSTRACT
Introduction:
Considering children’s role as active citizens in the school community and their social health’s relationship with society’s health, their peace education and empowerment in social skills becomes of significant importance.
Objective:
This study set out to establish a framework of influential factors on empowering primary school students in peer mediation from the stakeholders’ point of view.
Methods:
A qualitative content analysis was performed. The participants consisted of schoolchildren (24 boys), parents (10 individuals), school officials and experts (11 individuals). In total, 7 focus group discussions and 6 in-depth interviews were held. Data collection continued to the point of saturation. The interviews were transcribed verbatim and analyzed using OpenCode software.
Results:
The participants’ views and comments were classified into two main categories; “educational empowerment” and “social empowerment” and into two themes; “Program” and “Support”. The ‘Program’ theme included factors such as the design and implementation, development, maintenance and improvement and individual and social impact. The ‘Support’ theme included factors such as social, emotional and physical support.
Conclusions:
The two fundamental bases of peace education and empowerment of primary school children in peer mediation are both educational and social aspects. They are vital for peace education design, programming and intervention. Empowering children requires certain actions and interventions to embed and support the necessary conditions for the realization of peace education and empowerment programs.

Primary school, Empowerment, School health, Peer mediation, Peace education.
Presentation: Oral