

**UNESCO's ASPnet PROJECT**

&

**INTERCONNECTIONS 21**

**International Workshop on  
Promoting Peace and Conflict  
Resolution Education in Schools**

New York, NY  
April 28-29, 2001

**REPORT**

## **Authors' Note**

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# I. Background

In 1997 and 1998 respectively, The General Assembly of the United Nations declared the year 2000 the “International Year for the Culture of Peace” and the first ten years of this new millennium the “International Decade for Peace and Non-Violence for the Children of the World.” During the Decade, countries throughout the world were invited “to ensure that the practice of peace and non-violence was taught at all levels in their societies, including educational institutions”. Non-governmental organizations, the media, artists and other groups were asked to support the Decade.

It is in this context that UNESCO and InterConnections 21 (IC 21), a US non-governmental organization based in Wyoming that coordinates the American chapter of UNESCO’s Associated Schools Project, convened an international workshop in New York City on April 28-29, 2001, on Promoting Peace and Conflict Resolution Education in Schools. The workshop built on the findings and recommendations of two events: the *International Seminar on Conflict Resolution in Schools* convened in the Netherlands on March 2-3, 2000 by the European Platform for Conflict Prevention and Transformation; and the *Workshop on Conflict Resolution and Human Rights Education* convened by IC 21 for the ASPnet/USA teacher network on June 3-5, 2000 in Jackson Hole, Wyoming. Reports from these gatherings are available at [www.euconflict.org](http://www.euconflict.org) and [www.ic21.org](http://www.ic21.org).

The workshop brought together 40 educators from across the US and several countries abroad (*see Annex 1*). Susan Fountain, a consultant in training and curriculum development in the areas of human rights education and conflict resolution, facilitated the workshop.

## II. Workshop Aims and objectives

In many countries, curricula for teaching peace and conflict resolution in schools are proliferating. Research and evaluation findings indicate that such curricula can indeed have an impact on children’s attitudes and behaviors. These studies indicate that effective programs are characterized by such factors as the involvement of all members of the school community, the sharing of responsibility with students, high-quality training, the integration of conflict management in all aspects of the life of the school, regular and consistent program implementation, and a long term commitment.

Yet despite such evidence, there are many examples of well-intentioned programs that have failed to become integrated into the life of the school, or that have proved to be unsustainable. The aim of this workshop, therefore, was to explore the context in which peace and conflict resolution education takes place, the institutional challenges to its implementation, and strategies for overcoming them. Institutional challenges include educational policies and practices, at the level of the school, the district, the state and the nation, that either hinder or promote the creation of a culture of peace in school, such as:

- policies relating to state and national standards,
- practices in time scheduling that affect the introduction of new programs,
- funding priorities, and
- the mission of schools, particularly in relation to divergent views on teaching conflict resolution and other social skills.

The workshop had four specific objectives:

- to allow participants to share experiences of programs in peace and conflict resolution education and learn from each other;
- to promote networking;
- to identify practical ways of supporting peace and conflict resolution education in schools and surrounding communities during the Decade; and
- to conceive of advocacy strategies or materials that can be employed to promote peace and conflict resolution education.

In order to meet these objectives, the workshop agenda (*see Annex 2*) was designed to allow for both large and small group discussion. Workshop participants represented five groups that are involved in different aspects of peace and conflict resolution education: students, parents, school personnel, policy makers, and representatives of civil society organizations. Participants had the opportunity to work in mixed groups, in order to share differing perspectives, and in single focus groups.

The workshop was also unique in that it brought together educators from every continent, allowing for a North-South dialogue on common concerns in peace and conflict resolution education, as well as issues that are culturally specific. The international dimension enriched the workshop discussions, and increased opportunities for global networking.

Prior to the workshop, participants submitted background papers about their programs; these were distributed to other participants in advance of the workshop, and will be available at [www.ic21](http://www.ic21) or by emailing [ic21@compuserve.com](mailto:ic21@compuserve.com). Documentation on the various programs was displayed during the workshop.

### **III. Summary of the Workshop Proceedings**

#### **Saturday, April 28**

##### **Opening session**

Susie Rauch of InterConnections21 welcomed participants and thanked them for being part of the workshop. She acknowledged the U. S. Department of State, which provided a

grant through UNESCO for this workshop. She thanked the Longview Foundation, which has provided support to IC21. She also recognized the Community Foundation of Jackson Hole, WY, and other individuals and organizations that made the workshop possible. She then gave a brief overview of the history and goals of IC21.

As part of the opening, Ms. Prayad Sriboonchoo, the UNESCO ASP coordinator from Thailand, led a song she had composed, entitled “A Peaceful World”.

**“A peaceful world”**

Composed by Ms. Prayad Sriboonchoo, ASPnet Coordinator, Thailand

**A peaceful world is our plea,  
A world where children can all run free,  
With clear water, fresh air, green trees  
A peaceful world for you and me.**

**A peaceful world with no more tears,  
No hunger, threat, sickness, war or fear,  
With love and care and learning chances,  
The world that’s full of friendliness.**

**A world that’s one, a just one,  
A world with no discrimination,  
A world where children can play with glee,  
A better world for you and me.**

Sigrid Niedermayer, representing UNESCO Headquarters in Paris, highlighted the importance of this international gathering. She spoke about UNESCO’s mission to build peace and international understanding throughout the world and about its Associated School Project Network, which currently has 6600 member educational institutions in 168 countries. She emphasized that this would not be a training workshop, but rather would aim at eliciting participants’ views on the best ways to promote peace and conflict resolution education, both globally and locally.

Cora Weiss, President of The Hague Appeal for Peace, addressed the group about the common goals for peace and conflict resolution education that both HAP and UNESCO ASP hold. The Hague Appeal for Peace is a coalition of civil society organizations including cultural activists, those concerned with peace and disarmament, human rights, indigenous peoples' rights, gender, the environment, faith-based approaches, peace education and youth. Its work is based on a 50-point Agenda, developed at the May 1999 Hague Peace Conference. The Agenda is designed to help civil society move from the culture of violence that defined the past century, to a culture of peace that must define the new century. Ms. Weiss emphasized that the skills to build peace are not inborn; they must be taught. Peace education can be a powerful force for the prevention of violence,

and should incorporate elements of participation, democracy, diversity, justice, and nonviolence. If peace education is to be effectively integrated in classrooms, supporting teachers is the key. She proposed that education for everyone should be based on the four “Rs”: Reading, wRiting, aRithmetic, and Reconciliation.

Each participant then introduced him/herself and his/her program. After reviewing workshop objectives, Susan Fountain, the workshop facilitator, asked participants to express their hopes and expectations for the workshop. These included:

- Development of a network that will extend beyond this meeting.
- Sharing ideas on how to recruit/maintain partners.
- Learning new ways to open the minds of directors/principals.
- Strategies for getting peace and human rights into national curricula.
- Ideas for specific joint projects that the group can carry out.
- Sharing better ways to teach so that students understand peace and conflict resolution.
- Finding ways to get parents to “buy in”.
- Sharing resources – no room for “turf battles” in this field!
- Learning from the experiences of others.

### **Small group activity: Force Field Analysis**

This activity (*see Annex 3*) was designed to help participants identify factors that hinder or promote a culture of peace in schools. Participants worked in small groups that were mixed in terms of nationality and role in peace education processes.

Most groups adopted some version of the following statements of the current situation and goal:

*Current situation: Conflict resolution and peace education are not widely integrated and accepted in schools.*

*Goal: Conflict resolution and peace education are an active and integral part of school and community life.*

Working groups then developed Force Field Analysis diagrams on the forces that either help or hinder movement toward the goal.

#### **Results of group work:**

A summary of commonly agreed-upon forces is listed below:

Forces that are hindering the integration of conflict resolution and peace education in schools:

- Lack of comprehensive educational programs to address conflict resolution.
- Low percentage of teachers prepared to deal with conflict resolution and diversity.
- Teachers and administrators are not motivated to promote peace education.
- Peace/conflict resolution education programs are often imposed on teachers.
- Lack of funding and resources for these programs.
- Educational administrators, policy makers, and politicians are not open to peace education, do not see it as a priority.
- Emphasis on academic learning and testing devalues social-emotional learning.
- A narrow definition of education excludes learning about peace and conflict resolution.
- Lack of time to implement peace education programs.
- Students often are not central to the development of these programs.
- Students are afraid to join peace movements (fear of becoming a target of violence, fear of being seen as “wimpy”).
- Conflicts in schools, bullying, disrespectful language are not taken seriously, intervention doesn’t occur.
- Denial on the part of parents, community: “We don’t have any problems here”.
- Lack of community support for peace/conflict resolution education.
- Children are exposed to violent media.
- Availability of weapons, drugs.
- Structural violence in society, injustice, and unequal distribution of resources leads to violence in schools.
- Breakdown of communication within families.
- Lack of positive role models for peaceful conflict resolution.
- Male dominance.

Forces that are helping the integration of conflict resolution and peace education in schools:

- Some teacher training colleges are starting to add conflict resolution/diversity to their curricula.
- The resourcefulness, motivation and commitment of individual schools and teachers.
- The development of school improvement teams.
- The development of school mission statements.
- Increasing numbers of young people are trained in peacemaking skills, and are recruiting others.
- Alternative educational settings are able to place an emphasis on peace and conflict resolution.
- Increased networking between people working in this field.
- Local cultures that support giving, social justice.
- Transcendent issues, such as the environment, are bringing together divergent groups around shared concerns.
- Increased empowerment of minorities.
- Disarmament processes.
- Increases in acceptance of diversity, cooperation, and solidarity.

- Greater public awareness of issues of violence, peace, and conflict resolution.
- Greater number of organizations that are providing training in peace education, conflict resolution, human rights, multicultural issues.

## **What can we learn from the experience of others? Four case studies**

Four participants – two from the U.S. and two from other countries – made case study presentations on their programs.

### **Centre for Conflict Resolution Youth Project, Cape Town, South Africa (Presented by Valerie Dovey)**

Valerie Dovey presented an overview of the Youth Project's services and the context in which it works. The logo of the Project, which started in the early 1990s, is "*Towards Peaceable School Communities*":

*"Towards"* implies an ongoing process;  
*"Peaceable"* includes the notions of possible and workable;  
*"School Communities"* involve learners, educators, management structures, parents, and where applicable, the broader community.

The Project targets the educators and focuses on a long-term programmatic approach with an emphasis on capacity building. Working with the educators is seen as the most effective way of reaching the greatest number of children and youth. The Project's training program comprises two five-day events (sometimes broken into shorter sessions):

Phase 1: "Creative and Constructive Approaches to Conflict"  
 Phase 2: "Mediation in School Communities"

Following Phase 1, educators are expected to start their own implementation process in their school communities before engaging in the second phase. They are encouraged to embrace the concept of taking "bite-sized chunks" rather than attempting sweeping change, and to take cognizance of the needs and climates of their particular settings as they do so.

The incorporation of conflict resolution in school practice and teaching is suggested as an important strategy in a continuum ranging from prevention to early intervention. Its links with a range of other educational initiatives, e.g. Anti-Bullying, HIV/AIDS and Human Rights Programs, are made explicit. It is important that it not be perceived as yet another burdensome "add-on" activity.

Ms. Dovey stressed that schools are often microcosms of what happens in the broader

community and society in general. The Project, therefore, adapts and expands its training content to reflect pertinent macro issues. South Africa, as a society in transition after the dismantling of apartheid, faces many challenges that have to do, *inter alia*, with working with change in a constructive way.

The Project engages its training participants at a personal level before they consider implementation with learners, and the use of journaling is encouraged in this regard. The methodology is grounded in the fundamental building blocks of affirmation, communication and cooperation, and is presented in a context of developing our personal power to handle conflict with confidence and creativity. Participants are encouraged to access the Youth Project's vast resource collection and to make use of its outreach facility, a service that lends out collections of relevant material on a short-term basis.

Ms. Dovey ended her presentation with some personal reflections about the challenges of being a peace educator, and stressed the fact that, "*despite the difficulties that come with working in this field, we cannot allow hope to dwindle. Each one of us **can** make a difference!*"

**Community Mediation Center, Bozeman, Montana, USA  
(Presented by Kathryn Strickland and Maribeth Goodman)**

In 1999 Montana simultaneously ranked 27th in the nation for the highest cost of living and 3rd in the nation for lowest per capita income. 25% of Montana children live in poverty. The Community Mediation Center is based in Bozeman, MT. While Bozeman has a reputation as a small, quiet town, the CMC operates under the assumption that violence can happen anywhere and that Bozeman is not immune to the violence plaguing other communities worldwide. This was the lesson learned from the shooting at Columbine High School, which spawned a rash of local bomb threats. School officials reacted by imposing new rules on students – no backpacks, students could not lock lockers, officials closed off school entryways. The new rules fueled tension and disagreement among students, parents, and teachers. The CMC saw a need for a dialogue forum to address everyone's concerns. It conducted dialogue circles for three schools involving over 1100 middle and high school students, parents and teachers. Participants voiced concerns, identified problems and proposed solutions for preventing a similar tragedy in Bozeman.

The proposed solutions gave rise to the Comprehensive Conflict Resolution Initiative (CCRI), a collaborative endeavor among the local school district, several non-profits and local businesses. CCRI aims to create a culture of peaceful conflict resolution within the entire school community, based on a) seeing youth not as problems but as resources; b) sharing responsibility with students; and c) involving the entire community in the effort. The initiative has four main activities:

**1. Peer Mediation**

The peer mediation program trains a cadre of students to mediate disputes at school.

When disputes arise, students can try to solve problems on their own with the help of peers, rather than go to the principal's office. The program empowers students to solve problems on their own, before they escalate to violence.

Initially, parents, teachers, and administrators are educated about the principles of mediation, how it works and what the benefits are. Conflict resolution training for faculty is offered, so teachers can mirror the skills the students will be learning and practicing in the peer mediation program. Laying this groundwork is instrumental to success.

Live demonstrations show how mediation works, and all students are invited to apply to be mediators. School administrators select 30 students, including at-risk students, to be mediators. This selection process is not based on popularity or academic performance. The pool of peer mediators represents all social circles within the school. The selected students undergo 12-14 hours of peer mediation training. The training is highly interactive with multiple role-plays and direct feedback to the students. After the trained students have had the opportunity to mediate actual cases, follow up trainings at the school are conducted once a month. A key to the program is the in-school peer mediation coordinator, who coordinates the program and pairs mediators with cases as they are referred. Anyone can refer a case to mediation – teachers, parents, students, and administrators.

## 2. Involving at-risk students

A concerted effort is made to involve at-risk students, who are personally recruited and encouraged to apply to be peer mediators. Administrators report a remarkable turnaround in behavior of some of these students. When entrusted with the responsibility of helping others, the students gain self-esteem, find ways to contribute to school other than academics or athletics, and become positive role models. One at-risk student trained as a peer mediator has been cited with 71% less discipline infractions since being selected.

## 3. Victim-offender mediation

Peer mediation cannot accept serious cases involving crime. Instead, adult mediators facilitate face-to-face dialogues between victims and offenders. Victims have the opportunity to voice how the crime affected them. The offender hears first-hand how his/her actions impacted another, and has the opportunity to take responsibility. The two work together to create a restitution agreement. School administrators are being helped to see that they have more tools at their disposal than expulsion and in-school suspension. VOM uses the principles of restorative justice: repairing the harm done to victims, and finding creative ways of restoring an offender to the community, rather than alienating him/her from it.

## 4. Peacemaker award celebration

The Peacemaker award celebration is a way of involving the entire community. Every year, all the peer mediators in the county are honored. Political figures participate, and after the ceremony there is a dessert extravaganza. The event demonstrates to students that the entire community values their work promoting peace and cooperation at school.

Together, these four activities help to create a peaceful school culture with students, empower youth to find solutions on their own, and involve the entire community in the effort.

### **Lebanese Conflict Resolution Network, Lebanon (Presented by Mouzna Al-Masri)**

Mouzna Al-Masri gave a short overview of the Lebanese situation, which involves 17 different religious sects and on-going strife between numerous parties that has lasted a generation. The context has made formal education in Lebanon very difficult in recent years; this is even more true for education on issues of peace and conflict. While a new class on civic education contains some conflict resolution content, it has been difficult to address many teacher training and curriculum development needs. The Lebanese educational system has faced challenges around holding separate religion classes, versus having a unified class about all religions. Private religious schools exist, and many educators are asking how children from these schools can be brought together to work on common projects, to build bridges across religious groups.

It is in this context that the Lebanese Conflict Resolution Network (LCRN) developed. LCRN is made up of representatives of 33 NGOs working in Lebanon. It has a project called the Youth Development Program, based in non-formal educational settings, that includes three phases:

- Phase I: training to increase understanding about conflict resolution
- Phase II: work on a set of activities to teach others (ages 15-20)
- Phase III: dissemination and discussion of results

A major finding of LCRN's Youth Development Program is the need to begin this sort of work at an early age.

Ms. Al-Masri raised a number of issues relating to peace education in the context of sectarian conflict. She emphasized the need for communities to define what "peace" means to them. In Lebanon, the word "peace" is often associated with an unjust peace process; people identify justice as their most basic need, as there can be no real peace without justice.

She pointed out the difficulties of trying to build democratic processes in undemocratic contexts. For example, LCRN has run successful camp programs that build dialogue between religious groups, but when children return to their communities, that sort of dialogue isn't supported.

Ms. Al-Masri also highlighted the fact that in Lebanon, as elsewhere, traditional means of conflict prevention and resolution have always existed. When western approaches to conflict resolution are introduced, this should be done in the spirit of supporting traditional methods, rather than supplanting them.

**Friends School of Minnesota, St. Paul, Minnesota, USA  
(Presented by Janet Thometz)**

The Friends School of Minnesota puts into practice the Quaker philosophy of non-violence on a daily basis. This institutional commitment has led to the development of a comprehensive approach to teaching peace and conflict resolution, designed by teachers with continuity through the grade levels. The entire school community participates in the program, which starts in kindergarten. Teachers, staff and parents are trained in the programs methods and skills, so that all the adults in the children's lives reinforce the community's commitment to resolve conflicts peacefully.

The Conflict Resolution Program involves three strategies:

Conferences are meetings that address misunderstandings and conflicts between two or more individuals. At Friends School, a one half hour period is available each day for conferences. In a conference, an adult facilitator guides children through a process with well-defined steps. Children first agree to basic rules (taking turns speaking, speaking respectfully, agreeing to work hard to come up with a solution). They then listen to each other, identify their perceptions and feelings, and work to come up with a plan to resolve the issue.

Group gatherings are meetings of larger groups, usually a whole class, to address issues affecting the whole group or community. At Friends School, each class has regular group gatherings. Gatherings begin with a few minutes of silence. Then the issue is identified and clarified. Children brainstorm possible solutions and choose one that is fair and practical. The focus on community problem solving helps children understand that they have the power to promote change and peace.

Modeling by adults not only reinforces children's learning of the skills of conflict resolution. It also demonstrates that the whole community values the process and benefits from it. Research suggests that some programs that are "student only", such as many peer mediation programs, are not successful in the long run because school-wide commitment is lacking. When the entire school community is using the same program, including the adults, it sets an example that allows peaceful problem solving to permeate life of the school.

The Friends School model allows all children to become proficient in conflict resolution through these three processes. The aim is for children to take the lessons they learn at school into the world at large, and to make a difference in that world.

## **Marketplace of ideas**

During the “marketplace of ideas”, participants self-selected to make informal presentations on their programs and materials. Other participants circulated among the displays for informal discussions, sharing of experiences, and networking. Presenters during the marketplace of ideas were:

- Kathryn Strickland and Maribeth Goodman, Community Mediation Center, Bozeman, MT.
- Dianne Williams, Booker T. Washington Magnet Middle School for International Studies, Tampa, FL.
- Alicia Cabezudo, Hague Appeal for Peace.
- Lucia Rodriguez, UNA-USA
- Valerie Dovey, Center for Conflict Resolution, Cape Town, South Africa.
- Ellen Icolari, Resolving Conflict Creatively Program, New York, NY.
- Joshua Cooper, The Hawaii Institute for Human Rights, Honolulu, Hawaii.
- Kannika Kanjanayodhin, Suksanari School, Bangkok, Thailand, and Prayad Sriboonchoo, ASP National Coordinator, Bangkok, Thailand.
- Nick Moraitis, Nation1.
- Julie Stayner, Jackson Hole Middle School, and Melissa Thomasma, Jackson Hole High School, Jackson Hole, WY.
- Rosa Cohen-Cruz, Berkeley-Carroll High School, and Margaret Conway, Peace Playground Project, Stuyvestant High School, New York, NY.
- Alan Schulman, International Bridges Project, New York, NY.

In the plenary discussion that followed the marketplace, participants affirmed that learning about other programs had been inspirational, and provided a chance to expand boundaries and make connections. Any project, no matter how small, has the possibility of making an impact.

## **Film: “Soldiers of Peace: A Children’s Crusade”, with Juan Elias Uribe of the Colombian Children’s Movement for Peace**

“Soldiers of Peace” is a CNN film that tells the story of the Colombian Children’s Movement for Peace (CCMP), a network of youth activists who organize activities to promote peace within the context of the on-going civil conflict in Colombia. Examples of the many types of activities of the CCMP have included organizing a national youth vote on children’s rights issues, creating youth councils in conflict-affected areas to relay the needs of youth to adults, starting recreation and counseling projects for children whose lives have been impacted by conflict, holding play sessions for children from towns that were feuding with each other, and sending youth representatives to international conferences.

Following the viewing of the film, Juan Elias Uribe, one of the founders of the CCMP, spoke about his experiences and answered questions. He described how his own family

was affected by violence, the fact that he considered seeking revenge through violence, and his process of rejecting violence and dedicating himself to peace. His talk was a moving testimony to the power of young people to advocate for peace and mobilize on a national level to bring about change.

## **Sunday, April 29**

### **Presentation by Lydia Smith, producer, “Soldiers of Peace”**

Lydia Smith, producer of the CNN film “Soldiers of Peace”, described how the film is being used as an advocacy material to raise awareness of the situation of children living with armed conflict in Colombia. Ms. Smith helped to create the Children’s Peace Fund, an NGO that supports the Colombian Children’s Movement for Peace. She described the importance of this advocacy work in terms of counteracting the feeling of being powerless to make a difference, and said that taking action benefits oneself as well as others. She emphasized the importance of being clear on the target audience for advocacy efforts, and tailoring strategies to reach them. She also pointed out that linking international issues with local ones can be a powerful way to raise awareness.

The presentation was followed by a discussion of the challenges faced by people who are working for peace within their country, while living in another country. It was agreed that this posed a risk of creating divisions between those within and outside the country, distancing those outside the country from the day-to-day struggles of those within. At the same time, it was acknowledged that this division need not necessarily occur, and that work for peace from both inside and outside a country can have a synergistic impact. The discussion had particular implications for educators from the US who are considering supporting movements such as the Colombian Children’s Movement for Peace. Outside support for such a movement can help build global solidarity, but must not oversimplify the complexity of the issues within the country. Outside support must also be politically and culturally sensitive, and be respectful of the efforts of those who work from within.

### **Small group activity: Developing strategies to promote peace and conflict resolution education**

To introduce the small group work, Susan Fountain made a brief presentation on a model of behavioral change (*see Annex 4*). She pointed out that while strategies to promote peace and conflict resolution education may aim to produce changes in the behavior of stakeholders (such as politicians and policy makers, administrators, and teachers), this model of behavioral change suggests that it may be necessary to first address the stakeholders’ level of awareness, concern, knowledge, skill, and motivation, before behavior change can be reasonably expected. This has implications for the types of advocacy strategies that are designed.

Ms. Fountain also distributed a summary of research on “What we know about conflict resolution education” (*see Annex 5*). This included findings both on the positive impacts of such programs on students, and the factors that support institutionalization of such programs. She asked participants to keep these findings in mind during their small group work on planning strategies to advocate for and promote peace and conflict resolution education.

Ms. Fountain summarized the different stakeholders that had been identified by the workshop participants during the weekend, as well as key questions about each group that had emerged from the Force Field Analysis activity, the case study presentations, and the large group discussions:

- **Teachers/teacher training:** How can teachers be better prepared to teach for peace? How can teacher training develop the values that teachers need to realize peace on a personal level?
- **Students:** How can students be made central to the design of peace education programs? How can student attitudes about peace (for example, that it is wimpy) be changed? How can students be helped to overcome fears about getting involved in peace movements?
- **School administrators:** How can school administrators be encouraged to buy into peace education and conflict resolution? How can peace education classes be made mandatory?
- **Curriculum/curriculum developers:** How can peace education be made comprehensive (throughout the whole school)? How can continuity across the grades be created? How can peace education curricula be made more exciting? How can peace education be related to state and national education standards?
- **Politicians and policy makers:** How can the interest and support of politicians and policy makers be increased? How can they be better informed about peace education? What are the implications for peace education of the testing and standards “lobbies”, and how are they best dealt with?
- **Parents:** How can parents be helped to see the relevance of peace education to family life? How can peace education begin in the home? How can parents be involved in school programs?
- **Community:** How can community involvement in, and support of, peace education programs be created?
- **Advocacy materials:** What sorts of materials can be produced at reasonable cost and disseminated widely to raise awareness?

Participants each chose one or two of these stakeholder groups, and brainstormed on strategies that would best promote peace and conflict resolution education with those groups.

### **Results of group work**

The following represents a synthesis of the strategies suggested by the various small groups.

#### Students

Students should be an integral part of the development of goals for peace and conflict resolution education in their schools, as well as program design. Activities and training for younger students can be facilitated by older students, with adult guidance. Students need teachers to commit to taking time to address and follow up on these issues.

In order to engage students, peace and conflict resolution education should include:

- Information: this can be presented in a variety of ways, including video and drama.
- “Making it real”: multi-media can be used, as well as speakers who can talk from their own experience about these issues.
- Personalization: methods such as simulations and “mind walks” can help students make the link between “them” and “us”, gain a personal understanding of the issues, and motivate them to get involved.

Based on these three dimensions, the students group developed a sample plan for an ideal workshop based on the “Soldiers of Peace” film:

- 1) Conduct a simulation exercise to get ideas flowing and to experience different emotions.
- 2) Show the film “Soldiers of Peace” to give students an idea of the real situation in Colombia.
- 3) Have students do a “mind walk” to put themselves in the positions of the young people in the film.
- 4) Hold a discussion about the feelings that came up during the film and the mind walk, with a focus on the feelings of “them” and “us”, differences and similarities.
- 5) If possible, extend learning through the use of a guest speaker or Internet contacts.
- 6) Develop a plan for action. What can youth do themselves? What will the impact on others be? What have others done? What can we learn from them?
- 7) Extend the impact by having those who have learned from the workshop and been touched by it teach others.

#### Teachers

There is a need to build a common vocabulary for talking about “peace”, “conflict resolution”, “human rights”, “values”, “ethics”, “justice”, etc.; the language used should be familiar and accessible to teachers. Teacher training sessions need to allow space to develop these common definitions, and address the values that underpin them.

Teachers cannot teach about peace effectively unless their own training embodies principles of conflict resolution and human rights. Training should not just be about getting teachers to implement a curriculum. It should focus on the teachers as people, and address their own feelings and needs. Peace issues need to be personalized for teachers; ultimately this will have an impact on curriculum.

State teacher education standards should require training in conflict resolution and diversity issues.

Teachers who are already in the classroom should be supported through workshops, hotlines, site mentors, classroom visits from trainers, and follow-up support for curriculum development. Checklists should be developed that would encourage teachers to reflect personally on their own accountability for teaching peace.

State funding should be made available to support teacher training in peace education; grant funding should also be sought.

### Curriculum

A thorough curriculum mapping of the subjects of peace and conflict resolution should be carried out, so that there is clarity as to the scope of the subject. The focus of curriculum should be on the development of attitudes and values. Handbooks and other curriculum materials should be prepared on teaching about specific values, such as equality, diversity, etc. Indications should be given as to how to incorporate teaching about these values in the traditional subject areas.

Conflict resolution education has focused to a large extent on the teaching of interpersonal skills. This focus should be extended to embrace wider social issues; for example, environmental conflicts, or conflicts between the needs of the economy and basic human needs.

Grants to support curriculum design should be sought.

### School administrators

A comprehensive plan for school and district-wide peace and conflict resolution education should be developed.

Administrators should be encouraged to support the integration of peace and conflict resolution in the traditional subject areas; for example, teaching about human rights can be part of history and the humanities. Greater effort needs to be made to show how state standards can be met through the teaching of peace and conflict resolution.

One aim of the curriculum should be on preparing youth to take action to promote peace. One of the standards for graduation should be that students go outside of the school's environment to make a positive difference in the local or global community.

Building global connections between schools – either actual or virtual – helps to increase awareness, and involve more people.

Wider dissemination of research and evaluation results for peace and conflict resolution education is needed, to show that these initiatives really work.

This is a process that takes time, commitment and patience!

### Politicians/policy makers

Politicians and policy makers need to be educated as to what peace education is. The differences and similarities between peace education and conflict resolution education need to be clearly defined. The relevance of peace education to daily life must be more clearly articulated. Connections need to be drawn between peace education and ethics, democratic principals, and responsible citizenship; these are all related to government goals, and goals for education in general. Politicians and policy makers need to understand the concept of win-win solutions in conflict, and be helped to apply this concept to conflicts that they actually deal with.

Politicians should be lobbied to create legislation that will encourage peace education in the curriculum. Letter writing campaigns, either to support legislative efforts or critique lack of effort, can be effective. Pressure for legislation to include peace education in teaching training should also be included.

## **Conclusions and closing**

The workshop ended with a summation of some of the themes that had been salient for the group throughout the weekend.

**Peace is not a static concept; it is a fluid continuum.**

**Conflict resolution education focuses on the knowledge, skills and attitudes that are the means of achieving the goal of peaceful conflict resolution.**

**Peace education encompasses conflict resolution, but also looks at the global context in which conflict occurs, as well as the inter-connected roles that social and economic justice, elimination of discrimination, gender equity, de-militarization, and environmental protection can play in building peace.**

**While the right to peace is universal, approaches to achieving it may vary from setting to setting; and traditional and indigenous practices must be respected.**

**Justice and peace are inextricably linked; there is no real peace without justice.**

**We must educate *for* peace, not just about peace.**

Susie Rauch, Susan Fountain and Sigrid Niedermayer thanked the participants and committed to follow up the workshop's suggestions (*see below*). Results of participants' evaluation of the workshop are included in *Annex 6*.

## **IV. Recommendations and follow-up**

### Actions to be undertaken by IC21/UNESCO ASP

Workshop participants recommended that a website be created as a gathering place for ideas, questions, resources and contact people in the area of peace and conflict resolution education. IC21 is looking into expanding its website for this purpose.

Participants expressed a need for a rapid means of communication with each other, in order to have a platform for future action. They requested the creation of an IC21 listserv that would facilitate networking on plans for follow-up actions. As of the time of writing, this listserv has been created and is operational.

Among other suggestions for IC21 were the following:

- Create a training network from this group of workshop participants.
- Follow-up with more workshops and training.
- Create a resource list on peace education and conflict resolution education.
- Focus on impacting legislators.
- Expand the network of ASP schools.
- Make conflict resolution and peace education an even more explicit focus of ASP's approach.

- Act as a resource for youth peacemaking efforts through funding, networking and administrative support.

#### Actions to be undertaken by participants

Several participants reported having taken concrete actions almost immediately after the workshop. Some reported already contacting personnel in their schools about expanding work in peace and conflict resolution. One reported that contacts made at the workshop provided them with a new set of curriculum materials to launch an elementary school program. Another reported having carried out a workshop for parents on diversity issues. Others had made plans to show the “Soldiers of Peace” video in schools and youth centers.

Other actions that participants plan to take included:

- Give accounts of the workshop to students, teachers, and administrators.
- Adapt training programs to allow teachers to share more of their own experiences.
- Create plans for concrete advocacy materials.
- Maintain contact via e-mail with other workshop participants.
- Write a newspaper article about the workshop.
- Challenge local media to take a responsible role in building public awareness about peace education.
- Begin lobbying for state legislation.
- Look into school twinning possibilities with other workshop participants.
- Continue parent education work on conflict resolution education.
- Educate myself!

## Annex 1

### InterConnections 21 and UNESCO's ASPnet International Workshop on Promoting Peace and Conflict Resolution Education in Schools

April 28-29, 2001

United Nations International School, New York, New York

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## Annex 2

### **InterConnections 21 and UNESCO's ASPnet International Workshop on Promoting Peace and Conflict Resolution Education in Schools**

**April 28-29, 2001  
United Nations International School, New York, New York**

#### Workshop agenda

##### **Saturday, April 28**

- 9:00 Opening session  
9:00-9:10 Welcome: Susie Rauch, InterConnections21  
9:10-9:20 Purpose of the workshop: Sigrid Niedermayer, UNESCO  
9:20-9:35 The Global Campaign for Peace Education: Cora Weiss, President,  
The Hague Appeal for Peace  
9:35-9:40 Workshop objectives: Susan Fountain, facilitator  
9:40-10:00 Participants' introductions and expectations
- 10:00 Small group activity: Force Field Analysis on factors that hinder or promote a culture of peace in schools.
- 11:00 Feedback from groups on priority issues, and discussion of approaches to overcoming hindering factors
- 12:00 Lunch
- 1:00 Approaches to addressing educational policies and practices affecting education for peace and conflict resolution: What can we learn from the experience of others? Four case study presentations:  
  
Valerie Dovey, Center for Conflict Resolution, Cape Town, South Africa  
Katherine Strickland and Mary Beth Goodman, Community Mediation Center,  
Bozeman, Montana, USA  
Mouzna El-Masri, Lebanese Conflict Resolution Network, Beirut, Lebanon  
Janet Thometz, Friends School of Minnesota, St. Paul, Minnesota, USA
- 3:00 Break
- 3:15 Market place of ideas: informal presentations by workshop participants on their programs and materials.

- 4:30 Plenary discussion: lessons learned from the experiences of participants (summary and synthesis)
- 4:45 Film: “Soldiers of Peace”, with Juan Elias Uribe of the Colombian Children’s Movement for Peace
- 5:30 Close

**Sunday, April 29**

- 9:00 Presentation by Lydia Smith, producer of CNN film “Soldiers of Peace”.
- 9:30 Models of behavioral change: what are the implications for peace and conflict resolution education? To promote effective education for peace and conflict resolution, who are the stakeholders that must be targeted? How do we most effectively reach them to change their attitudes and behaviors?
- 9:45 Small group work on concept for advocacy materials or strategies for mobilization on education for peace and conflict resolution.
- 10:45 Break
- 11:00 Report back from groups
- 11:30 Where do we go from here? Networking and next steps.
- 12:00 Close of workshop

## Annex 3

### FORCE FIELD ANALYSIS

**Purpose:** To encourage analysis of the forces that can either promote or hinder change; to use that analysis as a way of planning a course of practical action; to promote reflection on the many alternative ways of reaching a goal.

**Materials:** Two or more large sheets of paper per group; a red, green and black felt-tip pen for each group.

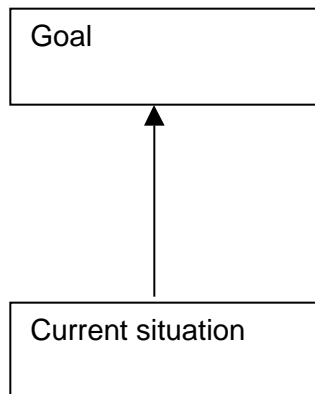
**Procedure:**

Step 1: In a small group, identify a current situation with regard to peace/conflict resolution education that you would like to see change. Brainstorm with your group to come up with a brief, one-sentence description of this situation; for example, “Peace education/conflict resolution education programs are not widely accepted in schools”. Then brainstorm what your goal is with respect to this situation, and summarize this in a second sentence; for example, “Peace education/conflict resolution education programs are integrated in school curricula and practices”.

Step 2: You are now going to create a diagram that explores the forces that could either help this change occur, or block this change.

Use the black felt-tip pen to draw a box at the bottom of a large sheet of paper. This box represents the current situation. The sentence describing this situation that you created in Step 1 is written inside this box.

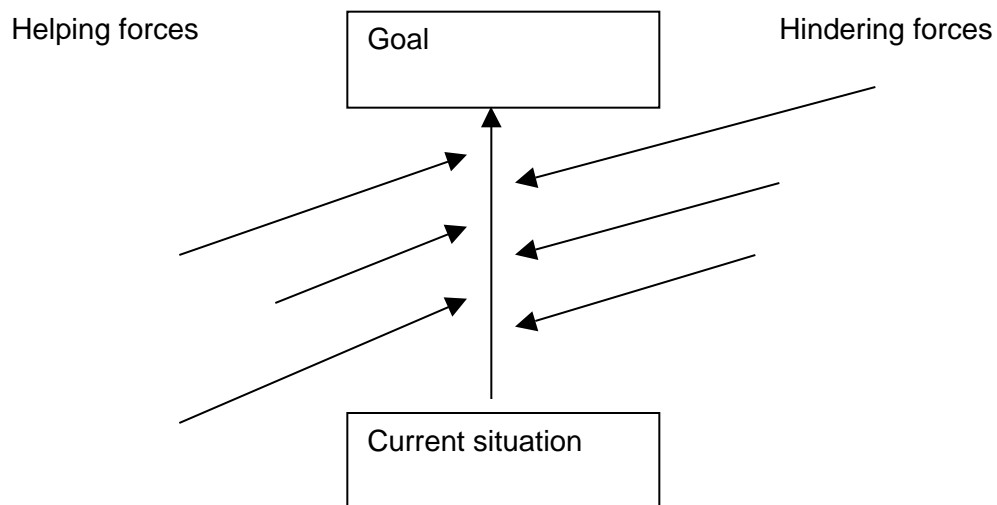
Another box, representing the goal, is drawn at the top of the paper. Write the phrase or sentence describing the goal inside this box. Draw a vertical arrow from the first to the second box, indicating movement toward the goal.



Step 3: Consider the actual forces at work in their society that can be of help in reaching

the goal. (These should be **real** forces -- individuals, organizations, events, or trends -- not forces that you **wish** were in place.) These are represented by drawing arrows that slant diagonally upward on the left side of the vertical arrow, using the green felt-tip pen. Green arrows can be of varying lengths: longer arrows represent more powerful helping forces, while shorter arrows indicate weaker ones. Give each arrow a brief descriptive label. (See diagram below.)

Step 4: Then, think about forces that might hinder progress toward the goal. These are represented by drawing arrows that slant diagonally downward, drawn on the right side of the vertical arrow, using the red felt-tip pen. Again, the red arrows should be of varying lengths, longer arrows representing more powerful hindering forces, and shorter arrows indicating weaker ones. Brief labels should accompany each arrow. (See diagram below.)



Step 5: When you have completed this diagram, think about the fact that progress toward the goal can be brought about either by strengthening one of the helping forces or weakening one of the hindering forces. Select one force that you feel is most significant, either because of its strength, or because it is one that can be easily influenced.

Step 6: Then decide on new statements of the “current situation” and “goal” with respect to this force, and create a new **Force Field Analysis** diagram around it.

Step 7: The activity can continue by selecting a new force from each successive diagram, creating a new statement of the “current situation” and “goal”, and brainstorming the forces that would help or hinder progress toward that goal.

The activity is complete when a clear plan of action has emerged from the diagrams. No two plans of action will be alike!

Step 8: Take time to examine the work of other groups and ask questions.

## Annex 4

### Stages of behavior development/change

<b>Stage of behavior change</b>	<b>Possible communication strategies</b>
<b>1. Become aware of issue</b>	Identify current beliefs and practices. Give information. Identify risks.
<b>2. Become concerned about issue</b>	Provide detailed information. Personalize risks. Address costs/benefits. Mobilize opinion leaders. Help people recognize impact of their actions.
<b>3. Acquire knowledge, skills</b>	Inform about resources, services available. Skill-building, competence-building sessions. Modeling new behavior through the media.
<b>4. Become motivated</b>	Educational sessions with “peer educators”. Individual counseling. Personal approach by close and respected friends, others.
<b>5. Intend to act</b>	Create and reinforce positive social norms. Reinforce skills and behaviors. Confidence building.
<b>6. Try out new behavior</b>	Use of problem-solving strategies. Use of “satisfied acceptors”. Supportive statements by leaders.
<b>7. Evaluate trial</b>	Comparisons with prior experiences (individual and group).
<b>8. Practice new behavior</b>	Create opportunities to practice the new behavior. Reinforce social supports. Temporary use of external rewards.

Adapted from Communication for Behaviour Development Training Package, UNICEF New York.

## Annex 5

### What We Know About Conflict Resolution Education

The following research findings are described in Does It Work? The Case for Conflict Resolution Education In Our Nation's Schools (edited by Tricia Jones and Daniel Kmitta, published by the Association for Conflict Resolution, 2000).

#### **Impact of Conflict Resolution Education on Students**

- ✓ Numerous research studies indicate that conflict resolution education increases academic achievement, positive attitudes toward school, assertiveness, cooperation, communication skills, healthy interpersonal and inter-group relations, constructive conflict resolution at home and school, self-control, and self-esteem.
- ✓ Studies also indicate that conflict resolution education decreases aggressiveness, discipline referrals, dropout rates, social withdrawal, suspension rates, victimized behavior, and violence.
- ✓ These impacts are greater when a school shifts from an authoritarian approach to discipline, to a more collaborative approach.
- ✓ Student change depends on the motivation of the school system to change as well. Whole school programs have more significant impacts.
- ✓ Longer lasting effects are achieved when all adults who are part of a school system are trained: principals, teachers, aides, bus drivers, cafeteria staff, and parents.

## **Institutionalization of Conflict Resolution Education**

- ✓ Institutionalization of conflict resolution education is more likely when there are adequate resources to support the program (e.g., staffing, appropriate and high quality teacher training, funding).
- ✓ Conflict resolution education is more likely to be institutionalized in schools and districts that have a specific person assigned to advocate for and oversee conflict resolution education efforts.
- ✓ Teacher commitment to the values of conflict resolution education is critical to the implementation of these programs.
- ✓ Support from top levels of administration is key to institutionalization.
- ✓ The coordination of conflict resolution education programs across grade levels promotes institutionalization.
- ✓ Infusion of conflict resolution education into on-going curricula increases chances of institutionalization.
- ✓ Links between clear standards for conflict resolution education, and expected impacts based on quality research enhances institutionalization.
- ✓ Publicity about conflict resolution education enhances institutionalization.
- ✓ Support from professional associations (e.g., the Bar Association) enhances institutionalization. Support from Parent-Teacher Associations and other community groups is significantly related to successful institutionalization.
- ✓ Institutionalization is facilitated in states where conflict resolution education can be linked to general standards or principles of education.
- ✓ There is some evidence that the involvement of institutions of higher education in conflict resolution education, both at the pre-service and continuing education levels, increases institutionalization.

## Annex 6

### Workshop Evaluation Results

Participants were asked to rate the usefulness of the workshop on a scale from 1 to 5, with 1 indicating “not very useful” and 5 indicating “very useful.”

The average rating was **4.4**.

Participants were asked what parts of the workshop were most useful. Responses included:

- Everything
- “Soldiers of Peace” video discussion with Juan Elias
- Discussions with many groups from many different places in different stages of process
- The international dimension
- Seeing both student and adult perspectives on the issue
- Opportunity to hear what others are doing, sharing stories
- Making connections, networking
- The open market of ideas
- Small group work: Force Field Analysis and strategy sessions
- Case studies
- Knowing that there really is intelligent life in the universe

When asked what parts of the workshop were least useful, participants’ responses included:

- None
- Time constraints
- Some long, boring questions
- Some extraneous comments; people went off on tangents
- Discussion in small group sessions was not concrete enough
- Too much time spent on discussion of the Colombian Children’s Movement for Peace; would have liked to hear from more practitioners in school settings.

Participants were asked to list actions they expect IC21 to take as a result of the workshop. They were also asked to list action they themselves expect to take. These are summarized in the “Recommendations and follow-up” section of the report.

Finally, participants were asked for other comments on the workshop and its relevance for their work. A selection of their comments follows:

- It would be great to find sponsors to organize a seminar of professionals who really have accomplished success in implementing conflict resolution/ “peaceable school” change.
- Need a longer workshop!
- Extremely relevant to daily work and lifetime aspirations for activism.
- I was made to feel very welcome. I loved the openness of participants to share their experiences and resources. I was also pleased to learn more about Inter Connections 21 and the UNESCO ASP.
- The agenda was not always strictly adhered to in terms of the task at hand. I would really like to have benefited more from the experience of others. Maybe, it would have been preferable to give your main presenters more time, and to elicit questions and general discussion around any key themes that emerged.
- Possibly the workshop could have been extended to an extra half day and even build in a skills training component.
- I think it may be useful in preparing something like this again, to solicit ideas from potential participants on items they would like to see included in the agenda.
- We left the workshop with a concrete action plan. Equally important, we returned home with others’ stories in our hearts. These inspired histories fuel our passion and give us a heightened vision of what peace can mean in our backyard.