Sustainable Regional Education Efforts for Safer More Inclusive Communities

Working Group Report

November 9th and 10th 2010
Heredia, Costa Rica

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Outline:

Introduction

The Ministry of Public Education, Costa Rica in collaboration with The European Centre for Conflict Prevention (ECCP), in its role as the Global Secretariat of the Global Partnership for the Prevention of Armed Conflict (GPPAC), and Global Issues Resource Center, Cuyahoga Community College, invited participants for a two-day working group meeting of teams of governmental and non-governmental organizations from around the world to examine best practices in infrastructure development and the role of governmental/non-governmental partnerships at a national/regional level to address youth violence/conflict on November 9th and 10th, 2010 in San José, Costa Rica. This meeting, "Sustainable Regional Education Efforts for Safer More Inclusive Communities" involved teams of governmental and non-governmental peace and conflict resolution education practitioners and government officials that work together to address these issues at a national/regional level. This was followed by visits to local schools that are working on conflict resolution education and a visit to Earth University to explore linkages between environmental sustainability, peace, and community development.

The Costa Rican Government has been a strong supporter of the resolution of conflicts, and civic engagement, and has developed policies and programs to integrate these approaches within the governmental and non-governmental efforts to serve the country and the community including education settings. Participants from Costa Rica and 12 additional countries shared their work and experience in developing national and regional structures in their countries for safer and more inclusive communities including efforts to address youth violence.

The working group meeting on November 9th and 10th in San Jose, Costa Rica, "Sustainable Regional Education Efforts for Safer More Inclusive Communities" built upon prior working groups dedicated to further developing and creating effective policy and capacity building in the field of conflict resolution education, social and emotional learning, peace education, democracy and citizenship education. These events co-hosted by Cuyahoga Community College, included a two-day international policy meeting on related topics in Cleveland, Ohio in 2009 and the Inter-American Summit on Conflict Resolution Education in March of 2007. The two-day International Policy Working Group, ***Collaboration across Fields: Implementation and Sustainability of Social and Emotional Learning (SEL), Conflict Resolution Education (CRE), Peace Education (PE), and Citizenship Education (CE)***, on June 19th and 20th, 2009 in Cleveland, Ohio, USA brought together government representatives from among the 50 states and invited countries (Ghana, Kenya, Montenegro, Philippines) and their non-governmental organization partners interested in developing legislation and policy in peace education, social and emotional learning, conflict resolution education, and/or civics education as well as securing ways to strengthen implementation and achieve sustainability of these efforts. The first Inter-American Summit on Conflict Resolution Education sponsored by the United Nations Development Program (UNDP) and the Organization of American States (OAS) in March 2007 brought together government representatives from among the 50 states and 34 countries of the Americas, Europe, Australia, Israel and their non-governmental organization partners who have legislation or policies in place to deliver conflict resolution education at the K-12 level and in colleges of teacher education.

Participants Included:
- An External Education Consultant representing the Organization of the American States (OAS)
- Representatives from countries working through the Organization of American States (OAS) on the cross regional project '*Armando Paz: Building a Culture of Peace with Youth in Central America through Art, Media and Social Dialogue*' (Guatemala and Panama)
- Government representatives from the Ministry of Education of Costa Rica and their designated non-governmental organization partners.
- Additional Ministries of Education in the region including the Ministry of Education of Belize, The Ministry of Education and the Ministry of Local Government of Trinidad and Tobago as T & T are the lead on the OAS funded project "An Inter-Sectoral Approach to Fostering a Democratic Culture in Schools and Local Communities in Countries of the Caribbean".
- Teams of governmental and non-governmental organizations representing GPPAC Peace and Conflict Education Working Group member countries including Montenegro, Ghana, Kenya, Philippines, and the United States
- GPPAC Peace and Conflict Education working group members from the Ukraine and Australia

These opportunities promoted international collaboration between government authorities and between active regional civil society organizations.

The aims of the two day meeting November 9th and 10th, and the school, government, and NGO site visits on November 11th were to:
- Promote on-going collaboration between Ministries of Education and between other government and non-government organizations with the view to strengthen international partnerships in peace education, conflict resolution education, values education and social emotional learning
- Provide a forum to share resources, knowledge and information at macro and micro levels for infrastructure development
- Identify strategies for designing infrastructure in community and formal education organizations to create safe and peaceful schools and communities through education
- Learn about the legislation, policies, and governmental and non-governmental infrastructure in Costa Rica which is working to create just, safer, and more equitable communities through education and service.

Below is a summary version of the presentations by each country and international organizations shared during the two day working group meeting. A summary of the core next steps which were developed by the countries to further develop infrastructure around their policy creation and/or implementation are also included. The original power points and additional details, including supplementary handouts are available at: http://www.creducation.org/cre/global_cre

Overview of Fields

This overview, excerpted from the "Collaboration Across Fields: Conference Reader" Overview of Fields from the international conference hosted in Cleveland, Ohio on June 19 and 20, 2009 (available here) provides you with brief explanations of the initiatives that are referred to in this document: citizenship/civic education (including service learning), conflict resolution education, social and emotional learning and peace education. You will notice that there are similarities and differences among each of the fields. Each one, however, focuses on "the other side of the report card," the development of what we all know and believe are the essential skill sets that young people today need to be successful in school and in life. The ultimate goal is, no matter what the initiative, to assure that we create and implement sustainable policies and practices in schools across the globe.

Civics Education
Civics education as we describe it, is specifically drawn from efforts in citizenship education from Latin American and The United States. Recent trends in citizenship education refer to the development of "students capacities to participate effectively in the different roles that citizens have in the civic and political life of their communities. For example, students are expected to take part, presently or in the future, in processes of collective decision-making, conflict resolution and negotiation, the discussion of controversial social and political issues, or the monitoring of government action on behalf of public interests (OAS course, 2008, session)." Professor Fernando Reimer of Harvard University (2008, p. 18) in his review of the research on reform in policy and practice of civic education in Latin America defines three categories of skills agreed upon by the Latin American countries who participating in the International Civic and Citizenship Study (ICCS 2001) and supported by the development of the Inter-American Program for Democratic Values and Practices of the Organization of American States in 2006. These are:

>   a) Skills for living together in peace (resolve interpersonal and group conflict peacefully, assertiveness, management of emotions, communicative skills, etc.)
>   b) Skills for democratic participation (participate in group decision-making processes, advocate for interests of others, communicate ideas to groups;)
>   c) Skills for plurality and diversity (consider different perspectives; confront discrimination and exclusion with democratic means.)

Citizenship Education in the United States is a broad term that is not clearly defined or is often interchangeable with civics education. Perhaps The National Center for Learning and Citizenship (NCLC) has proposed the best definition for citizenship education in the U.S., "the values, knowledge, skills, sense of efficacy and commitment that define an active and principled citizen (Eyler and Giles, 1999, in ECS report 2004, p. 5). Important to note, however, is that the term citizenship education can be considered exclusionary in the United States given the large numbers of immigrants to our country who attend our school and contribute to our workforce, and are not US citizens.
An effective method of teaching citizenship education in the United States is Service Learning. *Service learning is a philosophy, pedagogy, and model for community development that is used*

as an instructional strategy to meet learning goals and/or content standards. As policymakers, education leaders, practitioners and other education stakeholders consider effective teaching and learning strategies for students to achieve social emotional, conflict resolution, peace and civic competencies service-learning should be strongly considered. For service-learning to be effective advocates need to ensure that there are intentional links between the pedagogy and the anticipated outcomes. That is, if service-learning is employed for students to acquire/enhance social emotional competencies then the activities, reflections and assessments must focus on social emotional learning. There are seven characteristics of quality service-learning:

- Meaningful Service: *Service-learning actively engages participants in meaningful and personally relevant service activities.*
- Link to Curriculum: *Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.*
- Reflection: *Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.*
- Diversity: *Service-learning promotes understanding of diversity and mutual respect among all participants.*
- Youth Voice: *Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.*
- Partnerships: *Service-learning partnerships are collaborative, mutually beneficial, and address community needs.*
- Progress Monitoring: *Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.*
- Duration and Intensity: *Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.*

Quality does matter in integrating service-learning - ensuring these seven characteristics are present – along with intentionally focusing on the anticipated student outcomes.

In summary, as we refer to the term Civics/Citizenship Education at this Summit, we will refer to the dissemination of these skills in light of intellectual skills, more cognitive core knowledge i.e. understanding of historical conflicts over the meaning of the word constitution, or understanding the role of media and the press in a democracy; participatory skills such as the ability to understand, analyze and check the reliability of information about government from medial sources and political communications or the ability to express one's opinion on a political or civic matter when contacting an elected official or media outlet; and dispositions or motivations for behavior and values/attitudes such as support for justice, equality and other democratic values and procedures, respect for human rights and a willingness to search out and listen to others' views (ECS Policy Brief, July 2006). Furthermore, for us, the acquisition of skill sets that foster active involvement in society includes the social emotional skills, the core set of skills that build the character and inner resiliency to participate as active citizens in a democracy. Finally, teaching of effective citizenship education requires that the conditions for learning are present. The school climate in which young people learn must support the teaching of these skills. In schools that promote "citizenship competencies," children are more engaged in school and more

able to learn. Therefore, all school-based efforts in citizenship/civic education must be comprehensive and supportive of any classroom-based skill development.

Social and Emotional Learning (SEL)
Social and Emotional Learning (SEL) is a process for helping children and even adults develop fundamental skills for success in school and life. SEL teaches the personal and interpersonal skills we all need to handle ourselves, our relationships, and our work effectively and ethically. These skills include recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically. They are the skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices. Many of the programs that teach SEL skills have now been rigorously evaluated and found to have positive impacts. According to reliable research, schools are a highly effective setting for teaching SEL skills. SEL is also a framework for school improvement. Teaching SEL skills helps create and maintain safe, caring learning environments. The most provide sequential and developmentally appropriate instruction in SEL skills. They are implemented in a coordinated manner, school wide, from preschool through high school. Lessons are reinforced in the classroom, during out-of-school activities, and at home. Educators receive ongoing professional development in SEL. And families and schools work together to promote children's social, emotional, and academic success.

CASEL has identified five core groups of social and emotional competencies:
- **Self-awareness**—accurately assessing one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence
- **Self-management**—regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately
- **Social awareness**—being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources
- **Relationship skills**—establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed
- **Responsible decision-making**—making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one's school and community

With regard to *self-awareness*, children in the elementary grades should be able to recognize and accurately label simple emotions such as sadness, anger, and happiness. In middle school, students should be able to analyze factors that trigger their stress reactions. Students in high school are expected to analyze how various expressions of emotion affect other people.

With regard to *self-management*, elementary school children are expected to describe the steps of setting and working toward goals. In middle school they should be able to set and make a plan to achieve a short-term personal or academic goal. High school students should be able to identify

strategies to make use of available school and community resources and overcome obstacles in achieving a long-term goal.

In the area of *social awareness*, elementary school students should be able to identify verbal, physical, and situational cues indicating how others feel. Those in middle school should be able to predict others' feelings and perspectives in various situations. High school students should be able to evaluate their ability to empathize with others.

In the area of *relationship skills*, in elementary school, students should have an ability to describe approaches to making and keeping friends. Middle school students are expected to demonstrate cooperation and teamwork to promote group goals. In high school students are expected to evaluate uses of communication skills with peers, teachers, and family members.

Finally, with regard to *responsible decision-making*, elementary school students should be able to identify a range of decisions they make at school. Middle school students should be able to evaluate strategies for resisting peer pressure to engage in unsafe or unethical activities. High-school students should be able to analyze how their current decision-making affects their college and career prospects.

(Excerpted from the CASEL website, www.casel.org)

Conflict Resolution Education
Conflict resolution education "models and teaches, in culturally meaningful ways, a variety of processes, practices and skills that help address individual, interpersonal, and institutional conflicts, and create safe and welcoming communities. These processes, practices and skills help individuals understand conflict processes and empower them to use communication and creative thinking to build relationships and manage and resolve conflicts fairly and peacefully" (Association for Conflict Resolution, 2002). Conflict resolution skills and strategies have positively impacted schools across the globe since the early 70's. CRE programs include a variety of efforts, which focus around four key topic areas:

The topic area, **Understanding Conflict**, generally includes:
- Common definitions of conflict management and related terms such as consensus, mediation, negotiation, brainstorming, etc.
- Making the connection between humans' desire to have their needs (William Glasser's power, belonging, freedom, fun, and security) met and conflict that arises from those attempts.

The topic area, **Understanding How Emotions/Feelings Influence Conflict**, generally includes:
- Definition of feelings and emotions, including a listing of feeling words.
- The root causes of anger
- Emotional triggers for us and how our behavior may trigger negative emotions in others.
- How our behavior and the behavior of others can escalate a conflict and strategies for de-escalation.
- Strategies for handling our own feelings and the ability to empathize with others.

The topic area, **Communication Skills**, generally includes;
- Verbal communication skills
- Non-verbal communication, including the use of facial expressions, stance, hand gestures, eye contact, etc.
- The use of I-Statements, learning a mechanism for owning ones feelings and actions, while communicating to the other what one wants to change or to happen.
- The use of active listening such as summarizing portions of the statement that someone has said to you back to them, making sure you understand them correctly, and asking questions if needed for clarification.
- Use of questions and answers in a way that invite dialogue verses leading to or escalating a conflict, such as open ended questions which invite more than a yes or no answer, and the use of questions other than "why".
- Use of neutral language versus name calling
- The role that perceptions play in conflict, as each party in the dispute may have a different perception of what they thought happened based on their world view, role in the conflict, etc.

The topic area, **Problem Solving**, generally includes:
- Styles of approaching and responding to conflict such as competing, collaborating, withdrawing, accommodating, and compromising.
- Learning how to brainstorm options, listing all potential solutions without judgment.
- Analyzing possible solutions weighing the benefits and costs of each before making a selection.
- Positions and Interests
- Reviewing various formal and informal models for problem solving including the use of mediation which pulls all the major conflict management skills into a formal model, consensus, restorative justice, class meetings, negotiation, etc.

Conflict Resolution Education uses a variety of program models such as:
- Curriculum integration of these core skills across disciplines, ideally for all students in the school
- Mediation program approach – stand alone programs such as peer mediation
- Whole classroom methodology – this includes curriculum integration, and conflict management as a classroom management approach
- Whole school approaches - this includes curriculum integration, conflict management as a classroom management technique, staff/faculty/administration development, parent training, and integration of methods into disciplinary procedures

The overall goals of CRE are to:
- Enhance Students' Social and Emotional Development
- Create a Safe Learning Environment
- Create a Constructive Learning Environment
- Create a Constructive Conflict Community

Linkages Among CRE and other Fields

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL) (2003), SEL "is the process of developing the ability to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively. SEL provides schools with a framework for preventing problems and promoting students well-being and success."

For many in conflict management, this definition looks very similar to that of conflict management. In fact, many of the highest rated programs evaluated in CASELs *Safe and Sound, An Educational Leader's Guide to Evidence Based Social and Emotional Learning (SEL) Programs* (2003) are conflict management programs. So what is the difference? In Rachel Kessler's chapter on SEL in *Kids Working it Out, Stories and Strategies for Making Peace in Our Schools* (2003) , she suggests that SEL strategies can help lay the foundation for effectively introducing youth to conflict resolution. She states that many SEL practitioners feel that the skills of CRE are essential to an SEL program, and that many CRE educators consider the practices and principles of the field of SEL to be critical to a comprehensive approach in their field.

According to the Education Commission of the States (2007) "Citizenship education' describes efforts to prepare students for effective, principled citizenship. Citizenship education can include instruction in history and government, civics lessons on the rights and duties of citizens in a democracy, discussion of current events, service-learning, mock trials and elections, character education and other approaches. Citizenship education can also take place through student government, extracurricular and co-curricular activities, and by involving students in school, district and community decision making."

Citizenship Education also described in some states and countries as democracy education often includes conflict management skills as a component. Many of the 34 member countries of the Organization of American States, including North, Central, South America and the Caribbean have some form of education policy requirement or recommendation on citizenship/democracy education. The skills of conflict management are seen as important for students to be good citizens and to live in a diverse, democratic society.

Peace Education (PE)
Peace education is currently considered to be both a philosophy and a process involving skills, including listening, reflection, problem-solving cooperation and conflict resolution. The process involves empowering people with the skills, attitudes and knowledge to create a safe world and build a sustainable environment. The philosophy teaches nonviolence, love, compassion and reverence for all life. Peace education confronts indirectly the forms of violence that dominate society by teaching about its causes and providing knowledge of alternatives. Peace education also seeks to transform the human condition by, as noted educator, Betty Reardon states, "changing social structures and patterns of thought that have created it." Peace education is taught in many different settings, from nursery school to college and beyond. Community groups teach peace education to adults and to children….PE aims to create in the human consciousness a similar commitment if not greater, commitment to the ways of peace. Just as a doctor learns to minister to the sick, students in peace education classes learn how to solve problems caused by

violence." (Excerpted from Harris, I, M and Morrison, M.L. (2003) Peace education) 2nd edition, chapter 1, p.9)

The United Nations named this decade, 2000 to 2010, the Decade for a Culture of Peace and Nonviolence for the Children of the world; second, to promote the education of all teachers to teach for peace. The term peace education is often either embraced or rejected by world citizens dependent upon the political context of that country. For some it implies the development of school curriculum; others view it as the means to social change; still, others view it as a liberal philosophical movement that undermines more conservative autocratic leadership. For us peace education is a fluid multidimensional concept, a set of beliefs, principles, abilities and behaviors that guide our daily behavior. It involves education around relationship building and social skills acquisition, recognition of harm done, and the ability to make reparations. Peacemaking is also about becoming more self aware and taking personal responsibility, recognizing the impact that each one of us has on others. It is about acknowledging someone else's rights, in addition to one's own. It involves an understanding, knowledge, and literacy with the language of human rights. It demystifies groups we have been taught to hate. It is about experiencing others in their humanity, Peacemaking teachers us to appreciate history and intergenerational healing. It involves controlling one's impulses to harm others, manage rage, anger and disappointment. It is about the holistic interdependence of our lives, not a set of compartmentalized behaviors we choose to access at one's convenience. …David and Roger Johnson, experts on creating school climates conducive to peace education, defined five essential elements that are necessary for a school to promote peace:

1. compulsory attendance for all children and youth that allows for children of diverse
backgrounds to build positive relationships;
2. mutual goals with a just distribution of benefits from those goals and a common identity;
3. constructive controversy procedures that ensure that young people know how to make
difficult decisions and engage in political discourse;
4. integrative negotiations and peer mediation to resolve conflicts constructively;
5. civic values that focus students on the long-term common good of society (2005).

(Excerpted from Patti, J., Sermeno, S. and Martin, C (2008) *Peace education, international trends*. Elsevier, Inc.)

 (Adapted from "Collaboration Across Fields: Conference Reader" available at: http://www.creducation.org/resources/Collaboration_Across_Fields_Reader.pdf)

Presentations: Countries

Australia

Presented by:
Gary Shaw, Senior Project Officer, Multicultural Education Unit, Student Learning Division,
Department of Education and Early Childhood Development

Australia is a diverse country where an estimated 26% of the population is not born in Australia. There are approximately 400 languages spoken including 170 indigenous languages. National Education goals include promoting equity and excellence and striving to ensure that all Australians become successful learners, confident and creative individuals, and active and informed citizens.

Two initiatives were presented: a national values education program and a state government strategy, Education for Global Multicultural Citizenship.

The National Values Education program, implemented in 2004, was not mandated for schools. The program, supported by all states and territories, was designed to promote a national focus on values education at the local level. Research was conducted in 63 schools in 2003 leading to the development of a national framework. A national website was designed and curriculum resources were developed. Key stakeholder forums and projects were conducted, including those for principals, parents, teacher associations, Deans of Education and school councils which helped to engage the broader community. An annual national forum was also held. There were more than 60 school cluster research projects and schools were assisted through grants and teacher professional development.

Research has shown that values education is uniquely placed to foster inclusion, social cohesion, intercultural and interfaith understanding, student engagement and responsibility. Values education gives a shared language for expressing feelings and reflecting on relationships, actions and responsibilities. It also provides ways for addressing issues of perceived dissonance and leads to exercises in consensus-building. The research also shows that student centred inquiry based learning contributes to calmer classrooms and more engaged and responsible students.

The Victorian state government Strategy Education for Global and Multicultural Citizenship builds on and incorporates values education research and resources. The strategy is designed to respond to global integration mobility that heightens the need to nurture an appreciation of and respect for social, cultural and religious diversity. This approach is premised on the view that all students need to be inter-culturally literate and that all schools have a responsibility for creating safe, positive and respectful learning environments.

Some important lessons and challenges include the need for good leadership, especially at the government level. Parents also have a vital role in supporting approaches across cultures, so cultivating their support from the outset is important. Teachers need to investigate their own values and explore how they are expressed in their classroom practice. To facilitate implementation it can be useful to link education priorities and learning outcomes to values and citizenship. While always a challenge to fit in a crowded curriculum, explicit teaching and modeling of values helps to create a more positive school culture.

Costa Rica

Presented by:
Ricardo Montoya Vargas
Leonardo de la O
Ministerio de Educación Pública

Costa Rica provides a unique case study for conflict resolution education (CRE) as it requires CRE in schools and service learning in all Universities. It also houses a National Department of Peace within the Department of Justice and abolished its military in 1948.

The aim of the education system is to develop critical, responsible and creative people who are able to make decisions and live peacefully and respectfully in a diverse democracy. The curricular reform efforts have focused on ethics, aesthetics and citizenship. These themes are carried out in the new curricular revisions in civics education, arts, music and physical education. The curriculum reform efforts were completed by first completing a survey of what schools were teaching in these subjects, followed by a revision of the curriculum. While the new curriculum in these subjects is being tested in a pilot phase, it will soon be rolled out to all primary schools. These curriculum reform efforts require a shift in the educational paradigm meaning that the ways of teaching and learning are to be modified, it requires a closer relationship with the surrounding school community, and a flexibility for implementation within the varied school contexts.

One example of this new programming is the "School in Our Hands" model. This model, currently in 64 secondary education schools, is focused on a rights based approach with an aim to promote coexistence and human rights and enable students to practice democracy through modeling in student government as well as learn how to express themselves in a variety of ways through the arts.

Ghana

Presented by:
Victoria A. Osei, Curriculum Developer, Curriculum Research and Development Division, Ghana Education Service
Francis Acquah Jr., Programme Coordinator, West African Peacebuilding Institute, West African Network for Peacebuilding (WANEP)

Ghana's Ministry of Education seeks to provide relevant and quality education for all Ghanaians, especially the disadvantaged, with a goal to enable students to become functionally literate, to facilitate poverty alleviation, and to promote the rapid socio-economic growth of the country. Children receive 11 years of free, compulsory universal basic education. At the basic level, emphasis is on literacy, numeracy, creative arts and problem solving skills as well as values education. While there are no direct policies in place for social and emotional learning, conflict resolution education, peace education or citizenship education in Ghana, some of the concepts are integrated into other policies which exist on the rights of the child and equality to education. Other agencies such as the Ministry of Women and Children Affairs, Domestic Violence and Victim Support Unit, and the Juvenile and Crime Unit, seek to prevent crime and violent conflict in the homes as well as in the communities. The Guidance and Counselling Unit at the District Education Service and school inspectors contribute to peaceable schools at the school level. The West African Network for Peacebuilding (WANEP) as a civil society partner has also helped to develop a Peacebuilding Monitoring and Evaluation handbook.

While efforts continue to create a separate peace education course, peace education, problem solving and values education have been integrated into several classes. At the primary and secondary levels issues of peace and the environment as well as democracy are considered and integrated into some of the subject areas. Citizenship education is taught as a subject at the primary level. Psychosocial skills are taught from primary through the secondary level to help the students accept themselves as unique persons, appreciate others, and to be able to interact with others. Values are stressed in an effort to allow them to grow with a heightened awareness of their human rights and duties, as well as their responsibilities.

Teachers receive training during their teacher preparation to ensure that they are familiar with the content and are capable of providing this material to students. There are 38 Colleges of Education and teachers receive a diploma after a 3-year programme. Two teaching universities also train teachers for the senior high school level. Throughout their training, peace education and psychosocial skills are integrated into subjects like Religious and Moral Education, Environmental Education, and Social Studies. These skills are then reinforced through yearly in-service trainings for teachers, circuit supervisors, district education officers and district directors of education, especially in conflict prone areas. There are also manuals on Peace Education for Basic Schools, one on Human Rights, and one on psychosocial skills for teachers to use. The Ministry of Education plans to conduct research on the impact of peace education, citizenship education, democracy in the schools, and to develop a pocket-sized brochure on

peace education, citizenship education and democracy for distribution to students, parents and members of the communities.

Guatemala

Presented by:
Byron Gonzelez Casiano, Sub-National Director for the President's Program on Open Schools, Office of Social Welfare of the President

Approximately two years ago, the President's office in Guatemala initiated a new program, Open Schools. The program, administered by the Social Welfare Office in the President's office, is a collaboration among the Ministries of Education, Communication, and Culture and Sport. The aim of the project is to provide Guatemalan youth with new tools that enable them to grow and develop while offering viable alternatives to poverty, violence, delinquency and the lack of educational opportunities.

The program serves primarily youth between the ages of 10 and 24, although those outside these ages are also welcome. The program is open at the schools on weekends as well as after school so youth have an opportunity to explore areas of interest to them that may not be available during the formal school day. Students are provided an opportunity to express their interests in the areas of arts, culture, community and sport. Programs are then created with the students' direct involvement in the process in that students indicate their specific interests within the four areas and programs are designed to meet those interests. The program includes ways to help students develop self-protective attitudes towards drugs and alcohol and other detrimental activities, as well as connecting them to and engaging them in the larger community. The program also seeks to raise youth participation in the economy, linking students to civil society organizations and private sector businesses.

Every weekend the Open Schools Program serves 200,000 youth through 217 schools. Of the National Departments in the country, 15 of 22 are involved in supporting the program, and 155 of the 333 municipalities in Guatemala have programming. Youth involved in the Open Schools program have participated in National Festivals through theatre, dance, singing, martial arts, and sports. The program is in the midst of recording its first DVD of the 20 best musical groups. Before the program began, 5-10 youth were killed each weekend in high risk communities. Now that youth have found a safe place to go and spend their time on fun, engaging, meaningful educational activities, this number has been dramatically reduced.

Kenya

Presented by:
Caroline Owegi-Ndhlovu, Nairobi Peace Initiative
Mary Wanja Mugo, Chief Government Counsellor, Ministry of Education

Kenya has a population of 38.6 million people with 42 ethnic groups. The literacy rate is 85.1% in total, 90% for males and 79% for females. Children receive free and compulsory universal education for 10 years comprising early childhood development and primary education. The following four years of secondary education is also free. The goals of the education system are to foster nationalism, patriotism and promote national unity. It also aims, among other things, to promote individual development and self fulfillment, sound moral and religious values, social equality and responsibility, and respect for and development of Kenya's rich and varied cultures.

Efforts to more fully integrate peace education into schools and education policy started in 2001 with the establishment of the National Steering Committee (NSC) on Peacebuilding and Conflict Management within the Office of the President in collaboration with Civil Society Organizations (CSOs). The effort was to strengthen, coordinate and integrate various conflict management initiatives with an emphasis on the belief that efforts at the community level are foundational to sustainable place. The 2008 post election violence in Kenya spurred the NSC towards the implementation of Peace Education programme which is anchored in the Kenya Vision 2030, a new long-term national planning blueprint for the development in Kenya from 2008 to 2030. The blueprint is based on three pillars: economic, social and political. The peace education programme, formally started by the Ministry of Education in February 2008, fits under the political pillar of security, peacebuilding and conflict management. The programme is intended to help learners acquire knowledge, skills, values and attitudes which foster behavior change for enhancing peaceful co-existence. The language of the new Constitution, adopted in August of 2010, also speaks to the pride in ethnic, cultural and religious diversity, determined to live in peace and unity as one indivisible sovereign nation.

This new peace education programme was officially launched by the Honorable Minister of Education in December of 2008. The Ministry of Education was mandated to facilitate the implementation of the programme, engage political will, and enhance the ownership and collaboration of relevant partners. A Peace Education National Steering Committee was formed comprising 20 members from the Ministry of Education peace education unit, curriculum developers, members of civil society involved in peace education and development policy, including members from UNICEF and UNESCO. Its aim is to build and strengthen networks and collaboration in the implementation of peace education.

The implementation of the peace education policy is comprehensive. It seeks to train teachers through in-service peace education programming and continuing to sensitize secondary school head teachers through regular governance forums. Materials have been produced including 30 interactive life skills and peace education radio lessons for primary grade eight. 5,000 radios

have been procured in order to broadcast these lessons. Peace education training manuals as well as peace education books have been produced. Peace clubs have been established, as have co-curricular activities in music, drama, and sports. Peace education has also been integrated into the formal curriculum. It is taught alongside life skill lessons once a week in primary school and components of it have also been incorporated into social and religious studies, and other subjects.

The Ministry undertook to monitor the implementation of the new efforts this past year. Although a final report is still in production, several strong outcomes are already apparent. In 95% of the schools visited, teachers had been trained and shared this information with their colleagues, the management committee, and parents associations. 70% of the schools had integrated peace education into subjects such as social studies, religious education and co-curricular activities. 25% are using the life skills lesson to teach peace education. 20% of the primary schools had developed language policies to encourage unity among the children and teachers. And, 60% have established Peace Clubs to promote peer education and sustain the implementation of peace education.

Montenegro

Presented by:
Branka Kankaras, Senior Adviser, Ministry of Education
Ivana Gajovic, Director, Nansen Dialogue Centre Montenegro

While considerable resources have been invested by international donors in reconciliation programmes across the region, these efforts have been scattered and lack an overall regional approach. Since the wars of the 1990s and the breakup of the former Yugoslavia, a fragile peace has been maintained and a slow process of reconciliation is taking place across the region. Deep divisions between countries and territorial units still persist however, with different interpretations of history and ethnic tensions and nationalist tendencies lingering. Several ethnically mixed areas are still potential hotspots for tension and violence.

Civil society organizations (CSO) have played an important role in the reconciliation efforts. Within the field of peace education, CSOs were initiators, providers and lobbyists for the inclusion of related topics into regular school curricula. However, reflecting the overall field of peacebuilding, CSOs within the peace education field have also lacked cross-regional links. They also struggle from needed capacity building. In light of these challenges, current peace education priorities include promoting interaction among different levels of society, most specifically, between actors and decision-makers at all levels: municipal, cantonal/provincial and national. One example of this is when trainings in conflict resolution skills are held, efforts are made to include authorities, teachers, and peace educators in an effort to encourage the exchange of information on the current state of peace education programming in each country with the aim of influencing the integration of peace education programmes into the official curricula thereby enhancing its sustainability.

The Nansen Dialogue Center Montenegro, in cooperation with the Ministry of Education and Bureau for Educational services, has been implementing peace education programming. These programs combine teacher training and whole school approaches. A significant regional achievement in 2009 was the signing of the Declaration on Joint Cooperation and Cooperation with Civil Society Organizations signed by the deputy Ministers of Education and Science in Montenegro and the Ministry of Education of the Republic of Serbia. This took place after two conferences on Policies, Methodologies and Network Building on Peace Education.

In an effort to promote a more regional approach, the first cross regional peace education exchange, organized by the Integration and Development Centre from the Ukraine and the Nansen Dialogue Center Montenegro along with support from the Global Partnership for the Prevention of Armed Conflict (GPPAC), titled "School with Peace Education Brings Peace to the Society" was held in April 2010 in Podgorica/Montenegro. The second was held in Simferopol/Crimea/Ukraine in May 2010. Attendees at the conferences included a variety of stakeholders including, The Deputy Minister of Education of Serbia, the Senior Counselor of the Ministry of Education and Science in Montenegro, a representative of the Bureau for Educational

Services Montenegro, peace education practitioners, principals and teachers-mediators from secondary high schools in Serbia, Montenegro and Bosnia Herzegovina as well as Nansen Dialogue Center staff from Serbia, Montenegro and Bosnia Herzegovina. Here important achievements in the peace education and inter-ethnic dialogue field were shared. The importance of the exchange of programme information, both successes and challenges, to continue to motivate activists working for the implementation of peace education programming was emphasized.

In 2010, positive achievements took place across the region. In Macedonia, the first bilingual, integrated secondary school, Fridtjof Nansen, opened. In Serbia, a joint declaration on preventing violence was signed with close cooperation of the Ministry of Education. In Bosnia, Nansen Dialogue Center started working with school communities in Srebenica/Bratunac, Stolac, and Prijedor. And in Croatia, a new intercultural subject "Cultural and Spiritual Heritage of the Region" was officially approved by the Education and Teachers Training Agency of Croatia.

Plans for 2011 include continuing the partnership of stakeholders in the region with a strong emphasis on regional and cross-regional cooperation and information exchange and continuing to advocate for the integration of peace education in the existing curricula.

Panama

Presented by:
Dayra I. Dawson Villalobos, Directora Ejecutiva, Programa Nacional para la Prevencion de la Violencia y la Delinccencia Juvenil

Panama is one of the countries working within the Organization of American States (OAS) framework for "Armanda Paz" or "Building Peace". The regional project has been incorporated into the President's new policy on security as one of their major prevention efforts. The program aims to provide youth with an opportunity to gather together and express their voices against violence, have opportunities to engage in learning new skills in sports, arts and education, and feel as though they have a stake in identifying what is needed to prevent violence. Additional information on this program can be found at: www.participa.gob.pa

Philippines

Presented by:
Loreta Castro, PhD, Executive Director, Center for Peace Education
Luisita Peralta, Senior Education Program Specialist, Curriculum Development Division, Bureau of Secondary Education, Department of Education

In the Philippines, Executive Order (EO) 570 "Institutionalization of Peace Education in Basic Education and Teacher Education", was signed in 2006. To achieve this breakthrough, cooperation among non-governmental peace educators, the Department of Education and the Office of the Presidential Adviser on the Peace Process (OPAPP) was forged. This cooperation took the form of in-service trainings, the creation of a Peace Education network and joint projects. Then OPAPP prepared the draft of the Executive Order for the Philippine President's approval. The main goals of the Executive Order are: to mainstream peace education in the curriculum of basic education and teacher education and to enhance the knowledge and capacity of supervisors and teachers through the conduct of in-service trainings.

Since the EO was signed, steps have been taken to achieve its main objectives. A Technical Working Group comprised of both government and NGO representatives prepared "Implementing Guidelines" while Education agencies in the government, including the Department of Education and the Commission on Higher Education issued memoranda to their constituents to inform them of the Executive Order and to encourage compliance. Education agencies also initiated programming in the area of curriculum and training in order to strengthen the prospect of compliance. The Department of Education has initiated training for the Curriculum Development Division Officers and has introduced the core messages of peace education into the basic education curriculum. Trainings for faculty members of the College of Education were also offered. Materials that can be used in the classrooms were provided to faculty and education students.

In light of this process, the Philippines offers some recommendations on how to move the policy implementation process forward. Having people in government interested in promoting peace education who are willing to work and plan together to assist implementation has helped move the work forward. Trainings to introduce peace education's core content and processes should begin with key people such as those working in the Curriculum Development Division of the Department of Education and faculty members of the Colleges of Education. Being able to provide trainees with materials they can take home and use in their classrooms is also very helpful.

Trinidad and Tobago

Presented by:
Hon. Clifton De Coteau, Minister of Education
Dr. Marva Ribeiro, Manager/Coordinator, Communications and International Cooperation,
Ministry of Local Government

Trinidad and Tobago is coordinating an Organization of American States (OAS) funded project, An Inter-Sectoral Approach to Fostering a Democratic Culture in Schools and Local Communities in the Caribbean. The goal of the project is to contribute to local government and the education system through capacity- building and policy development in democracy, citizenship, and conflict education, focusing on youth in schools and communities in St. Lucia, St. Vincent, and Trinidad and Tobago in the Caribbean.

The aim of the project is to identify and examine existing policy documents on education for democracy and ensure that a policy document that harmonises all of the policies is developed along with providing training for those whose responsibility it is for implementing these policies. Teachers, youth, and local government staff are being trained in developing democratic cultures in schools and communities. These trainings include information on conflict management, student councils, service learning, school climate, quality youth and adult engagement, creating and sustaining formal student and municipal youth councils, and sustaining youth engagement through quality school to adult transition. Each training is modified and adapted to each stakeholder's needs. For example, training in creating and sustaining municipal youth councils may include information on creating and sustaining public and political will for youth engagement in democratic action, aligning democratic development to economic development, and required procedures for establishing community youth councils.

This project was first piloted in Trinidad and Tobago over the course of four months. The pilot engaged the collaborative efforts of the Ministries of Education, Local Government and Sport and Youth Affairs. Training was provided in conflict management, youth councils, the electoral process and democracy and included a youth forum to discuss these issues. The pilot had several strong outputs. The Ministry of Local Government in Trinidad and Tobago drafted recommendations for youth engagement in Local Government affairs through the establishment of community youth councils that would include a structured method for interaction with the Executive Council. The recommendations also included a proposed increase of the use of technology to encourage youth participation and the development of a mentoring program which would involve elected Local Government councillors as mentors. The Ministry of Education established 92 student councils in secondary schools and integrated de-escalation techniques, including the use of problem-solving circles, and leadership skills learned into everyday activities at the schools and in the local communities. The Ministry also envisages the development of a National Student Council Summit and an online social network group to highlight students' work. The Ministries goals include seeking to encourage increased

collaboration among Ministries to facilitate the smooth transition of youth from schools to communities.

In addition to concrete activities, several policies have been developed to regulate discipline in schools including the policy on inclusive education, the policy on hand-held devices at schools, the policy on drugs and alcohol in schools, the Children's Act, the Children's Authority, and a National Youth Policy. An Education Act is currently being reviewed. The objective for these policy developments are to inform the policy framework on participatory democracy in Trinidad and Tobago and the policy on Education for Democracy, Peace and Human Rights which encompasses Trinidad and Tobago, St. Lucia and St. Vincent. In addition, discussions are now taking place to consider reintroducing civics/citizenship education into all schools in Trinidad and Tobago.

Ukraine

Presented by:
Iryna Brunova-Kalisetska, PhD, Analyst, trainer and program coordinator, Information and Development Center for Information and Research

In 2001 in the Ukraine, a new course, the "Culture of Neighborhood" was developed. Its development, approval and implementation provide a good example of successful partnerships among the Ministry of Education, civil society organizations and educational and scientific institutions.

The new course went through several phases before full implementation. First, interest had to be cultivated in the public and from the authorities that such a project was needed. An analysis of the local situation including the demography, migration activity and social/intercultural/religious tensions was undertaken which was then presented to authorities, members of the education system, academic and scientific institutes and civil society organizations. The project was then broken down into several phases to ensure manuals were developed which were specific to regional needs. Once manuals were prepared, trainings for teachers were conducted and then the program was piloted in certain areas. Once evaluation of the pilots was undertaken and adjustments were made to the program, approval was sought to implement the course in all schools.

The curriculum and education supplies were officially approved by the Board of the Ministry of Education of Crimea in 2005 – 2007 and the course was then recommended to be used in all territories of Ukraine. The implementation of the course is also included in the Strategy for the Development of the AR Crimea region of Ukraine which is currently in the preparation phase before seeking approval. The material is also being translated into several languages, and advertised abroad.

An example of collaboration between academic institutions, NGOs and governmental authorities during this project was the production of the manual on Juvenal Justice, written by two NGO practitioners, two academic specialists from the Odessa Law Institute of the Kharkiv National University of Internal Affairs and two representatives of the Department of Criminal Police, Ministry of Internal Affairs of Ukraine. The Odessa Regional Group of Mediation (ORGM) is now invited permanently to the state training teachers' institutions to deliver trainings in Mediation, Restorative Justice and Juvenile Justice. ORGM was also granted by the local authorities and supported by the Department of Criminal Police, Ministry of Internal Affairs of Ukraine for the creation of a Juvenile Center/ Program of Restorative Justice.

United States of America

Presented by:
Jennifer Batton, Director, Global Issues Resource Center, Cuyahoga Community College

In the United States, efforts are being made to enact conflict resolution education related policies and legislation at both the federal and the state levels. While most states have some legislation on topics such as school safety, violence prevention, character education, mediation or conflict resolution, these efforts range in implementation and requirements. Some suggest teacher training, some integrating it into the curriculum standards, while others seek integration into the school mission and discipline policy.

At the federal level three bills have been introduced that are all, at the moment, in committee. The first, H. R. 4000, the Conflict Resolution and Mediation Act, would authorize the US Department of Education to award grants to local education authorities (LEAs) for the development and implementation of conflict resolution and mediation programs for students, teachers, and other school personnel at schools most directly affected by conflict and violence. It would also direct the development of a written model for conflict resolution and mediation and make such model available to any LEA that requests it. The second bill, H.R. 4223, called the Academic, Social, and Emotional Learning Act, would authorize the Department of Education to award 5 year grants to experienced nonprofit organizations to establish a National Technical Assistance and Training Center for SEL that provides training and technical assistance to states, LEAs, and community-based organizations to identify, promote, and support evidence-based social and emotional learning (SEL) standards and programming in K-12. This includes programming that meets the social and emotional needs of students as part of the School Dropout Prevention program and the Safe and Drug-Free Schools and Communities Program, and teacher and principal training in practices that address those needs as part of the Teacher and Principal Training and Recruiting Fund program. It would also authorize the Department of Education to award competitive five-year grants to states and LEAs. The final bill at the federal level, S 1708, called the Student Attendance Success Act, would authorize the Secretary of Education to award grants to states and, through them, competitive, renewable, three-year grants to local educational agencies (LEAs) for programmatic initiatives aimed at improving academic achievement by keeping students in school. This would include funding for strategies related to school climate, student connectedness to school, and student – staff relationship building. It would also establish the National Resource Center on Positive Youth Development and School Success which would be tasked with, among other things, studying the relationship between a whole child approach to education and school success.

A survey conducted of all 50 states' department of education websites found that eight states have enacted conflict resolution education specific legislation. To be included in this survey, the states must utilize the words conflict resolution education in the legislation specifically. While Ohio does not have specific legislation requiring schools to integrate or utilize conflict resolution

education, it offers a good example of a state's efforts to increase the implementation of CRE related materials and training in its schools and community at large through standards, policies, and recommendations. According to the Ohio Commission for Dispute Resolution and Conflict Management, over 800 primary and secondary schools participate in a conflict management grant program while over 415 schools participate in a truancy mediation program. Within higher education, more than 26 of Ohio's colleges and universities have faculty integrating these skills and concepts into their individual courses or at a broader level, into requirements for their graduates. The Conflict Resolution Education in Teacher Education (CRETE) training program in teacher education departments in several Ohio colleges and universities, provides trainings for both pre-service and in-service teachers. Within the community at large, County Juvenile Detention Facilities and Department of Youth Services worked to develop a Conflict Management in Juvenile Detention Facilities training and curriculum development project. Conflict resolution concepts are also integrated within social studies standards and GRADS standards as well as in the anti-harassment and bullying prevention legislation and school safety and violence prevention training requirements for all school personnel in primary and secondary grades. The Board of Regents recommends including social emotional learning and conflict resolution education standards into teacher education in the state.

CRETE developed slowly through the collaboration of several agencies and the sense of need for continuing training for educators in conflict resolution techniques. In 2001, the Ohio Commission on Dispute Resolution and Conflict Management and the American Association for Health Education developed a two-day training at higher education institutes in the state. This training was based in part on the state-wide grant training program for schools in addition to resources from the Ohio Department of Education and Early Childhood Conflict Management Skills Training for Head Start Association staff and parents. In 2004, Temple University, Cleveland State University, the Ohio Commission on Dispute Resolution and the Global Issues Resource Center partnered to create a more comprehensive approach for integration of these concepts into teacher education through the development of CRETE. The aims were to help higher education faculty infuse CRE into their existing courses for pre-service teachers, develop an external training program in CRE for pre-service teachers and mentor teachers, to develop web-based and hard copy materials, and to evaluate the impact on teacher satisfaction and retention. The CRETE training program is now in 10 states plus the District of Columbia. Many of the resources from these trainings are available on the web to facilitate knowledge sharing and information exchange at www.creducation.org.

Presentations: International Organizations

Global Partnership for the Prevention of Armed Conflict (GPPAC)

The Global Partnership for the Prevention of Armed Conflict (GPPAC) evolved   in 2003 in response to a call made by then UN Secretary General Kofi Annan for an international conference of civil society organizations working in the field of conflict prevention. Since its global conference in 2005 at UN headquarters it has established a global civil society led network of over a thousand CSOs in all regions of the world which seeks to build consensus on peacebuilding and the prevention of violent conflict. It established five main programme areas including: peace education and conflict resolution education, preventive action, dialogue and mediation, and human security.

The Peace Education working group, which was represented at this meeting focuses on five main goals: building the capacity of regional educators and practitioners, exchanging resources, promoting good practice and collaboration between NGOs and Ministries of Education, supporting exchanges between countries, and supporting and organizing regional conference. To date, the peace and conflict resolution education working group has held several international conferences, funded international training and learning exchanges for teacher, NGO, and governmental education representatives, training of members of CSOs and university faculty as well as on the development of curricular resources. GPPAC's PE/CRE working group sponsored a global evaluation project to assess the state of the peace education field worldwide and has also established a website for resource sharing. Current priorities also include publishing its findings in several GPPAC topic related journals as well as online. Active participating countries in this working group include Ghana, Kenya, Montenegro, Ukraine, the Philippines, the United States of America, South Korea, and Australia.

Peace Education Research Project Summary

Presented by:
Tricia Jones PhD, Professor, Temple University

Policy discussions on peace education have been taking place since a 2005 Global Partnership for the Prevention of Armed Conflict conference was held at the UN. There are still many hurdles to putting peace education on the map. One critical aspect to getting policies developed is to be able to provide policy makers with strong evidence that it is effective. Links that would convince policy makers in the United States include connections to academic achievement, reduction of violence, impact on truancy and citizenship behaviors. Other helpful areas of research outside the US would include exploring connections with community healing and restoration post-conflict as well as comparing peace education in different contexts.

Between 1995 and 2004 a significant amount of research was done on peace and conflict resolution education programming in the United States to prove that the programs worked well if implemented well. The Peace Education Working Group evaluation research project focused on collecting and summarizing existing peace education evaluations, identifying critical gaps and developing a research agenda to address those gaps.

While peace education is well documented in the United States and within the European Union, summaries of work elsewhere are lacking. Many of the evaluations undertaken can be found in funder reports, which are difficult to access. The working group summarized existing peace education and categorized its findings. The research was extremely diverse, making it difficult to aggregate. The most frequent goals included looking for changes in attitudes about peace, increasing tolerance and respect for other cultures, examining behavioral changes at the individual level, looking for support for peace education/conflict resolution education, trying to build relationships between students across conflict lines, and community engagement. The most frequent methods of evaluation included surveys, interviews, and focus groups, and pre and post questionnaires. The examination of behavioral change is the weakest element in many of the evaluations, baselines are inconsistently used, few examined the contribution of peace education to the larger context, and the theories of change were rarely articulated or evaluated. While most found attitude change, there is little information about how attitudes then affect behavior. Exchange programs, however, did have a significant impact on attitudes.

In light of this research it is important to be cautious about the global effectiveness of peace education as, to date, the research cannot support those claims. Large scale policy efforts should be guided by better research to avoid building a system without having the base for expected success. Greater efforts need to be made to share peace education research and structures should be put in place to help smaller programs evaluate their programming. Needs assessments should be done to understand better what peace education efforts should be trying to address. It may be helpful for research to focus on one major research goal rather than on many as this increases the

chances that that goal will be accomplished. It may also be better to focus on the quality of data collected rather than on the quantity. Links need to be studied between attitude change and behavior change. While summative evaluations are helpful, within the peace education field, more mid-term or action research is needed so programs can be adjusted during program implementation rather than waiting until the program is over to find results. It is also important to emphasize longitudinal studies. Attitude changes within a year are good, but researchers still lack information on whether programming impact is sustained over time. It is also helpful to focus some research on the systems level, rather than the individual and explore if relationships and structures are being put in place and sustained. It is also important to help manage the expectations of policymakers when they decide to implement a new peace education program.

Organization of American States (OAS)

Presented by:
Romina Giselle Kasman, External Education Consultant

The Organization of American States is an international organization which provides an umbrella for regional political dialogue that can then be transformed into strategic cooperation in a variety of areas, including conflict resolution education. Education, while a right in the Americas, still faces challenges in terms of improving quality, efficiency and equity. Citizenship education is a critical component in the democratization process. There are many different definitions, variations of and models for citizenship education. Some different models for citizenship education involve students learning by doing, through active, participative experiences in the school or local community and beyond, and education for citizenship which involves equipping students with a set of tools (knowledge and understanding, skills and aptitudes, values and dispositions) to enable them to participate actively while applying critical thinking skills in the roles and responsibilities they encounter in their adult lives.

Several studies around the globe have sought to measure the experience with and understanding of citizenship education including the International Civic and Citizenship Education Study (IEA) which reviewed information from 38 countries around the world, 6 from the Americas, and Regional System for the Evaluation and Development of Citizenship Competences (SREDECC) which focused on 6 countries in the Americas. These studies found that there were considerable variation in students' knowledge of citizenship and civics within and across countries. Within the six countries in the Americas, all except Chile had specific curricular areas for citizenship studies whereas Chile focused on offering citizenship education in a cross-disciplinary fashion. Human rights, citizenship rights, diversity and inclusion, tolerance, and democracy were topics addressed in all six countries of the Americas, both in primary and secondary education, whereas topics not addressed in all countries included social cohesion, voting, political participation, accountability, national government and the judicial system.

The OAS has played an important role in building a democratic and peace culture in the Americas through its Inter-American Program on Education for Democratic Values and Practices which was adopted at the Ministers of Education meeting in Trinidad and Tobago in 2005 and ratified by the OAS at its General Assembly meetings in 2006, 2008, 2009, and 2010. The program is a hemispheric alliance of private and public sector representatives with the long term goal to promote and strengthen the creation of a culture of democracy through education. The programs   three main components include: research, professional development including online courses for teachers, and information exchange such as internet portals, and online bulletins. One project within this framework is called "Armando Paz", or "Building Peace" which aims to prevent youth violence through social dialogue, arts and the media. This project is part of the

USAID initiative for Central America and it is implemented in El Salvador, Guatemala, Nicaragua and Panama thanks to the development of a joint effort of the OAS, within the Secretariat for Multidimensional Security, the Executive Secretariat for Integral Development (Office of Education and Culture) and the Trust for the Americas. MTV is also collaborating in the project. Armando Paz seeks to empower young people through organizational capacity building for the use of arts and new media to create messages for violence prevention. Its objectives are: to develop and implement a comprehensive campaign to promote values from youth for youth and to strengthen youth leaders networks at the community level and organizations working with youth at the regional level to improve the coordination of their activities, collaborate in their strategic planning and disseminate their best practices.

Outcomes

Countries and/or regions developed action plans focusing on one of three areas – policy development, policy infrastructure development, and/or policy research and evaluation.

Sustainable actions proposed at the beginning of the planning session included on-going collaboration efforts such as bringing together key stakeholders affected by the policies or programs on a regular basis together such as parents, educators, non- profit youth workers, youth/students, government, practitioners, researchers/evaluators, and administrators. Goals in the implementation model area include an effort to establish regional meetings to exchange ideas and form alliances among key stakeholders. One country sought to extend its current curriculum review of several subjects to examine more broadly if/how conflict resolution principals are implemented across different subjects and grade levels as a first step before potential re-writing of curriculum standards. Several countries aim to build capacity for stakeholders through CRE trainings. Within the pre-service preparations focus area, goals included efforts by three countries to include conflict resolution education as part of their pre-service teaching. Two countries have already launched curriculum reviews to examine current content and to what extent conflict resolution education is incorporated into the current curriculum.

Other sustainable actions include trainings in Higher Education for teacher education, training for those in primary and secondary school environments such as administrators, faculty/teachers, playground aides, bus drivers, and parents and/or for those in government such as those in the Education Departments, Youth Departments, Justice, Health, Mental Health, Culture and Sport, and President Offices. These trainings could be done in a variety of different ways including through ongoing technical assistance, distance learning initiatives (web-based courses), conferences, workshops, university courses, or through international/national/local exchanges.

An additional theme was the need to communicate these larger initiatives and resources created to support them to the wider public. This can be done through journals, radio, TV, newsletters, DVDs or You Tube videos, conferences, working group meetings, and/or via research and evaluation.

Some of the main policy development goals noted by countries included efforts by two countries to link peace education and values education to the current education policies. One country aims to mainstream school mediation programs. While two countries are working to further refine and operationalize policies on peace education and on education for democracy and human rights, one country is working to develop a new national policy on peace education. Inspired by one country's development and further enhancement of a National Steering Committee to raise issues of peace education with relevant stakeholders, another country is aiming to create a National Steering Committee of their own to further their work.

Goals at the policy/practice monitoring and evaluation level included a desire to develop a framework for monitoring and evaluating efforts at all levels. One country seeks to link with existing organizations that already conduct some evaluations to try to avoid duplication of

efforts. Another country plans to include in their development plan an evaluation plan for all of their peace education programming. One country is currently conducting a report on the extent to which the initial implementation of conflict resolution education material has been implemented into schools as it seeks to finish collecting the data and complete the report to share with relevant stakeholders to improve/adjust for the next stage of implementation.