



## Balkan Regional Conference on Peace Education and Conflict Resolution in Schools



12-13 April 2007  
Belgrade  
Serbia

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## About the Organisers

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### **The Global Partnership for the Prevention of Armed Conflict (GPPAC)**

The Global Partnership for the Prevention of Armed Conflict is the world-wide civil society-led network to build a new international consensus on peacebuilding and the prevention of violent conflict. GPPAC works on strengthening civil society networks for peace and security by linking local, national, regional, and global levels of action and effective engagement with governments, the UN system and regional organizations.

GPPAC is structured through fifteen regional networks, each of which has developed an action agenda to reflect regional principles and priorities. The Regional Action Agendas fed into *People Building Peace: A Global Action Agenda for the Prevention of Violent Conflict* which outlines key priorities for change and involved more than 1000 organisations worldwide in its drafting. The final document was presented to the UN in July 2005, during the Global Conference *From Reaction to Prevention: Civil Society Forging Partnerships to Prevent Violent Conflict and Build Peace*, organised by GPPAC in partnership with the UNDP at UN Headquarters.

GPPAC has since developed and started to implement regional and global work plans to achieve the goals set out in the Global Action Agenda. One of the current key focus areas, both at the global level and in many of the regions, is Peace Education.

<http://www.gppac.org/> <http://www.peoplebuildingpeace.org>

### **Nansen Dialogue Centre Serbia**

Nansen Dialogue Centre Serbia is a nongovernmental organisation established in Belgrade in December 1999. The Centre works on the whole territory of Serbia. The initiative for the establishment of Nansen Dialogue Centres came from the people who attended a ten-week seminar on "Democracy, Human Rights and Peaceful Conflict Resolution", organised and held at the Nansen Academy in Lillehammer, Norway . Nansen Dialogue Centre Serbia is a part of the Nansen Dialogue Network which comprises ten dialogue centres in the region of former Yugoslavia.

Nansen Dialogue through applying the ideas and skills of dialogue empowers people who live in conflict situations to contribute to peaceful conflict transformation and democratic development with promotion of human rights.

<http://www.bncserbia.org.yu/>

### **The European Centre for Conflict Prevention (ECCP)**

The European Centre for Conflict Prevention is a non-governmental organization, based in the Hague, the Netherlands that promotes effective conflict prevention and peacebuilding strategies, and actively supports and connects people working for peace worldwide. The ECCP holds the secretariat for the Global Partnership for the Prevention of Armed Conflict (GPPAC)

[www.conflict-prevention.net](http://www.conflict-prevention.net)

**Our heartfelt gratitude goes out to the Zivik programme of the Institut für Auslandsbeziehungen (IFA) for making this conference possible through its generous funding!**

**Civil Conflict Resolution (Zivik)**

The Zivik programme promotes international peace projects in crisis regions and advises both non-governmental organisations and the Federal Foreign Office in this important field of activity. The programme not only provides support to Civil Conflict Resolution efforts but also contributes to the strengthening of networks between state and non-state actors. The zivik programme focuses on such themes as training in methods of non-violent conflict resolution, support for confidence-building measures among conflict parties, trauma work, and the reintegration of ex-combatants.

[www.ifa.de/zivik](http://www.ifa.de/zivik)

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Institut für Auslands-  
beziehungen e. V.

# Programme

## **Balkan Regional Conference on Peace Education and Conflict Resolution in Schools April 12-13, 2007, Belgrade, Serbia**

### **Thursday April 12<sup>th</sup> 2007**

**8.00-9.00 Registration, Hotel Palace, 6<sup>th</sup> floor: “Banket sala”**

#### **Morning session**

Chair: Ivana Gajovic, NDC Montenegro

**9:00 - 9.30 Welcome and Agenda for the two days** by the host, Tatjana Popovic, Project Coordinator Nansen Dialogue Centre, Serbia and co-organiser Paul van Tongeren, Secretary General of the Global Partnership for the Prevention of Armed Conflict (GPPAC)

**9.30 - 9.45 Welcome by Bogoljub Lazarevic**, Deputy Minister of Education and Sports in the Government of the Republic of Serbia

**9.45 – 11.00 Roundtable discussion:** *Peace Education, Conflict Resolution in schools, peer mediation, inter-ethnic dialogue or tolerance education: How can different approaches and methodologies complement each other and how can we join forces?*

Facilitator: Milan Sitarski, Belgrade Open School, with:

- Group Etos, Pedagogic Society of Serbia
- Tricia Jones, Temple University, US
- Ivana Milas, Nansen Dialogue Centre Osijek: “The New School” project in Vukovar

#### **Plenary discussion**

**11.00-11.20 Coffee break**

**11.20- 12.35 Roundtable discussion:** *Peace Education in the Balkans and around the world: some examples of good practices from the past or ongoing projects (formal and informal educational settings)*

Facilitator: Jennifer Batton, Global Resource Centre, Cuyahoga Community College

With:

- Xhevahire Pruthi-Zajazi, NDC Skopje: Jegunovce project
- Ali Yaman, Mediation Association, Cyprus
- Adriana Cepeda, Organization of American States (OAS)
- Marija Radovanovic, GTZ Belgrade: Peer Mediation project

#### **Plenary Discussion**

**12.30- 14.00 Lunch**

#### **Afternoon session**

## **14.00 -16.30 Working groups:**

**1) The benefits of Peace Education** (examples and evaluations of lessons learned from around the world) and how to broaden our constituency (strategies to get more ministries and schools involved)

Organisers, facilitators and presentations: Tricia Jones and Jennifer Batton

**2) Tolerance and Co-existence education**(especially in multi-cultural settings) and how to improve inter-ethnic cooperation.

Presentations:

1. Loreta Castro, Centre for Peace Education, Miriam College, Philippines,
2. Jelena Rankovic, Group "Let's..."

Facilitator: Leon Gjokaj, Bonomondo Centre

**3) Peace Education in schools:** School without violence

Working on the relationship between: a) teachers and students b) teachers and parents

Presentations:

1. School without Violence, UNICEF and Ministry of Education and Sports joint project, Aleksandra Kalezic and Dragana Koruga
2. Peace Education Wheel, Vesna Hart, Mennonite University

Facilitator: Xhevahire Pruthi Zajazi

**4) Mediation in schools:** Trainings in mediation for teachers and Peer mediation- benefits to the society, experiences and evaluation of the result.

Presentations:

1. Elizabeth Lawrence, Scottish Mediation Network
2. Tanya Milanova, BAAR, Bulgaria

Facilitators: Nevenka Medic and Mihane Bala

## **Friday April 13th**

### **Morning session**

**9.00-12. 30** Continuation of the working groups from day one –especially focussing on potentials for future cooperation, conclusions and recommendations

### **12.30 -14.00 Lunch**

### **Afternoon session**

**14.00- 15. 20 Reporting in plenary** from the working groups focusing on recommendations and ways forward

### **15.20-15.40 Coffee Break**

**15.40 – 17.00 Closing Roundtable:** *Building Community of Peace Education Challenges and future opportunities for partnerships and cooperation between governments, the educational sector and NGOs.*

Facilitator: Tatjana Popovic, Nansen Dialogue Centre- Serbia

1. Rüdiger Blumör, Director, Sector Project Education and Conflict Transformation, Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ)
2. Jovan Lazarev, Deputy minister, Ministry of Education, Macedonia
3. Jorunn Tønnesen, Nansen Dialogue Network, Norway

**Closing Plenary discussion**

## Introduction

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The *Balkan Regional Conference on Peace Education and Conflict Resolution in Schools*, held 12 and 13 April 2007 in Belgrade, Serbia, was the first in a series of regional consultations. These conferences are the logical next step following the momentum built at the conferences in the Netherlands (*Conflict Resolution in Schools: Learning to Live Together*, Soesterberg 2003) and in the United States (*Inter-American Summit on Conflict Resolution Education*, Ohio 2007). It also fits within the four-year Work Plan of the Global Partnership for the Prevention of Armed Conflict (GPPAC) which was developed in follow-up of the 2005 Global Conference at UN Headquarters in New York. In the Global Work Plan, Knowledge Generation and Sharing on Peace Education was identified as one of five key priorities. Peace Education has also been identified as *the* priority topic at GPPAC regional level in the Balkans.

The purpose of this ‘chain of conferences’ is to build on one another, to accumulate experiences and to encourage cross-fertilization over the conferences. As such, the conferences can become genuine structured exercise of common learning over time, rather than a stand-alone gathering with uncertain follow-up. It is within this framework that the Nansen Dialogue Centre – Serbia (NDC-Serbia) and the European Centre for Conflict Prevention (ECCP) organised the *Balkan Regional Conference on Peace Education and Conflict Resolution in Schools* in Belgrade.

The objectives of the conference were:

- To initiate systematization, analysis and evaluation of existing experiences in working on Peace Education, from the Balkans and globally.
- To foster cooperation of teachers and trainers in Peace Education by forming a regional consultancy group that will continue to work on systematization and analysis in the region; and to increase the global co-operation among teachers, between teachers and NGOs (including networks) working on the topic, and cooperation with Ministries of Education.
- To raise awareness among representatives of Ministries of Education and of local authorities, on the importance of incorporating Peace Education into the school curricula, as they can influence both local communities and the wider public.

This report provides you with an overview of the discussions, outcomes and recommendations of the plenary sessions, the roundtable sessions and the working groups organised during the conference. We believe this report will be a thorough overview of what has been presented and discussed at the conference. Please note that all digital presentations are available online at [www.bncserbia.org.yu](http://www.bncserbia.org.yu)

Based on the vast amount of examples of good practices brought up during the conference, the present report aims to contribute to work currently being done in the field of Peace Education and Conflict Resolution in Schools, both in the Balkan Region and in the rest of the world, and to foster further ideas, plans and projects on the subject.

## Media coverage

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Regarding our objectives of fostering cooperation between key actors in peace education from different levels, as well as raising awareness among government representatives, the media coverage of the Balkan Regional Conference was very important. Representatives of media were invited to the opening of the Conference where we offered them a possibility to participate in the opening session and the first panel discussion. The introduction, along with the prepared press material, provided them with sufficient information about mission and objectives of the project.

During media monitoring in the following days, we learned the Conference opening was covered by both electronic and print media:

- two national TV stations (TV Fox – one broadcast and TV STB – three broadcasts)
- one national (Radio Beograd – eight broadcasts) and one local radio station (Radio 202)
- two national daily newspapers (Politika and Danas)
- two out of three major national news agencies (BETA and FONET)



The overall media image of the Conference was positive making the objectives visible and clear to the wider public. Key actors in the media reports were Mr Bogoljub Lazarevic, Deputy Minister of Education and Sports in the government of Serbia, Mr. Paul van Tongeren, General Secretary of GPPAC and Ms. Tatjana Popovic Regional Coordinator of GPPAC in the Balkans.

As an illustration of the media coverage, we present an abstract from an article in one Serbian daily newspaper Danas (Friday, 13<sup>th</sup> of April):

### ***Balkan regional conference on peace education begun***

#### ***Towards peace in schools through cooperation***

**Belgrade** – Education for peaceful conflict resolution, non-violent communication, mediation in schools, tolerance and interethnic cooperation are just some of the topics discussed at the two-day Balkan Regional Conference on Peace Education and Conflict Resolution in Schools that started yesterday in the Palace Hotel. This was the first in the chain of conferences that representatives of the Global Partnership for Prevention of Armed Conflicts are organizing in all continents in order to improve cooperation between government institutions, non-governmental organizations and individuals active in this field as well to exchange experience [..]. (link to the original text in Serbian: <http://www.danas.co.yu/20070413/hronika3.html#3>)

## Plenary session 1 – Welcomes and Introductions

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### Speakers:

Tatjana Popovic	Nansen Dialogue Centre, Serbia
Paul van Tongeren	European Centre for Conflict Prevention
Bogoljub Lazarevic	Deputy-minister of Education and Sports, Serbia

### Facilitator:

Ivana Gajovic	Nansen Dialogue Centre, Montenegro
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### Tatjana Popovic - Nansen Dialogue Centre Serbia

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In her opening speech Ms. Popovic stated that it was her pleasure to welcome everybody on behalf of all the organisers. She highlighted the amazing diversity of representatives at the conference who were involved in the field of Peace Education in various ways, with participants not only from the Balkans but also from several other parts of the world.

Ms. Popovic continued with an explanation of the background of the Nansen Dialogue Centre (NDC) Serbia and its role in the GPPAC network. NDC Serbia is part of a large network: Nansen Dialogue Network, with representatives in all countries of the former Yugoslavia. Within the GPPAC regional process, focal points across the region initiated cooperation with other organisations working on peace building and conflict prevention by organising national meetings. As a result, the Balkan Regional Conference on Conflict Prevention and Peacebuilding was held in 2004, during which topics relevant for the regional level were discussed and the Balkan Action Agenda was adopted. For the follow-up priority activities, regional partners suggested to work more on Peace Education throughout the region. Since it has also become a GPPAC priority topic at the global level for 2007 and beyond, ECCP and NDC Serbia decided to jointly fundraise for and organise the Balkan Regional Conference on Peace Education and Conflict Resolution in Schools.

Ms. Popovic explained that the conference was dedicated to the presentation of existing projects on Peace Education in a broader sense, with the aim to learn from each other and establish closer national and cross-regional cooperation. An added value of operating within a network like GPPAC, she said, was the possibility to easily connect with other parts of the world and use the expertise of people working on the same topics in different contexts around the world. She therefore extended her special thanks to the international guests for dedicating time to work with their colleagues from the Balkans.

The conference, said Ms. Popovic, was to be the first within a longer worldwide process, since several other regions within GPPAC plan to organise conferences dedicated to different aspects of Peace Education also.

The conference was organised as follows: two introductory plenary sessions would be followed by four different working groups and the closing panel session. The overall goal of the conference was to:

- 1) Strengthen cooperation at regional level**
- 2) Create better cooperation between teachers and government representatives.**

In her concluding remarks, Ms. Popovic expressed her hope that the conference would contribute to the implementation of Peace Education in the whole region.

Topics of the working groups were:

- 1) **The benefits of Peace Education:** examples and evaluations of lessons learned from around the world, and how to broaden our constituency: developing strategies to get more ministries and schools involved.
- 2) **Tolerance and Co-existence Education,** especially in multi-cultural settings, and how to improve inter-ethnic cooperation.
- 3) **Peace Education in schools:** Schools without violence. Working on the relationship between: a) teachers and students, and b) teachers and parents.
- 4) **Mediation in schools:** Trainings in mediation for teachers and peer mediation: Benefits for the society, experiences and evaluation of the result.

Ms. Popovic wished everybody a successful working day and asked participants to use the opportunity to create new contacts and strengthen relationships.

## **Paul van Tongeren - European Centre for Conflict Prevention**

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Mr. Van Tongeren welcomed everybody to Belgrade on behalf of the Global Partnership for the Prevention of Armed Conflict (GPPAC). This global network organised a conference in 2005 in New York, following a recommendation by Secretary General Kofi Annan. After a 2003 International Preparatory Meeting, regional meetings were held, several of them in the Balkans, establishing a global network rooted in fifteen regions in the world. Since its Global Conference at UN Headquarters in New York in 2005, GPPAC has been busy identifying the key functions of the network and has developed work plans for the coming years. Peace Education has become one of the key focus areas as a pilot for the coming years within the Knowledge Generation and Sharing programme.

Mr. Van Tongeren expressed his joy at starting the first activity of this pilot programme in the Balkans. He was also very glad to be able to bring together key people from the region, with special thanks to Ms. Popovic and the NDC, as well as about twenty participants from other continents, all of them with a great deal of experience in this field. He saw this conference as a shining example of how a network should function: Bringing together local experience in a specific region with experiences from other regions to share our knowledge.

Next to the link to Peace Education through GPPAC, the European Centre for Conflict Prevention (ECCP) also organized a conference on Conflict Resolution Education in 2003, prior to the formation of GPPAC. One of the conclusions of that conference was that an international network on this topic was needed in order to take work forward. Some participants of that 2003 conference were actually present in Belgrade, and Mr. van Tongeren introduced them briefly: Jennifer Batton and Tricia Jones were instrumental in taking up the recommendation of launching a network on peace education, and also in setting up the working group with the highest attendance at the GPPAC Global Conference in New York. This working group launched the International Network for Conflict Resolution Education and Peace Education (INCREPE)

The reason Mr. van Tongeren shared this with us was that he wanted to illustrate the evolution that has taken place over the last couple of years. Sometimes things move slowly, but we have come from a one-off conference in 2003, to having an international network on Peace Education in 2007. In March 2007 several of those present in Belgrade were in Ohio for the Inter-American Summit on Peace Education and Conflict Resolution Education under the auspices of INCREPE and GPPAC to discuss how to move this topic forward with policy makers, practitioners and researchers from around the world.

On the day preceding the start of the Belgrade conference, the GPPAC Reference Group on Peace Education had its first face-to-face meeting, also in Belgrade, to discuss how we can further develop the network in this field, strengthen networking and develop tools such as successful Peace Education case studies, research etc. This was a very fruitful meeting.

In general, there is also a development of governments in conflict regions highlighting a need to address the root causes of conflict and to set up national infrastructures in these countries to deal with these root causes. Our experience is that more and more countries want to deal with these root causes, for example through Conflict Resolution in Schools and Peace Education, which is a hopeful development.

Mr. van Tongeren concluded by challenging the audience to think especially about what we could do here, in Europe, when it comes to sharing our experiences. There used to be a European Network on Peace Education a few years ago but unfortunately this network is no longer active, so maybe we should think about revitalizing a European network on this topic. There are many activities in this field around the Europe, such as in Northern Ireland –where it is called Mutual Understanding Education - Scotland, Cyprus, Germany -where it is called Civic Education-, and in Norway, the leading nation in this field. Mr. Van Tongeren stressed that it was vital to share with and learn from one other.

### **Bogoljub Lazarevic - Deputy Minister of Education and Sports, Serbia**

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Mr. Lazarevic started by welcoming all participants in name of the Minister of Education and Sports. He emphasized that the ministry is particularly interested in learning what the needs for the society are in general and in education specifically. Peace Education is of great importance for the ministry, and Mr. Lazarevic thanked the organisers for bringing all the different actors together at this Conference, the first meeting of its kind in the Balkans. He expressed the hope that everybody would feel welcome in the city.

He continued with a personal note on his own working experience in schools during an extremely difficult time for the region, in the 1990s. However, with that difficult period now in the past, said Mr. Lazarevic, it was time for healing so that young generations representing the future of the country could be freed from all the burdens of his own generation. As a history teacher he played a certain role in this change, trying to cooperate with NGOs on the issue of Peace Education. He stated that NGOs really deserve a special acknowledgement, because even during difficult times, they were the only ones to take initiative in the region on the difficult subject of Peace Education.

Mr. Lazarevic further elaborated on the activities of the ministry. In close cooperation with NGOs, the ministry aims to introduce Peace Education into the entire Serbian educational system. He explained that he felt the title should be expanded to Peace and Upbringing Education, since this part (upbringing) was neglected in the 1990s. In the current national plan on education, one of the important aspects is cooperation with the NGO-sector, organisations such as Save the Children, UNESCO and UNICEF. Fortunately, he said, there had been a significant progress in the development of curricula of education for national minorities as well as general primary and secondary education. There are projects such as School Without Violence, civic education taught as a regular subject, with curricula prepared by several NGOs, and projects on peer mediation (such as that of GTZ Germany). Recently, a conference on the protection of children from violence, abuse and misuse was organised in cooperation with British Council. The project involves the creation of a website shared by five schools in Bosnia, Serbia, and Kosovo. The dialogue on school disputes and on Peace Education is important, because dialogue is first step to Conflict Resolution.

In conclusion, Mr. Lazarevic expressed his hope that the current work would bring much benefit to children living in the region and all over the world.

## Roundtable discussion 1:

### Peace Education, Conflict Resolution in Schools, peer mediation, inter-ethnic dialogue or tolerance education

#### Guiding question

How can different approaches and methodologies complement each other and how can we join forces?

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#### Speakers:

Group Etos      Pedagogic Society of Serbia  
Tricia Jones      Temple University, US  
Ivana Milas      Representative from Nansen Dialogue Centre Osijek and their project “The New School” in Vukovar

#### Facilitator

Milan Sitarski      Belgrade Open School

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#### Mina Lukic, Milica Ivanovic, Stefan Dzeletovic and Milos Kalanj

Group Etos, Pedagogic Society of Serbia

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The group members of the Etos youth group presented their project themselves. One member started with an explanation of the set-up of the group. They started a year ago with support from the Gesellschaft für Technische Zusammenarbeit (GTZ) Germany and the Pedagogic Society of Serbia. Their projects are focused on additional education, including peer mediation education in primary and secondary schools. Besides that, Etos organised a TV-panel: Svadjalica (Arguing) on national Serbian television, which has been very successful thanks to the involvement of many young Serbian people. Through the show they worked on unifying young people working on similar issues as Etos. The activities of the group have included visiting schools which completed mediation trainings both in Serbia and Serbian schools in Romania, in order to encourage them to set up youth centres that can be connected to Etos.



Future plans for Etos are to spread the ideas of conflict prevention within the educational system, while focusing on secondary school students. Besides that, they want to improve their marketing in order to reach more young people to inform them about what Etos is doing. They plan to produce some publications and flyers to get more publicity and to create more widespread knowledge of their work. Furthermore, they would like to see peer mediators in other cities of Serbia and even in other parts of the Balkans set up their own centres. They expressed their willingness to link up with

those new centres. They would also themselves, as peer mediators, like to set up a network of this kind and create their own bulletin (Bridge) and a website in order to inform people about their ideas and activities.

Groups Etos also plans to organise another panel discussion in the future and try to make it an annual event. Etos members continued by saying that they would like to expand and take new members on board.

Finally the group showed one of their TV sequences, in which they acted themselves. They tried to show what their work consists of and that expressing what we really want in a more peaceful way does not have to be difficult. Each of the sequences was guided by a GTZ staff member.

## **Tricia Jones**

Temple University, USA

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Ms. Jones gave an overview of what Temple University is doing. It was the first university in the United States that was formed on the basis of social justice, and they have maintained this focus since the start. However, there are 240 schools in the school system in the city, and many of these schools have problems with violence. How to deal with that violence is a crucial question anywhere in the world. She introduced a website that was launched last month that is a great resource which would be useful to anyone working on or interested in these issues: <http://www.creducation.org>

In her presentation, Ms. Jones spoke about the differences and similarities between the different topics of this conference (Human Rights Education, Peace Education, Tolerance Education etc.). One challenge is the different terms used to describe similar activities. A possible way of addressing this would be finding an umbrella term, as is often done in the United States. Although Ms. Jones personally finds it more important that the work is done regardless of the different terminology, she finds it useful to think about the commonalities and the differences of those topics, especially since there are many more similarities than differences. A second challenge posed by this diversity, is finding ways for the different programmes to work together, so that the outcomes and their resources can be maximised. The third challenge is planning the work so that it addresses the needs of a specific place. She gave an example of the work done in the US, where they work with schools that teach ideas of conflict - what it is, the importance of non-violence and how to solve conflicts peacefully. They also work on dialogue and peer mediation and through programmes on bullying prevention and on negotiation skills.

Ms. Jones continued by shortly discussing the different types of education. First of all, Peace Education is a process of promoting the knowledge, skills, attitudes and values needed to prevent conflict and violence, both overt and structural. In other words, to resolve conflict peacefully and to create the conditions conducive to peace. According to Ms. Jones, Peace Education is broader than Conflict Resolution Education. Peace Education also helps to understand the concepts of peace and war; promotes the concept of peace; and raises the issue of equality. Secondly, violence prevention tends to focus more on systemic causes of violence than Conflict Resolution Education. Violence prevention emphasizes policy change, while Conflict Resolution Education emphasizes the building of individual skills. Violence prevention programmes usually focus on structural and equipment interventions, and are more linked with “risk” behaviours such as substance abuse or sexual activity. Thirdly, social and emotional learning is the process through which children and adults develop emotional intelligence, skills for decision-making, for communication, for cooperation, for conflict resolution, for problem solving, and for developing healthy relationships for work and play. This field has grown a lot in the US lately. Finally, there is Human Rights Education. This is popular in regions like Latin America, but there are not many of these programmes in the US. Ms. Jones believes that people working in this field in the US need to challenge this and speak more about Human Rights Education.

Ms. Jones went on to pose some questions to further frame the discussion: Which frame of reference is the most important in the setting? Do we want a Peace Education umbrella where the goal is to create a peaceful society, or do we want human rights education? Those frames have implications for how we do our work. What should come first and in which order do we put them together? She pointed out that although there was not a simple answer to these questions, we would need to think about it before we set up a programme. For instance, Conflict Resolution Education has much more support in the US than Peace Education due to political factors: it might not be justified, but this is the reality that we need to deal with. Another issue is timing. It is critical that we do things at the right time.

Ms. Jones concluded that one of the unique strengths of Conflict Resolution Education is the emphasis on skill development. These are skills that people will never lose, and that makes Conflict Resolution Education crucial. She thanked NDC and GPPAC for the invitation to present at this conference.

### **Ivana Milas**

Representative from Nansen Dialogue Centre Osijek and their project “The New School” in Vukovar

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NDC-Osijek is a local NGO, a part of NDC founded in 2001. NDC’s mission is to promote interethnic dialogue with the goal of the social reconstruction of the society. Their activities are focused on three main strategic fields:

- Raising awareness about the problems in inter-ethnic relations
- Creation of preconditions for interethnic dialogue
- Cooperation with different social actors who are important for the peacebuilding processes.

One of their projects is *The New School Project*. This was initiated in 2003. It is being managed and led by NDC Osijek, in cooperation with Agency for Education of the Republic of Croatia, Osijek Branch. The project was started in Vukovar, where there are six elementary schools, four high schools, one college, and one school for children with special needs, with a combined number of 4375 pupils. All classes are ethnically divided, and until this school year children went to school in different shifts and buildings. From September 2006 onwards, high school children were placed together under the same roof.

The need for the project came out of a study that was carried out in 2001 by the Department of Psychology of the Philosophy faculty in Zagreb, Society for Psychological Assistance in Zagreb (SPA) and the Human Rights Centre, Berkeley University, USA. Among the most important outcomes were:

- A school is one of the key indicators of the dividedness of a community, but also a factor that could change the situation.
- Divided schools have a heavy impact on children: compared to their teachers and parents, children show the highest readiness to discriminate a member of the other group.
- A segregated schooling system, which deprives children of contact in what is the most natural environment for them – the school – has lasting consequences on the process of social reconstruction.
- Children have never experienced an undivided city, and grown-ups do not encourage them to have social contact outside school.
- Continuation of the present situation would lead to complete division of Vukovar along ethnic lines. Serb and Croat children are growing up separately and do not have a chance to experience a different way of growing up.

In 2004, NDC Osijek did research on the attitudes of parents on the quality of education of the children in Vukovar in order to find out how parents feel about the quality of their children’s education and what their attitudes are towards the current teaching organisation for the minority members in the Vukovar’s area. The findings of the study were:

- 71,4% of all parents in Vukovar of all nationalities are dissatisfied with the way the primary education is being organised for members of minorities in Vukovar, 22,8% is satisfied, and 5,8% does not have an opinion. Only 3 out of 256 parents knew what models of education for minorities exist.
- 81,25% of parents are positive towards enlisting children in joint (nationally mixed) classes, while 10,15% would not do that.

- Parents also referred to the possibility of including contents where children will learn more about cultures, languages, traditions and values of all people and ethnic groups from Vukovar region (84,8% is in favour of this possibility; while 7,4% of parents think this is inappropriate).

Based on these results, NCD developed a new programme in accordance to needs of teachers and parents living and working in Vukovar, involving all important stakeholders – teachers, parents, and the local community. The aim of the project is to establish an integrated primary school in Vukovar. The school's curriculum will be more adapted to the educational needs of a multi-ethnic, multicultural society and, at the same time, school will provide higher quality, as well as a child-focused education.

**The objectives of the “New School Project”:**

- To provide support and ensure for teachers and expert associates who work in a multi-ethnic and multi-cultural community in a post-war area to gain new knowledge through continuous education;
- To encourage and empower parents to actively participate, together with teachers and the local community, in the creation of a school that will be in accordance with the needs of pupils, meaning that it will be in accordance with educational, cultural and social needs of their children;
- To develop a school curriculum that will be more in accordance with the educational needs of multi-ethnic communities;
- To make representatives of the local government and the local community more sensitive towards these issues in order for them to take responsibility and become more active in solving problems that derive from distorted relations in their multi-ethnic community.

Almost all projects take place within the schools. Bringing children from different groups together outside the formal curriculum are mostly not long lasting. The whole community is still divided, which makes it hard to sustain such initiatives. Small attempts are done by NGOs, but so far not by schools. A lot of the teachers have difficulties to contribute to the programmes since they are traumatized themselves; many of them were expelled from Croatia and are now returning.

For the future, NDC is planning a conference on “Challenges of education in multicultural societies/communities” in Osijek/Vukovar from the 11th – 14th of October 2007. This will be done in cooperation with the Agency for Education and Vukovar and the Osijek University with representatives from Northern Ireland, the Middle East, Macedonia and Bosnia and Herzegovina. The aim of the conference would be to exchange experiences and present various intercultural programmes existing in schools in Croatia, the Balkans and the world and to raise awareness among a scientific and wider public about the need for intercultural education of future teachers. More information can be found on [www.ndcosijek.hr](http://www.ndcosijek.hr)

**Project:** The new school project. The best interest of a child is our most important interest!

**Place:** Osijek, Croatia

**Contributors:** Ministry of Foreign Affairs, Norway/ Ministry of science education and sports, Croatia/ National Foundation for Civil Society Development/European Commission/ U.S. embassy Zagreb, Croatia democracy commission/Berkely, university of California/ INFORMEST, Service and Documentation Centre for International Economic Co-operation

**Aim :** The creation of conditions for new, quality school that will be more focused on the development of personal potentials of every child, and which plan and programme will be more adjusted to the needs of primary education in multi-ethnic and multi-cultural communities.

**Website:** <http://www.ndcosijek.hr/engleski/nova%20skola/index.html>

## Roundtable discussion 2

### Peace Education in the Balkans and around the world: some examples of good practices from the past or ongoing projects.

#### Guiding question

What are the examples of good practices, challenges faced? How could we overcome them?

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#### Speakers:

Xhevahire Pruthi-Zajazi	NDC Skopje
Ali Yaman	Mediation Association, Cyprus
Adriana Cepeda	Organization for American States
Marija Radovanovic	Gesellschaft für Technische Zusammenarbeit, Belgrade

#### Facilitator

Jennifer Batton	Global Resource Centre, Cuyahoga Community College
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Ms. Batton welcomed everyone to the second roundtable, which focused on examples of projects on Peace Education from the Balkans and around the world. She began with a brief introduction of her work for the Ohio Commission on Dispute Resolution & Conflict Management. Cutting across political, economic, and social boundaries, the Commission has pioneered problem-solving methods and initiated programmes that provide alternatives to fighting, impasse, and litigation. In most countries, this work is being done by sets of NGOs and Ministries of Education. It is important to realise that different terms are used on this topic. As was mentioned by Dr. Jones, in Latin America the phrase used is Citizens' Education and in the Balkans it is sometimes called Tolerance Education. Ms. Batton explained that this roundtable discussion would focus on the way to create the structures for supporting policies around the world on this topic. In order to do so, two examples of best practices from the Balkans (Macedonia and Serbia), and from Cyprus and OAS (all 44 countries of the Americas) were introduced.

#### Xhevahire Pruthi-Zajazi,

Nansen Dialogue Centre, Macedonia

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Xhevahire Pruthi-Zajazi began by introducing the work of the NDC, Macedonia. NDC empowers people who live in conflict situations to contribute to peaceful conflict transformation and democratic development with promotion of human rights, by applying the ideas and skills of dialogue. NDC strives to cultivate *values* that contribute to achieving the goals and motivate its work. Explicitly, its activities are bound to create settings for promoting values of peace and wellbeing, and for ethnically, religiously and gender diverse communities, to promote and foster equality between men and women, as well as to raise awareness for commitment to non-violent social change.

NDC, Macedonia started a project in the Jegunovce Municipality. This municipality was chosen since it was heavily affected by the war and ended with a complete segregation between all inhabitants of the 70 villages in this municipality. Before the war, all children in the southern part of the municipality went to one single school but after the war there was a discussion over the name of the schools. This turned into a political problem and the students got segregated. This led to a separate Macedonian and a separate Albanian school. NDC drafted a programme and started working to support this community. The programme was focused on parents, students/pupils, teachers, village/community leaders, politicians and local authorities. The project organised dialogue seminars for these groups. The aim of the project is to start cooperation between the students (and parents) from different ethnic backgrounds who attend separate schools and to increase the cooperation through informal educational activities. It advocates a bilingual

education system and tries to build confidence and to increase the tolerance, to surpass the fear for free movement in the neighbouring villages, to improve the quality of the education, to increase the knowledge in IT, English, and Macedonian and Albanian languages and to establish new integrated bilingual schools.

The project resulted in a visible decrease of the inter-ethnic tensions in the municipality, an increased cooperation between the children and their parents, improved knowledge of the children in the schools, complete acceptance of the bilingual system in education by the children, their parents and the lecturers, and enhanced cooperation among teachers from all schools.

Recently a new Web Site regarding the courses on Information Technology, English, Albanian and Macedonian Language is launched: [www.nansen-kids.org.mk](http://www.nansen-kids.org.mk)

In the future, NCD plans to launch the first integrated bilingual primary school in Macedonia. This is planned for September 2007.

**Project:** Programme for support of local self governance - Jegunovce municipality

**Place:** Jegunove, Macedonia

**Contributors:** Ministry of Foreign Affairs of Norway and the Norwegian Embassy in Skopje

**Aims:** (among others) Increase the cooperation through informal educational activities, Beginning of a cooperation between the students (and parents) from different ethnic background who attend separate schools.

**Website:** <http://www.ndc.net.mk/jeg-za-programata.html>

## **Marija Radovanovic**

Coordinator Gesellschaft für Technische Zusammenarbeit (GTZ)

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Ms. Radovanovic explained that on behalf of the German Federal Ministry for Economic cooperation and Development (BMZ) the German Development Cooperation (GTZ) runs the project Conflict Transformation and Youth Empowerment in Serbia in cooperation with Ministry of Education of Serbia.

Currently, the two-phased project is at the end of its first phase. It shows children and young people ways of coping with individual and social conflict and enables them to understand the situation they live in. The project aims to help them overcome their personal fears and find a place in their rapidly changing society. The project envisions enabling young children to participate in local schools and youth centres and stimulates democratisation of institutions involving young people. It focuses on two subjects: youth empowerment inside and outside the school setting (school parliaments, youth activism on local level) and conflict transformation (peer mediation and peer education in mediation for example the youth group Etos).

Together with teachers, pupil groups and representatives of the Serbian Ministry of Education and Sport, GTZ fosters democratic behaviour at grassroots level in schools. This is why it supports the school parliaments provided for by law in conducting their work programmes based on democratic rule and tolerance towards people with different opinions. The young people are guided throughout in planning and implementing their projects. In the long term, the plan is to set up a separate division for youth promotion in the Ministry of Education and Sport to coordinate all activities to protect and promote youth nationwide.

The project focuses on 13-19 year old children with different ethnic backgrounds. The project involves capacity building through training, support of institutional capacity and the organisation

of events such as conferences and roundtables. So far, the project's main achievements are interested young people and professionals for new methods, the creation of an active youth (groups and centres), 105 schools/centres present and visibility for the public (TV-commercials/radio/materials).



GTZ devotes special attention to providing advice and assistance to selected non-governmental organisations (NGOs). These NGOs upgrade teachers and pupils and promote the establishment of pupil parliaments. Locally responsible NGOs support dedicated young people in setting up out-of-school youth groups and networking them nationwide. The promotion measures include granting financial subsidies to the participating NGOs to support, guide and advise pupils and youth groups.

Considering how recently the project began, GTZ can be proud of what it has achieved so far. By the end of 2006, a total of 110 schools and sixteen youth centres with about 1,100 pupils and 410 teachers were already participating in the programme. The pupils involved act as multipliers, facilitating dialogue among pupils of the same age, increasing their readiness to accept arbitration and improving the chances of success. Ms. Radovanovic expressed her optimism about the planned adoption of the programmes as part of the regular teaching syllabus in Serbia's secondary schools.

Two main challenges are the entrance into the school curriculum, and the sustainability of the growing programmes. Therefore it is important to get everybody involved and to raise awareness on the benefits. Besides that, institutional support is also crucial; one example of good practice in Serbia is through an ombudsman.

In order to create this, it is important to become involved in the political dialogue, and to cooperate with networks. It is therefore very interesting to attend this conference.

## **Ali Yaman**

The mediation association, Cyprus

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Mr. Yaman addressed building community awareness of Conflict Resolution Education and Peace Education in Cyprus and the work that the Mediation Association has been doing.

The Mediation Association has different goals including:

- Spreading the “WIN – WIN” philosophy of mediation throughout Cyprus.
- Providing mediation services to all levels of the community.
- Introducing conflict resolution and Peace Education in the school system.
- Developing projects to benefit the various sections of the community.
- Providing a good example of governance.
- Networking with international organizations.

Challenges for the Mediation Association are the negative connotation attached to the words “Peace Education” and “mediation”, the lack of material in Greek and Turkish and the bad press reviews in certain sections of the community. Mr. Yaman went on to explain how they worked to overcome these challenges. For instance for a short period, they decided to work separately in both communities. Besides that they portrayed mediation as a life skill and invited mediator trainers from countries that were seen to be unbiased. In the association, they included people from all walks of life and with varying political views. They translated the available training material; culturalised the material to fit their needs; and called it ‘Cypriotizing’. They published

their own resource books and distributed them for free. They conducted seminars, produced radio programs, appeared on TV talk shows and started a weekly column in the newspaper.

Currently the Mediation Association is involved in workshops in schools, mediation training and offers in-service training for civil servants. It is working with teachers and involved in training of police officers and police inspectors. It is publishing monthly bulletins to distribute for free to the communities. Besides that they are bringing students to SIT (School of International Training) and organise picnics and other gatherings to bring people together for different villages on both sides.

**Adriana Cepeda,**  
Organisation of American States

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Ms. Cepeda started off by saying she was honoured to be present at the conference. She thanked everybody for being there. She explained that from all the different contexts presented by people from different parts of the world at the conference, she saw a lot of differing challenges, but also similarities. Coming from Colombia with its own history of conflicts and violence, she expressed a special relationship with the people of the Balkan region and that her heart goes out to everybody there.

Ms. Cepeda went on to explain the work of The Organisation of American States (OAS) in the field of Peace Education. The OAS is a multilateral organisation that brings together 34 countries, and that promotes dialogue. Each country has a diplomatic mission, the OAS's task is to carry out the mission that ministries have expressed they want to complete. A challenge in this particular field is to find an umbrella term for all the variants of Peace Education. Each country has different concepts. As an organisation, the OAS are trying to be inclusive and accept all of them. They are trying to get an overview of the priorities and the contexts of the different regions.

This presentation covered two projects:

- Citizenship Education Policies in the Americas: a "Mapping"
- Best practices project in Colombia

*Citizenship Education Policies in the Americas: a "Mapping"*

The first project was a survey sent to all Ministries of Education in the region. The aim of the 23-question survey was not only to find out what was being done on the policy level, but also what was being done to implement that policy (e.g. trainings, evaluation). The objective was to document national policies in education for democratic citizenship and related areas (such as Peace Education), throughout the Western Hemisphere. Their survey was sent to 34 ministries, seventeen of which responded. Thirteen out of these seventeen have a policy in place on the education for democratic citizenship or related areas. Though in the US and Canada each state has its own legislation, most countries are moving towards integrated policies: integrating Human Rights Education with Peace- and Conflict Resolution Education, Environmental Education, Sexual Education etc. There is a paradigm shift taking place from transferring knowledge to developing skills. This is necessary since a lot of programmes on the topic are mandatory but there is very little training to be able to implement it. Besides that, there are very few evaluations of the effect of the policies. In that respect, OAS is organising an evaluation seminar at the end of the year.

The Final Report will be available online at: [www.educadem.oas.org](http://www.educadem.oas.org)

Following the presentation, it was questions were raised as to whether the response and data given by government officials was checked by other stakeholders. This was suggested as a method to double check since the data were already checked by the OAS.

### *Best practices project in Colombia*

Ms. Cepeda informed the group that this programme is a combination of Primary (universal) and Secondary (focalized) education, based on the results of the Montreal Prevention Experiment (Tremblay, 1995; Vitaro, 2004) and Fast Track (Conduct Problems Prevention Research Group, 1999). It consists of working with students in the classroom, a universal curriculum to develop citizenship competencies in a class for 24 hours a year. The competencies developed are empathy; constructive anger management; perspective-taking; creative option-generation; consequence consideration; active listening and assertiveness.

Students' families are also involved, with four annual workshops involving all parents, four annual visits and one phone call a week for most aggressive students (secondary prevention). Finally, there is a system of working with Heterogeneous Groups, where two highly aggressive students are grouped with four highly pro-social students (similar to the Montreal Prevention Experiment).

The result was that after the programme, aggression was reduced (for the whole classroom), pro-social conduct and the social climate in the classroom were improved, and the number of friendships went up as well (ties between children grew).

There are a great number of good programmes/initiatives in the region. An online portfolio with the best practices cases and the report will be available on: [www.educadem.oas.org](http://www.educadem.oas.org)

**Project:** Inter-American Program on Education for Democracy Values and Practice

**Place:** Colombia

**Contributors:** Organisation of American States

**Aims:** To promote advancements in the field of education for democracy. Furthermore, linkages between formal and non-formal educators need to be fostered and strengthened in order to create new synergies and learn from the different experiences and proven methodologies.

**Website:** [http://www.educadem.oas.org/index\\_eng.html](http://www.educadem.oas.org/index_eng.html)

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## **Working group 1: The benefits of Peace Education**

Examples and evaluations of lessons learned from around the world and how to broaden our constituency: strategies to involve more ministries and schools

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**Presenters & Facilitators:** Tricia Jones, Jennifer Batton

**Reporter:** Malin Brenk, ECCP

### **Aims of the working group were:**

- To ask all participants to share the current Peace Education work they were involved in;
- to identify support and challenges for policies and infrastructures necessary for effective Conflict Resolution Education and Peace Education work;
- to generate a research agenda to promote policy and infrastructure developments;
- and to create action plans for next steps.

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The facilitators started by sharing some material they had brought with them such as an online course for Conflict Resolution Education (on a CD-ROM) from the department of Education in the US. This CD can be used and distributed free of cost as long as it is not being sold by anyone.

## Presentations

The working group went on to give all the participants 8-10 minutes each to talk about what they are actually doing; what policies and infrastructures were already in place that support Peace Education and help insure its success; what challenges to policy and infrastructures were there and how might these be overcome; what kind of information would be most helpful in promoting Conflict Resolution Education and Peace Education in their countries or regions; and finally what organisations and resources were available to conduct research and evaluations to generate this information.



## What is the state of the research?

The participants' presentations were followed by a short talk by Ms. Jones on the state of the Peace Education and Conflict Resolution Education research. The research available mostly comes from the US and Western Europe. We know that these programmes make a good impact in terms of their conflict behaviour, in classroom climate and school climate and we know they can be effective giving students skills as they move forward. However, we have almost no research on

- the changes in societies in the long term following Peace Education (the transformation of societies, community building). This does not mean it is not making a difference just that we can not prove it. Caroline Ashton made a review of all Peace Education research out there;
- whether the benefit will stay with the student, for instance, ten years later after they have received Peace Education;
- there is a lot of research on Conflict Resolution Education, but not much on Peace Education and Human Rights Education;
- trauma diffusion in connection to Peace Education (it is being done but the research is not there), much research is focused on dealing with the past (trauma focused research in Africa);
- community based programmes: 99 % of the published research has been done in school-based settings;
- and agreement on what impact indicators should be used.

## Challenges to developing policies for Peace Education and infrastructures that support Peace Education

The working group continued with a brainstorming session about challenges that the participants experience to developing policies for Peace Education and infrastructures that support Peace Education. These were then structured and reported back in plenary.

One of the main challenges that the participants raised was the *common language* that needs to be developed and more specifically what they should call the work they are doing, Peace Education, Conflict Resolution Education, Tolerance Education, Mutual Understanding Education etc. It was mentioned by several participants from different regions that the word “peace” was difficult to get accepted and supported by policy makers. And that we might need to use “their language” to find the right points of leverage. Also, priorities and language used can change when government changes.

Another main challenge was connected to *low CSO capacity* to track and monitor what else is happening on the ground in their region, to engage effectively with governments- due to their complex educational systems, structures and bureaucracies- and communicate and collaborate with other CSOs in the same country/region.

Finally there is a big challenge connected to the *lack of adequate resources* of governments and CSOs. This is connected to a need to convince governments of the benefits of Peace Education

and make sure that when they have developed policy that they also have resources set aside to implement those policies, offering a training structure etc. Also international donors are not giving sufficient priority to education as most of their funding often goes to crises management.

### **Research and Evaluation most needed**

The session continued with a similar brainstorming on the research and evaluation most needed. It was agreed that research and evaluation is important both for improving our own work and for building support and locating resources.

At this point there is *no clear overview* of the research and evaluations that have been conducted so far so there needs to be a mapping of this as well as the institutions that have undertaken them. However we do know that most research and evaluations so far has been conducted and focussed on programmes in the US and Western Europe. Furthermore, the research approach needs to be *participatory*, building CSO capacity as well. One way might be to find support for further case studies in each region on good practices and lessons learned and draw on these as a base for deeper evaluation of impact.

An issue connected to research and evaluation is *translation*. Not just translating valuable research into local languages so that more people can use it but also translating it into specific settings –“Cypriotising” is an example Mr. Yaman gave in his plenary speech on Thursday.

When it comes to *convincing governments* of the use of Peace Education it might be worth looking to links with academic achievement, security and drug concerns and to show that these programmes are cost-effective. It is important to engage governments not only as donors but as key stakeholders in order to get the research implemented in policies.

### **Collaborative potential**

Finally the group focussed on the collaborative potential: One of the key things that came up that several of the participants in the working group found very important was to *empower* the actors involved in Peace Education by pushing for the inclusion of mediation and Conflict Resolution Education in teachers’ training (The Scottish Mediation network is busy lobbying for this), leadership training for both government and CSO representatives so that policies can be well implemented and further workshops and consultations to promote sharing of best practices and bring key players together. Next to training it would also be good to empower the actors by *strengthening our GPPAC/INCREPE networks*, maybe by creating “regional chapters” and to link to other networks in this field.

Connected to the research part above we need to *collaborate to map* what has already been done. NPI-Africa is busy mapping this in Central and Eastern Africa and has connected to the academic research centres in the region in order to do this. Participants should also share with each other the research that our organisations are conducting. For example the Nansen Dialogue Network will do evaluations of their programmes. In this mapping it is also important to connect with other organisations and stakeholders, including research and advocacy groups (like IPRA), professional associations, national, regional and international coalitions on education.

It is vital that the regional conferences and initiatives that are planned for the coming years are *connected* and that the research material needed is ready in time for these conferences.

Finally it was suggested that we link and collect resources such as evaluations, research, lessons learned, successful cases & best practices, government policies and other material on an easily accessible *website* e.g. the newly launched [www.creducation.org](http://www.creducation.org) website.

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## **Working group 2: Tolerance and Co-existence education**

especially in multi-cultural settings, and how to improve inter-ethnic cooperation

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**Presenters:** Loretta N. Castro, Miriam College, Philippines

**Facilitator:** Leon Gjokaj, Bonomondo Center

**Reporter:** Marija Krstić,

### **Aims for the working group were:**

- to create concepts for Peace Education which will be applicable to our region;
- to apply material from methodological Peace Education;
- to support multi-ethnic schools at local levels;
- to contribute to the process of reconciliation in our region;
- to start cooperation with Ministry of Education, local governments and GBA Network.

### **Main goals:**

- to further cooperation among teachers and trainers from Peace Education;
  - to exchange our personal experiences from our countries;
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### **Loretta N. Castro**

Miriam College, Philippines

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Ms. Castro started by setting out that Peace Education is a body of knowledge, attitudes, values and skills which need to be cultivated. Besides that, tolerance is a very important peace value which we need to develop. Regarding to tolerance, she said, three questions should be addressed:

- What is tolerance?
- Why promote tolerance?
- How to promote tolerance?

### **What is tolerance?**

The UNESCO Declaration of Principles on Tolerance, 1995 states: 'Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expressions and ways of being human. It is fostered by knowledge, openness, communication and freedom of thought, conscience and belief. Tolerance is harmony in difference. It is not only a moral duty, it is also a political and legal requirement. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace'. The end goal, said Ms. Castro, is to build a culture of peace. It is a set of beliefs, values and attitudes which respect human dignity and justice. Tolerance is not toleration of social injustice nor the abandonment or weakening of one's convictions.

### **Why promote tolerance?**

Living together is the challenge for the 21st century. Many factors can impose intolerance: religion, ethnicity, skin colour, social/ economic status.

### **How to promote tolerance?**

Ms. Castro stated that it was important to connect between what is done within and outside the school setting regarding tolerance. Tolerance can be promoted through curriculum, how and what is taught. Besides that, it is also important to pay attention to subject area and connect themes with values of tolerance. Furthermore the process of teaching is important. How and what we teach must be consistent. Credibility of the teacher depends of how he/she teaches. Teachers can help students to open themselves. To learn them that they do not have to believe all the concepts and ideas they grow up with.

Ms. Castro, who works in a Christian-Muslim surrounding, explained that there are a lot of negative labels toward Muslims: they are terrorists, dirty and not to be trusted. She went on to say that it is important to realize that these are stereotypes, a belief about something or someone without evidence, prejudices - negative feelings based on stereotypes - and discrimination: actions which cause us to treat someone in an unequal way because of the prejudice.

Perspective taking - to take the perspective of a victim - is a powerful tool to build empathy among students toward other groups. We are born with prejudices and intolerance, said Ms. Castro. If a socialization process takes its normal course, it will perpetuate intolerance. We need to encourage youngsters to ask questions and to expand their consciousness, so the cycle of socialization can be interrupted. It will be more effective if we include in our process of teaching not only cognitive but also an affective and an active phase. Affective phases are important for responding and building empathy and active phases encourage action.

Following Ms. Castro's presentation, some of the participants went on to briefly present their work.

### **Milan Sitarski, Belgrade Open School, Serbia**

Mr. Sitarski stressed the importance of methodology: how the message is transferred. Internet is an appropriate tool because the message is sent out at a minimum expense. In the West Balkan, target groups are students and representatives of elites such as journalists, (local) politicians, teachers, NGOs and CSOs, so the effect can be multiplied. An obstacle for tolerance, said Mr. Sitarski, is the lack of knowledge about the others and our own ethnic and religious background, which is typical for former Yugoslav nations. This lack of knowledge, he said, is often manipulated to create a new "purer" version of identity. Awareness of this can be created through the internet, but, cautioned Mr. Sitarski, it would be necessary to expand because currently only 25 % of the people in Serbia uses internet.

### **Ankica Dragin, Adviser in Ombudsman Office in Vojvodina, Serbia**

An Ombudsman, explained Ms. Dragin, is a person who defends human rights from violations, though the area for advocacy is very limited. Ms. Dragin told us that last year a new project was started, namely "Ombudsman as Mediator". It is the first project of that kind. In Vojvodina, she said, it is well known that family members or neighbours do not speak to each other, but on the surface everything looks normal and fine.

There are four groups of beneficiaries from the programme: high school students, Living with Violence Network (advocacy and network training), complaints committees, inter-ethnic councils (in ethnically mixed areas). The programme is a three year project. To date, 73 people have been trained. The aim, Ms. Dragin concluded, is to encourage them to participate in the local community, to mediate and to make contributions toward peacefully resolving conflicts.

### **Darko Marković, "Group Let's..."**

Mr. Markovic explained that the "Group lets..." leads an educational programme about tolerance. It started five years ago in different cities in Serbia, with children between ten and twelve years old as its target group. The programme consists of ten workshops, two of which are designed by the needs of group and three of which are pre-designed. Besides that, there is a DVD "Ua nepravda" (It's so unfair), an animated TV series for intercultural education. This cartoon has 6 episodes. It was broadcasted on national television but it is also used as educational tool in school. The organisation works with one group of teachers for one semester.

### **Leon Gjogaj, Bonomondo center**

Mr. Gjogaj told the group that in Montenegro there is a Peace Education project about peace and tolerance that includes UNICEF and the Ministry of Education. Target group are the teachers, working in parallel with parents. Educated teachers from the programme worked with children.

The programme started with twelve workshops, and by now there are 36 of them. Every week, pupils have one workshop instead of the regular meetings in class. In the early beginning, teachers complained about the programme because they were used to ex cathedra lectures, but eventually almost all changed their mind.

### **Zorica Kotri, Insitute for Education, Montenegro**

Ms. Kotri told the group that civil education is a compulsory subject in Montenegro in 6<sup>th</sup> and 7<sup>th</sup> grade and is offered in 8<sup>th</sup> and 9<sup>th</sup> grade in primary school. In secondary school its mandatory to have an “open curriculum”. This leaves space for things that are considered important. Every subject is twenty per cent open for the teacher to fill in, Ms. Kotri explained. The goal is to make subjects interesting to the students. This year civil law and communications were the most elected subjects.



### **Discussion**

The question was raised how to establish interethnic cooperation and tolerance in a multiethnic environment? It was said that it is not enough to educate only students; parents, teachers, the ministries and the media should also be included. All teaching staff should be educated about tolerance and parents should also be asked for their proposals for the curriculum. They are important because as a group they can bring around change, maybe more easily than a headmaster individually. An example of how to include parents came from Montenegro, where it is

required by law that every school has parent counsellors. This ensured that parents became initiators and creators of electoral subjects. On the national level there are parent counsellors and their suggestions are heard in ministries. So far, three electoral subjects have been proposed by the parents council.

It was also found to be important to use the local context: student activities, co-curriculum programmes, peaceful student actions, engaging students as agents who can bring tolerance in school community, and peace advocacy.

This discussion was followed by a more general exchange of thoughts on Peace Education. One of the problems encountered within education for peace and the promotion of a culture of peace is the common idea that if there is no war, people must ipso facto live in peace. Because of this it can be difficult to explain the urgent need for this kind of education. It can be hard to motivate the teachers who passed educational programmes, to continue to work in the reformed manner. Therefore it is important to work in a multidisciplinary fashion, on every level.

### **Recommendations for future cooperation at the regional level**

The main goal for future cooperation is a comparative survey of institutional solutions in the Balkan region, to make a content analysis of different curricula and to talk about possible solutions and problems. It was brought to everybody’s attention that the regional conference would be followed by two training courses for teachers which would provide greater cooperation among different groups. The goal is to create teaching resources for education about tolerance and coexistence.

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## **Working group 3: Peace Education in Schools: School without violence**

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### **Presenters:**

Vesna Hart (Centre for Justice and Peacebuilding, Eastern Mennonite University)

Aleksandra Kalezić Vignjević (Ministry of Education and Sports Serbia)

Dragana Koruga (UNICEF)

### **Facilitator:**

Xhevahire Pruthi Zajazi (*Nansen Dialogue Centre Macedonia*)

### **Reporter:**

Christine van Empel (ECCP)

### **The aims of this working group were:**

- To foster cooperation between teachers, representatives of ministries of education and NGOs at the regional level;
- To foster cooperation of teachers and trainers in Peace Education by forming a regional consultancy group that will continue consulting and working on systematization and analysis in the region as well as continue working in their own communities in different parts of the region in local languages;
- to map the current situation on a national level related to Peace Education and relationships between parents, pupils and teachers by questioning
  - what the current challenges/strength/weaknesses of Peace Education are in each of the participants' countries;
  - what our role as peace practitioners is in improving relationships and creating links with ministries and local authorities; and
  - what our set of values in Serbia is, and how to change them

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### **Introduction**

The working group consisted of representatives of different levels including ministry representatives, teachers, international organisations, and civil society organisations. It consisted of both people from within the region, and from other places in Europe and outside Europe. During the first session two presentations were given on the work that has been done in this field. One presentation was more focused on the practical implication of schools without violence. The second presentation introduced a more theoretical concept of Peace Education.

### **Aleksandra Kalezić Vignjević**

Ministry of Education and Sports Serbia

### **Dragana Koruga**

UNICEF

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### **Project: School without violence. Ministry of Education and Sports Serbia/UNICEF**

The presenters explained that this programme for kindergarten and primary schools started in a period of crisis, and was aimed trying to influence the children and teachers and focus on the development of education. It does a lot to promote children's rights and the understanding of those rights. Active learning is important because it tries to break the barriers in the learning system by understanding how the knowledge is taught. The pressure children feel because of the way that the education is given to them is often underestimated. Active learning aims to change this education process.

The presenters went on to say that the Programmes help children to participate actively as peer mediators, communicators, and their role in the prevention of undesirable behaviour. The programme is locally funded, by people within the community and companies, which involves them and leads to more awareness. Once members of the community request to contribute, they are ready for the programme. This awareness-raising, the presenters said, also becomes clear through the increase of reports of violence after one year. There is room for dialogue and discussion about violence. The project has been operational for 1 ½ years, but is still at its beginning. The next important step, said Ms. Koruga, is to think about its sustainability, who is going to monitor this project throughout. Hopefully with the help of a legal protocol, a part of the monitoring can be done by the ministries.

Ms. Kalezić Vignjević told the group that current support from the ministries is not only formal and mediation support, but that the mentors in schools were also employed by the ministry. Furthermore, the ministries helped to give importance to the programme and to monitor the programme. The involvement with other ministries, such as the Ministry of Internal Affairs, facilitated the connection with other programmes. This helped, said the presenters, to build a network of people from different ministries and to give support in various programmes.

In addition to this project, the presenters stated that work is underway on a Special Protocol for the protection of children from violence, abuse and neglect in educational-upbringing institutions. Together with the programme this protocol should make it easier to react to violence. Teachers can not only live by their own rules anymore. The protocol is aligned with international law and educational law, but is very much focused on practice.

**Project:** School without violence. Towards Safe and Enabling Environment for Children

**Place:** Serbia

**Contributors:** UNICEF in cooperation with the Ministry of Education and Sports, Ministry of Health, Ministry of Labour, Employment and Social Policy, Council for Child Rights, and Institute for Advancement of Education and Upbringing

**Aim:** Prevention and reduction of violence against and among children and young people in schools of Serbia

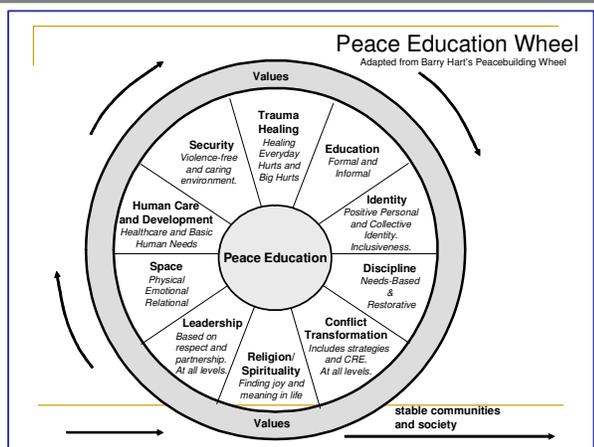
**Website:** [http://www.unicef.org/montenegro/support\\_5489.html](http://www.unicef.org/montenegro/support_5489.html)

## Vesna Hart

Centre for Justice and Peacebuilding, Eastern Mennonite University

### Peace Education Wheel: A Comprehensive model for building peace

Ms. Hart presented the Peace Education Wheel, a conceptual framework on Peace Education that can be applied to different levels in society: community, school or village. It can help to identify what work is already out there and see how “bumpy” your wheel is or how well balanced. Although we can not do it all, it helps to discover what is out there and what is still needed and where cooperation is possible. For a good holistic approach to Peace



Education, Ms. Hart said, everything should be present, including seemingly insignificant things, for instance the space the children are in. The light, colours and pictures. Emotional mindset is also important, the things we do every day: How do we greet, talk to parents and children? How are they able to share their experiences? It is essential, she explained, to create a climate of peace in the classroom.

The wheel is surrounded by values, an important one being inclusion. If violence occurs, said Ms. Hart, we can not exclude the perpetrator, we need to give everybody a voice. To not do so would be hypocritical

According to Ms. Hart, there are different levels for practitioners.

- Top level: service (doing something with middle level. Interact with orphans, homeless.)
- Middle: direct instruction
- Low: implicit (little things, greetings, admitting own mistakes/respect). This gives power to direct instruction.

In order to be successful, Ms. Hart concluded, Peace Education should be incorporated at all levels and in all subjects in school as well all other aspects of society: law, business, etc.

### **Discussion**

Following this presentation, it was discussed whether the wheel was only good because we all relate to the same set of values. The wheel could also be used for a completely different ideology. For instance national socialist ideas in Germany. There are underlying values based on acceptance of human right/respect for all live/respect for the planet.

After this a more general discussion evolved on the programmes in the Balkans. The issue was raised of projects in this region before the war and whether they are the basis of the work today. It was mentioned that not much serious work has been done in schools, and that during and after the war a lot of experts left the country. This region is looking to Northern Ireland and Israel for knowledge and examples: In Israel they have bilingual education. Macedonia is using programmes from Northern Ireland. On the other hand it was said that there is a hesitation to use Northern Ireland as an example as the situation in the Balkans is rather different.

Another issue raised during the discussion was that the term Peace Education is sometimes rejected, since it implies that you are forced to reconcile. It has a lot to do with trauma, and everybody is in different phases in this healing process.

A participant felt that sometimes there is too much focus on our own work, and that therefore conferences as this could help by informing participants of other projects. Additionally, such gatherings offer the possibility to support one another. On the other hand, it was pointed out that we should not lose sight of the fact that in spite of many similarities, every conflict is also different.

A question for the working group was:

*What is the current situation on a national level (parent-pupil-teacher) related to Peace Education and relationships. What are the challenges/strength/weaknesses?*

### **Peace Education from the parent's perspective:**

Participants told the group about work done in this respect in Croatia, Bosnia and Herzegovina and Serbia. In Cyprus, it was said, there are parents' organisations, but they are inactive. In Bosnia and Herzegovina it is problematic to bring parents into the school as they are reluctant to come. In the countryside this is also the case in Cyprus and Croatia. Parents have little time, with many of them holding several jobs. There is often no system of childcare after school hours so they are left alone. The participants agreed that these problems require structural change. A way needs to be found to bring parents into schools, not only those with children in the schools, but

also very young parents, to educate them to be parents, to take care of their children and communicate with children.

Another idea put forwards by the group was to go out to the community. This is often already happening but not in relation to Peace Education. But this can be used. Schools should also offer training that parents need such as English and computer skills. Sometimes the school is the only place to have access to these things, and in those cases parents do come into schools. Other issues put forward were the challenges to single parents, violence and alcohol and drug abuse as things parents want to learn about, and the fact that though parents councils are often obligatory, they only have advisory tasks.



**Peace Education from the student/teacher perspective:** Participants discussed the situation in their various home countries: In Serbia some things are done in primary schools but little is done in secondary schools because they are more focused on academic achievements instead of life skills. In Cyprus and Croatia textbooks are changed to take out the hate speech, whereas in Bosnia and Herzegovina there are often different books for different communities.

In relation to books, the role of teachers are also important: students need to be taught critical thinking. In some places in Croatia children are often separated in early schools in war affected places. Teachers are often eager to learn but in-service training are not adequate: Here NGOs fill in the gaps. Student parliaments are sometimes obligatory in secondary education but not in primary education. A question was raised as to the effectiveness of obligatory councils.

### **Challenges for Peace Education**

Challenges identified by the group were that teachers like to work behind closed doors so there is little engagement among teachers themselves and with the community; that teachers can be threatening to parents because they are professionals, whereas parents can be threatening to the teachers if they come to the classrooms; that teachers need to make the change instead of waiting for the programme to make change.

Furthermore, it was said that Peace Education requires critical thinking about the situation, the past conflict; that is was necessary to relate to schools to the outside community; and that critical thinking about violence in media is needed

### **Strengths in the region for Peace Education**

Participants in the working group put forward that parents often want to share their talents with schools. The issue is whether teachers can do something with this, whether they can engage. Parents can a valuable resource: Participants shared examples, such as parents helping with homework, and that starting with one group but sometimes expanded to other groups.

### **Weaknesses of Peace Education**

There is a need to improve different types of training. Gender, behaviour, and communication trainings need to be included. Furthermore, sometimes only one teacher is trained, which is not always enough to help the school, or that one teacher may need to preach non-violence in a violent environment. Teachers should be taught while they are still in formal training. NGOs can help teacher colleges here with a lot of information, and even take the teachers in training on exposure visits to troubled schools to see what is going on.

Occasionally though, bad events can be the kick off for changes in the system, so crisis helps to generate change. In Macedonia for instance, violence led to a debate, after which a code of

conduct for students was established. Schools in Macedonia need to have a development plan with funds for material and training so there is an ongoing development for teachers.

## **Working group 4: Mediation in Schools**

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### **Presenters:**

Elizabeth Lawrence      Scottish Mediation Network  
Zoya Gerasimova      Bulgarian Association for Alternative Dispute Resolution

### **Facilitator:**

Nevenka Medić      NGO Jelena Anzujska, Northern Mitrovica

### **Reporter:**

Dragana Radoman

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### **Elizabeth Lawrence**

Scottish Mediation Network

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Ms. Lawrence from Scotland presented her personal experience, as self employed mediator. Schools engage her according to their needs and the needs of society, according to the programme Ms. Lawrence offers. The programme influences both students and parents, both in and outside school. Prerequisites for a programme of conflict resolution skills and/or mediation to be effective on a whole school basis are that:

- the programme should be part of a whole school policy on developing positive behaviour and relationships;
- there is a recognition and acceptance of the beliefs and assumptions underlying such a programme by the majority of all staff;
- the ethos of the school is (or is becoming) congruent with constructive conflict resolution;
- senior management and key staff are committed to the programme and its outcomes;
- all staff take part in an introduction to the programme;
- parents are informed about the programme, have an opportunity to attend parent workshops and subsequently to be involved in further developments;
- teaching and learning styles are open to the programme;
- conflict resolution skills become an integral part of the curriculum;
- raising self-esteem is recognised as a key element in the success of the programme;
- a named person(s) has responsibility for the programme and subsequent training and support; and,
- ongoing monitoring and evaluation are built into the programme.

Who is involved in the process? Children, at least ten years old, go through the skills corners, and then they are considered ready to attend mediation trainings. First a one day training for teachers is delivered, and then, together with teachers two days training on mediation is delivered to the group of sixteen children. The criteria for choosing the children/young people to be peer mediators are: ethnicity, gender, class (missed), opinions of teachers, one or two so called problematic young people (who usually turn out to be brilliant at mediation). How clever or bright the children are definitely not criteria.

Aims of a conflict resolution programme:

- To develop the skills necessary for constructive conflict resolution
- To give young people life skills which can be used in any context
- To affirm young people and raise their self-esteem

- To enable young people to have ownership of the resolution of their disputes
- To give young people alternatives to aggression and disruption
- To create more co-operative classroom environments which will enhance learning
- To create a safer school environment

Ms. Lawrence concluded by saying that after training, young people take responsibility for conflicts and their resolution in constructive ways. This in turn improves their communication, relationships and self-esteem. It enables young people to deal with conflict before it escalates. Besides that it can help classroom management as pupils improve skills such as listening, and it can improve cooperation in the classroom which enhances learning.

## **Zoya Gerasimova**

Bulgarian Association for Alternative Dispute Resolution

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Ms. Gerasimova presented the issue *Mediation in Schools – New Culture of Communication in School Communities*. She works on promoting mediation training and established the first court referred model of mediation as a Head of Supervisory Board of the Bulgarian Association for Alternative Dispute Resolution (BAADR). In Bulgaria, mediation is not recognized as a profession, but it has support from Regional Department on Education. It is registered in United Register for Mediators at the Ministry of Justice. The model of school and peer mediation is just a component. It is a pilot model. The Court model is multiplied.

The established model for mediation in schools is an entirely new approach to dispute resolution in education and school communities, Ms. Gerasimova said. The approach adds to and enriches the possibilities for dispute resolution available in schools. It ensures the necessary conditions and creates a suitable environment for a possible best quality education and it does not eliminate the existing means for dispute and controversy resolution in education. School mediation is a voluntary, informal and confidential procedure for resolving disputes regarding education with the help of a neutral to the dispute and independent from the parties person- the mediator, who unbiased helps the disputants to reach mutually acceptable agreement. The model is a mechanism for self-determination, self - control and self-regulation of the school community. It is flexible and sustainable.



Until now 50 students (ages 14-18) and chosen by the school parliament have passed the trainings; and 20 adults (teachers and parents) have received certificates. In 2006 one secondary school became a centre for mediation and one classroom is specially equipped for the mediation process, as neutral place in the school. Ms. Gerasimova finished her presentation by using the words of Paulo Coelho in different interpretation: *Possibilities are here for us to embrace them – The mediation is here for us in order to embrace it for peaceful mediation in schools!*

## **Discussion**

After these two presentations, a discussion developed about how to improve cooperation between teachers and the Ministry of Education (teachers and trainers of Peace Education on the regional level). Every individual spoke about the practice and experiences from their country. What is common for all countries is that they work on prevention of conflicts and encourage youth to participate. However there are also many differences between countries: For instance every country has its own way of reaching results. It is possible to establish communication between (the institutions of) different countries in order to give positive examples and results in order to negotiate. Next to working together between the different countries, cooperation between the

different levels and actors within one country is also seen as important. NGOs, state institutions and individuals should work together. Universities should also be better included since they produce teachers to reform the schools. It was mentioned that this is often not yet harmonized.

However the problem was raised what to do when governmental institutions do not intend to create positive changes? Although an answer to this question could not be found, it was stated that people at the governmental level also need encouragement to create change. An example from Macedonia illustrates that institutional support is the first step in the process. After that support comes from the people in the community and finally financial support. School reforms are also mentioned as positive examples in for instance Macedonia and Montenegro. Emphasis can be on training of teachers in order to be more effective and efficient. Civic education is also seen as a positive change in education reform and recognized as a possibility to enter Peace Education and mediation in schools. It was mentioned that mediation could better stay in non-formal education so that it would not be dependent on the changes within the government policies since a continuous strategy is very important.

Countries where mediators are not present can be helped by other countries that provided the trainings and have mediation centres. In Germany 200 hundred trainings and five cases of mediation and personal solving of conflicts must be passed in order to get a certificate for mediators. With a certificate, you are the member of Foundation, and you then need to practice 1000 hours, 30 mediation cases and at least three mediations on personal level, supervision with the group of mediators in order to start to work as a mediator.

It was concluded by all that the problems faced are often political, but that often the common sense of the ordinary man decides in the end and that is why certain projects are accepted. Finally it was concluded that it is important that Peace Education has a bottom up approach. Peace education should be followed by decentralization and democratization.

## **Plenary session 2: Reporting from the working groups and closing Roundtable**

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### **Working group 1: The benefits of Peace Education**

Examples and evaluations of lessons learned from around the world and how to broaden our constituency (strategies to get more ministries and schools involved)

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This working group was largely international in scope. The goal of the working group was to share the Peace Education work that its participants are doing around the world, the challenges they face, to generate a research and evaluation agenda to show more clearly the benefits of Peace Education around the world and how to move forward on this.

The challenges identified by the group were:

- a common language that accurately reflects what we want and yet which can be accepted and supported by policy makers: can we find a small collection of terms that we can use without limiting the contextual applications?
- finding the right points of leverage within governments –the right language being one of them
- not enough evaluations are available of our work –we need more (for our own sake but also to convince others to join us –the credibility of our work, funding), especially longitudinal studies and quality evaluations
- often CSOs have a low capacity –especially to effectively engage governments on different levels
- there is also a challenge to track and monitor what is happening on the ground
- we need to engage at local, provincial and national levels.

- the complexity of education systems, structures and bureaucracies
- lack of collaboration and communication between CSOs working the same country or region.
- lack of adequate resources of governments and CSOs to implement policies
- international donors not giving sufficient priority to Peace Education.
- lack of political will, governments need to be convinced of the benefits
- lack of structures to support the Peace Education policies that do exist on the national level in some countries
- need to consider community based education not just the formal education system. We therefore need a two-pronged approach

#### Research and evaluations

Research and Evaluation is important for our work and for building support and increasing the resources available. To bring the research agenda forward we need:

- to map known research and evaluation and the institutions that have undertaken them
- research and evaluation initiatives at various levels-local, national and regional
- research approaches to be participatory, building CSO capacities and include competent researchers and institutions
- find support for further case studies in each region on good practices and lessons learned and draw on these as a base for deeper evaluation of impact
- keep our research agenda while at the same time be attentive to what governments will pay attention to

#### Steps to take this forward

- Continue with programme implementation on the ground
- Training and skills development to empower NGOs and government representatives to help them fulfil policies
- Continue or begin dialogue with government
- Try to implant a whole-of-school approach to Peace Education in selected schools
- Lobby for mandatory teacher training mediation
- Build networks and linkages
- Connect with other organizations and stakeholders including research and advocacy groups, professional associations, national, regional and international coalitions on education
- Regional conferences planned
- Linking resources via websites (e.g. using the new CReducation.org website)
- Leadership training for both government and CSO representatives and more workshops an consultation to bring together the different levels.
- Further workshops and consultations to promote sharing of best practices and bring key players together

A question was posed from the plenary concerning lack of adequate resources by the governments, especially in conflict areas. Many governments do not use a large part of their budgets for education, but more is often spent for example on defence or other things. In some cases governments are also so poor that they have to rely on aid from international donors and in those cases we need to bring education higher on the agenda of these donors.

### **Working group 2: Tolerance and Co-existence education**

especially in multi-cultural settings, and how to improve inter-ethnic cooperation.

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The recommendations of this working group are formulated as concretely as possible.

- Analytical, inventorying, comparative survey of existing curricula, teaching tools and methods, institutional frameworks and human resources (educational institutions and CSOs);

- Results to be included in web-published draft proposal (policy paper) for all related authorities and stakeholders in the region, that will include values, goals, competencies to give to pupils;
- Collection and exchange of existing textbooks and teaching tools, curricula (members of working group 2 will send their relevant materials to the Advisory Board);
- A website as an exchange platform (examples of good practices, education policies);
- Awareness raising activities (International Day of Peace (21 September) celebrations, contacts with media, ministries, schools, peace building activities);
- Collection and promotion of good practices and key stories (interesting for the media);
- Exchange of teachers and trainers Cyprus – Balkans, potential creation of international network of trainers;
- Concrete experts' names and request for usage of their materials, curricula and methods (Mari Fitzduff, professor at Brandeis University, Boston, USA, professor Lamie Johnson, Hofsha University, New York, Fulbright Scholar, Betty Reardon, *Education for Tolerance*, published by UNESCO, Paris);
- Trainings of trainers – local teachers and CSO activists;
- Resource centre that will lobby authorities and support the network;
- Inclusion of relevant stakeholders – students, parents, authorities, headmasters, media.

In response to these recommendations, it was stated that the University of Klagenburg, Austria and the University of Udine, Italy are now organizing the second edition of EURED, a training course for teachers in Peace Education. This second edition also wants to involve teachers from the Balkans and Mediterranean. Furthermore, it was suggested that it can be good to create a clearing house for the Balkans and Cyprus with good practices and a list of trainings. A website can be helpful, but this requires time and capacity.

### **Working group 3: Peace Education in schools**

Working on the relationship between teachers and students and between teachers and parents.

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In this working group three questions were discussed:

- 1) What is the current situation on a national level (parent-pupil-teacher) related to Peace Education and relationships. What are the challenges/strength/ weaknesses?
- 2) What is our role as peace practitioners to improve relationships and create links with ministries and local authorities?
- 3) What is our set of values in Serbia and how can we change that?

After an elaborate discussion on these questions, the following recommendations were formulated:

- Communication between peace practitioners and governments is necessary, including regular meetings. Hereby the role of the ministry is to take initiatives for these meetings and peace practitioners should take over if the government is not capable. Also, NGOs should present themselves as a serious resource for the country; prove that they are available for working with the government; show the need to be transparent in their way of work and in financial spending.
- To be cautious and transparent about the choice of trainers. They need to be professionals.
- To be strategic in what we do in the field of Peace Education. We need to have a long term commitment and be involved within the community.
- To build relations between peace practitioners and governments by inviting authorities to trainings so to see what Peace Education is about.
- To engage young people with authorities.
- To make alliances between peace practitioners in formal/informal Peace Education and with political parties. And have connection with more than one person in an organisation (NGO, universities, governments); this is time consuming!

- In engaging with allies, be strategic in the process (what do you ask, right timing, who do you ask, what is the right way to engage people in different organizations)
- To lobby for change and to become active/persistent in what we do. Without being marginalized, not too radical. Stay out of taking sides in order to prevent this.
- To lobby for stability. Policies are only there until the end of the Minister's term. We should be working not with policies, but with teachers. Empower them.

On Question three: What is our set of values in Serbia and how can we change that?

- To include and to work together with the media in order to change from a culture of violence to a culture of peace (language, pictures).
- To change the social climate for the profession of teaching. Respect for teachers is often less after conflict, but they need to feel empowered to continue the work.
- To work against poverty since poverty undermines people's optimism.
- To create a model on how to deliver messages.
- Do not bother that you are not perfect, admitting your mistakes is part of Peace Education.

#### **Working group 4: Mediation in schools**

Trainings in mediation for teachers and peer mediation- benefits to the society, experiences and evaluation of the result.

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Questions upon which the recommendations for future work are made:

- 1) How to improve cooperation between teachers/trainers and representatives of Ministry of Education? (Cooperation between NGO and institutions on regional level)
- 2) How to improve cooperation between teachers and trainers on the local level?

The two groups that were working on these questions united in one: cooperation between NGOs and institutions on both local and regional level. One group gave recommendations generally, while the other group was focused on methodology and strategy.

- Local – National – Regional cooperation (Need to develop structure on the national level to be able to create networks and capacity on the regional level)
- Capacity building of stakeholders in the educational process (competencies, mandate, roles, responsibilities)
- The need for a database with programmes and documents and promising practices and expertise for regional activities in order to improve communication and information sharing
- Networking on programmes, organizations, schools, local communities: synergy for political dialogue
- Quality and standardization of programmes
- Motivation of all levels for cooperation
- Contribution to national policies
- Mapping of resources (individuals in state institutions, informed people who can support our initiatives, mapping of NGOs and foreign institutions dealing with this issues, mapping of schools currently involved in these programmes)
- Meetings with schools, peer mediators, to exchange information. Meetings between schools and NGOs (and when needed representatives of state institutions). All for the sake of sustainability of the programmes and defining strategies for developing school mediation programmes
- Directing on state institutions: finding the key person/people, forwarding the message with consideration of what we need from them, in the relevant context
- Lobbying for a system of accreditation, more mention of peace building and mediation in civic education in schools, trying to implement peace building themes and methodology of informal education in curriculum of faculties for teachers
- Media campaigns
- Meetings of mediators and peace building educators from every sector.

## Roundtable discussion 3: Building Community of Peace Education

### Guiding question

What are challenges and future opportunities for partnerships and cooperation between governments, the educational sector and NGOs?

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### Speakers:

Rüdiger Blumör	Director sector project education and conflict transformation Gesellschaft für Technische Zusammenarbeit, GTZ
Jorunn Tønnesen	Nansen Dialogue Network, Norway
Jovan Lazarev	deputy Minister of Education, Macedonia

### Facilitator

Tatjana Popovic	Nansen Dialogue Centre, Serbia
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### Rüdiger Blumör

Gesellschaft für Technische Zusammenarbeit, GTZ

Mr. Blumör explained the structures between the one responsible for policy strategies (government, Ministry of Education), the service provider (universities, NGOs), and the client (students, school teachers, development sector). This structure creates a triangle of responsibilities. In his presentation, Mr. Blumör focused on the relationship between the ministry and the service providers. Such a relationship that works in both directions is called a *compact*. The clearer and louder the needs are, the more easily they can be provided by the providers.

In relation to the subject of this conference, the responsibility for policy making in Germany lies with the Ministry for Economic Cooperation and Development (BMZ). The role of service provider is fulfilled by GTZ. They provide assistance to the need that is expressed by the ministries. GTZ assists the Ministry of Education with implementing programme strategies, or NGOs that are implementing a programme. In order to cooperate and coordinate with all the different NGOs, GTZ provides support to create an umbrella organisation.

The role of the compact depends a lot on the specific situation in the different countries. It differs what you can achieve from outside the compact, and how the assistance could look like. But for all situations, Mr. Blumör concluded, the needs of the compact should be loud and clear.

### Jorunn Tønnesen

Nansen Dialogue Network, Norway



Before joining the NGO world, Ms. Tønnesen worked for for the Ministry of Internal Affairs for six years, so she tried to highlight her experiences from both sides. She explained that in Norway, they use the capacities of NGOs very well – in their everyday work. For instance, when refugees came from the Balkans during the war, the local government and the Ministry of Justice called for assistance from NGOs, some very strong organisations working on this topic in Norway (Norwegian Refugee Council, the Norwegian Red Cross, Save the children, etc), for a meeting to exchange

ideas on this matter. The ministry understood that, although they have the political power, they could not do anything unless they played on the same team as the NGOs. On the other hand the NGOs depended on funding from the ministry. It was decided to free some funds and to develop

an action plan involving the local municipalities. During this process, they involved different stakeholders to set up a good system for solving the refugee problem in the most efficient way. In Norway, the idea prevails that NGOs can be very good allies, but on the other side they also have a watch-dog function and can criticize the government.

The Nansen Dialogue Network also sees the need to bring the decision-makers on board; a need to work top-down. In order to do so, it is important to know towards what goal we are really working, what we want to achieve. Before the conference, Ms. Tønnesen googled 'Peace Education' and found 109 million hits in 12 seconds. It made her think that Peace Education can mean so many different things to different people. But it is important to agree (e.g. in the Ministry of Education and schools) on what should a pupil look like after coming out of ten years of school or so – what do we want the end product to be? This overall idea, Ms. Tønnesen said, should be intergraded into all parts of the school system.

### **Jovan Lazarev**

Deputy Minister of Education, Macedonia

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Mr. Lazarev opened his speech by thanking the organisers for the invitation and for organising the conference on Peace Education.

Then he went on to talk about the differences and similarities between conflict areas in the region. He stated that all Balkan countries, as well as Cyprus, face post-conflict situations. However, the processes of change have been different in every country. While some countries are still at the beginning, others already advanced further in the process.

Mr. Lazarev stressed that the initiative to recover and rebuild a country, also in relation to education, should come from the national level so it could be implemented at a local level, in schools. Otherwise the process would be more difficult.

In relation to Macedonia, he explained that it was the last country to come out of conflict, and that it experienced severe problems with refugees. Because of the refugees and the ethnically mixed population, the main problem the Ministry of Education is faced with is to provide education for all groups in their own town. This is becoming a reality: there already are nine universities for instance.

He continued by stressing the need to work on human rights in general and on children's rights in particular, because if those subjects are properly addressed, the rest will be easier, institutions will be more efficient.

Mr. Lazarev stated that NGOs are important, since they work in all different fields. Although there are many NGOs already, there are never too many, he said: They are guardians of consciousness in societies. They are being heard by the media and therefore also by the government. An example of good cooperation is the relationship between NDC Macedonia and the Norwegian government. Another example of cooperation is the NGO *Most* ("Bridge") that monitors elections. *Most* proposed to create a series of lectures on elections for the students of the final year of high schools to enable future voters to obtain knowledge about politics and elections. The first priority, said Mr. Lazarev, was to work on the right to education for all in their own languages. NGOs should provide attractive programmes on this matter. Only the best programmes will be accepted by the Ministry of Education. Hopefully there will be many, but it will depend on finances. He concluded with the hope that today a lot of donors are willing to support programmes of NGOs that are focused on inter-ethnic cooperation.

## **Concluding remarks:**

**Ms. Popovic** thanked all panellists for their speeches and statements. special thanks to all contributors, speakers, presenters, representative of the Ministries of Education for their active participation. She thanked all working groups for their recommendations. They will be structured according to long and short term possibilities, commitments.

She thanked all the cooperating organisations: GPPAC, Nansen Dialogue Centre , Belgrade open school , ECCP (especially Malin Brenk) and Jennifer Batton for volunteering.

And finally many thanks to Zivik, the donor organisation.

**Mr. Van Tongeren** thanked all the organisers, for being so persistent that after rescheduling this conference a few times, in the end everybody was there. The conference itself has proven that continuing was the right thing to do, because the result was good and promising. Mr. Van Tongeren wished everybody good luck with implementing the recommendations. In total, they might need a staff of 20 professionals to all be implemented, and because of that we also need to look to what can be done in the short-term without too many resources, and what needs more funds and time.

The conference created a good frame for all the different cases and backgrounds and experiences of all the participants. Mr. Van Tongeren stated he looks forward to the report with recommendations and working on taking these forward in other regions.

## List of Participants

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