

‘Conflict Resolution Education and Peace Education in Cyprus Project’ September 2006 Report



Near East University Library – Nicosia, North Cyprus

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Introduction

This report is a summary of my participation in the 'Need for Conflict Resolution Education and Peace Education in Cyprus Project' (The Project) in Nicosia, North Cyprus from the 4 – 8 September 2006.

The Project was organised by the North Cyprus Mediation Association in collaboration with the Turkish Republic of Northern Cyprus Ministry of Education, the United Nations Program Development Fund and The Near East University.



Mr. Ali Yaman (centre), Conference organiser from the North Cyprus Mediation Association thanks presenters at the end of day 2 of the Conference

My involvement in the International Network of Conflict Resolution and Conflict Resolution Education (INCREPE) and presentations in Columbus, Ohio in the United States of America in October 2005 led to an invitation to be involved the Project in 2006.

Cyprus – background

Located in the eastern Mediterranean Sea, Cyprus has been the subject of a long history of invasion, conquest and occupation. Cyprus has been ruled in turn by the Egyptians, Mycenaeans, Phoenicians, Assyrians, Persians, Ptolemies, Romans, Byzantines, Crusaders, Franks, Venetians, Turks and British.

By the mid nineteenth century Turkey, which had had control of the island for more than 300 years handed over occupation and administration rights to Britain. Following the outbreak of World War 1, when Turkey sided with Germany, Britain annexed Cyprus. After World War 2, Greek Cypriots pressed for unification with Greece that was opposed by the Turkish minority. Rising tensions and an ongoing terrorist campaign against the British led to the granting of independence to The Republic of Cyprus in 1960.

However continuing animosity between Greek and Turkish Cypriots resulted in United Nations sending a peacekeeping force to the island in 1964. A Coup d'etat ousted the president in 1974 and resulted in several hundred deaths. The government in Turkey responded by sending troops to defend Turkish Cypriots and after a short battle controlled the northern third of the island. Resettlement of the population, Turkish Cypriots to the north and Greek Cypriots to the south divided by the Green Line running through the capital Nicosia, has resulted in two ethnically distinct geographical areas.

Since 1974 United Nations peacekeeping forces have maintained a buffer zone, the Green Line between the Greek Cypriot Republic of Cyprus in the south of the island and self-proclaimed Turkish Republic of Northern Cyprus (TRNC). Repeated efforts at reunification have failed although numerous bi-communal activities have been organised around cultural events, social gatherings, training programs and joint projects.



North Cyprus flag provocatively cut into the Hills overlooking Nicosia (it lights up at night)

Until 2003 it was difficult to cross the border and one of the few means of contact between the two communities were bi-communal activities organised through local efforts and by the international community.

A 2004 referendum provided an opportunity for reunification prior to acceptance of Cyprus into the European Union but was overwhelmingly rejected by Greek Cypriots.

Over the past three years or so, travel back and forth over the

Green Line has been relaxed so that ordinary Cypriots can move more freely around the island. This has also opened the opportunity for more bi-communal activities despite these being treated by some with caution, suspicion or opposition.

The population of North Cyprus is around 200,000 inhabitants where Turkish is the predominant language. English is, however, widely spoken and understood.



Selima Mosque, the former Cathedral of St. Sophia. The building was erected by the Crusaders from 1208 –1326 and is one of the finest examples of Gothic architecture in Cyprus (Nicosia, North Cyprus)

Australia's position on Cyprus

Australia does not recognise the TRNC. The High Commissioner in Nicosia maintains informal contact with TRNC officials in their capacity as leaders of the Turkish Cypriot community. The High Commission also maintains a part-time annex in the northern sector of Cyprus to facilitate contact with members of the Turkish Cypriot community. According to the Australian High Commissioner contact with the TRNC should avoid any implication that Australia recognises the TRNC. Australia maintains diplomatic relations with the Government of the Republic of Cyprus and accepts it as the sole legitimate government of Cyprus.

“These guidelines do not preclude contact between Australian officials and northern Cypriot civil society or NGOs. In fact, as well as our office in northern Nicosia, the Australian High Commission in Cyprus has good contact with such groups and from time-to-time jointly sponsors activities in northern Cyprus. We in fact encourage activity on both sides of the UN Buffer Zone which promote reconciliation and are conducive toward a settlement of the island's current political division. The UN, EU and many other countries share these aims and have extensive contact with groups in northern Cyprus” (Australian High Commissioner, September 2006).



The North Cyprus Mediation Association

The Mediation Association has worked for many years on bi-communal projects to promote reconciliation and understanding between the two major communities on Cyprus. It is a non-profit, voluntary organisation dedicated to raising awareness of approaches for conflict resolution and provides mediation services and mediation training. It is a non-government organisation (NGO) that has good relations with counterpart bodies in the Republic of Cyprus. Mr Ali Yaman, its President, visited Australia early in 2006 with a Greek Cypriot mediation expert to participate in 'Living in Harmony' program activities in Sydney and Melbourne. This visit was supported financially by the Australian Government and the Department of Immigration and Multicultural Affairs.

The Association had identified an urgent need for Conflict Resolution Education (CRE) and Peace Education (PE) in Cyprus. This need was based on evidence of increasing levels of school violence and intolerance between students.

The TRNC Ministry of Education also identified conflicts between students in schools as a factor influencing the quality of education and introduced a new course 'Character Development and Social Skills' in elementary schools in 2004-2005.

Implementation of 'Character Development' has fallen way short of expectations with many teachers indicating a lack of confidence and competence to teach the course. Teachers cited inadequate training and a limited conceptual involvement and orientation as major impediments to the success of the course.

Determined to continue with implementation of the course, the Planning and Curriculum Development Office approached the North Cyprus Mediation Association for assistance and guidance. After various meetings between the two parties the following points emerged:

- Need to build awareness for such a course through an international seminar.
- The Mediation Association, with its expertise in the field of training and program developed to undertake and design a suitable program to train the teachers.
- The Mediation Association to undertake the task of training 1600 teachers in 80 public and private elementary schools.
- The training/workshops to take into consideration the various dynamics such as school culture, school locality, school resources, school needs and constraint of time.
- The project team consisting of members from the Association to work coherently with the office of Planning and Curriculum Development and Office of School Guidance and Research.
- The Association to undertake responsibility to share the results of this project with the Mediation Association and other NGOs in the Greek Cypriot community encouraging and assisting them to develop a similar project.

United Nations involvement

The United Nations Development Program (UNDP) Action for Cooperation and Trust (ACT) was a partner in the Project. Its aims are to create opportunities for both Turkish and Greek Cypriot communities to work together on concrete projects which will benefit all people on the island, while at the same time promoting tolerance and mutual understanding. ACT has three inter-related priority areas of work, which determine the type of projects that it supports. These are:

- improve opportunities for formal and informal education which promote learning to build a multi-cultural society based on justice, tolerance and mutual respect;
- strengthen the role of civil society as a key actor in deepening citizen dialogue and participation in decisions affecting the country's future and
- help to build a platform for corporate social responsibility wherein Greek Cypriot and Turkish Cypriot business communities can work together with other organizations in civil society to protect the island's environmental assets and resources.

Within the context of the first priority area, ACT has supported the North Cyprus Mediation Association to organize the international conference on Conflict Resolution Education/Peace Education which will promote tolerance, mutual respect and trust among the Cypriot communities and involve both Greek Cypriot and Turkish Cypriot participants (Ece Akcaoglu, a Programme Analyst with the UNDP Action for Cooperation and Trust, 2006)

The Project 'Need for Conflict Resolution Education/Peace Education in Cyprus Project'

The Project which evolved as a response to these concerns and ideas was regarded as a vital step in teaching young people of both communities skills such as responsibility, tolerance, empowerment, integrity, self-esteem, conflict resolution, cultural and interpersonal competence, restraint, decision making and vision building.

As an Association we believe that the importance of these skills could not be overlooked or ignored when it comes to community development. In fact working with the youth these 'developmental assets' should form the backbone of peace-building in Cyprus.

The Project had five key objectives:

- build awareness for CRE/PE through an international seminar
- develop a practical training program which is coherent, acceptable and oriented towards training a core group of school teachers
- provide set training for approximately 1200 elementary school teachers within a fixed time frame of one year (January-December)
- provide assistance to the public sector, with the concept of governance, in a way that will serve as a model for other NGOs, and
- develop a positive perception and tolerance of the other community which in the long run will form the basis of goodwill and sustainable peace in Cyprus.

The Project was designed to build teacher and school capacity to have impact on student behaviour in a number of ways:

- reduction of conflicts at schools;
- reduction of chronic absenteeism and
- reduction of vandalism at schools.

In the long term it is hoped the project will assist students to develop the necessary skills to interact with the people of their community, the other communities on the island and the communities of the world.

The Conference

The centrepiece of the Project was a two-day international conference designed to raise awareness of CRE/PE. This was conducted at Near East University Library in Nicosia on 4 and 5 September 2006.

The Conference was well subscribed with more than 370 participants attending both days. Most participants were teachers from North Cyprus. This is out of a total of approximately 1600 teachers from 80 schools. The teachers were in the last week of their summer holidays and this factor in itself was a key indicator of general interest in Conference themes (see Appendix 1 for the Conference Program). These themes included peer mediation, multiculturalism, cross-culture mediation, and managing diversity. The conference was promoted bi-communally with sponsorship from universities, municipalities, trade unions, other NGOs and the United Nations Programme Development Fund. The sessions were presented in English and Turkish with simultaneous translations.

The Conference was a significant event in the history of education in North Cyprus and among the biggest staged by a non-government organisation. Local television and newspaper journalists covered proceedings extensively. The Minister for Education was involved in the introductions and spent time at the later workshops. The Australian Consul General also attended the first day.

Participating teachers were asked to attend all 5 days of the conference including 18 hours of workshops to be awarded a certificate. This was regarded as an accredited course of study and skills development by the Ministry of Education and could count toward progressions in salary and promotion.

Keynote address

My role was to deliver a keynote address on day one. The topic was 'Managing Multiculturalism in Schools'. Conference organisers were keen to get an Australian perspective having high regard for the way Australia had developed legislation, policy and programs to promote cultural tolerance and inclusion. I consulted with relevant Department staff prior to preparing my speech. This background provided grounding in terms of the approach adopted by Victorian schools. Conference feedback suggested that this session was well received although with the benefit of hindsight (and experience from the three days of training) I should have approached this session with stronger messages about the role of schools in creating social cohesion (See appendices for contents of keynote).

“Okullarda Anlaşmazlık Çözümleme Eğitimi/Barış Eğitimi” Konferansı...

Ulaşım Derneği tarafından Millî Eğitim ve Kültür Bakanlığının organize ettiği ve Birleşmiş Milletler Kalkınma Programı (UNDP) tarafından desteklenen “Okullarda Anlaşmazlık Çözümleme Eğitimi/Barış Eğitimi” konulu konferans ve atölye çalışmalarını dün başladı.

Near East University (NEU) Büyük Kütüphane Salon 4’üncü açılış törenine Millî Eğitim Bakanı Canan Öztoprak, Avustralya’nın Lekeşa Yüksek Komiseri Gert Hult, bakanlık ve YDU yetkilileri, Ulaştırma Derneği Başkanı Ali Yaman ve dernek yetkilileri de katıldı.

Eğitim konferansları dün ve bugün atölye çalışmalarını ise 5-8 Eylül tarihleri arasında yapılıyor. Çalışmalar YDU Büyük Kütüphane ve Eğitim Sarayı’nda yer alacak.

300 öğretmenini kapsadığı konferans ve atölye çalışmalarını halka açık yapılıyor. Konferanslar ise Avustralya, ABD, Türkiye, Kuzey Kıbrıs, Bulgaristan ve İskoçya’dan uzmanlar tarafından sunulacak.

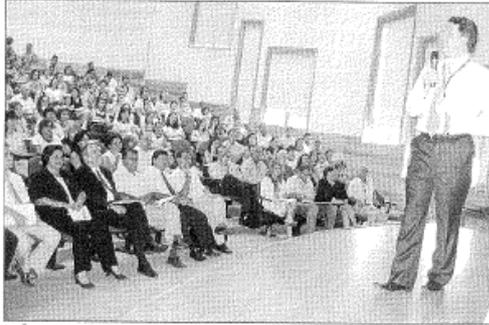
Konferanslarda, “Anlaşmazlık Çözümleme”

ile okullarda anlaşmazlık çözümü, “Barış eğitimi ve değerlerin yansımaları”, “Yurttaşlık eğitimi uygulamaları”, “Küresel ortaklık”, “Demokratik değerler ve uygulamaları”, “Okullarda güdümlü baş edebilme” konuları ile ilgili sunumlar yapılacak.

Atölye çalışmalarında ise “Karakter eğitimi ve sosyal beceri eğitimi için ulusal yarışmaların geliştirilmesi”, “Okullarda okuma alışkanlığı”, “Okullarda sosyal beceri eğitimi” ve “Okullarda zorbalığın önlenmesi” konuları işlenecek.

Konferans ve atölye çalışmalarını Ulaştırma Derneği ile Millî Eğitim Bakanlığı işbirliğinde, öğretmenlerin hizmet içi eğitim programı kapsamında yapılıyor. Konferans sonunda katılımcılara 40 saatli seminerden oluşan bir de sertifika verilecek.

Açılış töreni saat 09:30’da yapıldı. Açılışta Millî Eğitim ve Kültür Bakanı Canan Öztoprak ve Ulaştırma Derneği Başkanı Ali Yaman konuştu. Avustralya



ÖZTOPRAK
Millî Eğitim ve Kültür Bakanı Canan Öztoprak burada yaptığı konuşmada, yıllar önce Ulaştırma Derneğinin kuruluşunda katılan arkadaşlarını bu yüzden de çok özlediğini söyledi.

Öztoprak, bakanlık olarak görevine geldiğinden beri eğitim programlarına ağırlık verdiğini, bu etkin-

liğin yararı olacağını ifade ederek, konferansa katılmayan öğretmenlere ise burada işlenen konuların daha sonra aktarılacağını belirtti.

Öğretmenlerin konferanslarda alacakları eğitimlerle dünyadaki yeni eğitim uygulamaları ile sistemleri hakkında bilgilendirme fırsatı bulacaklarını da dile getiren Öztoprak, konferansın düzenlenmesinde emeği

derneğin kuruluş ve faaliyetleri hakkında bilgiler vererek, dün düzenlenen konferansın projeksiyonuyla, derneğin “Kıbrıs sınımları uzlaşımı ve kazan-kazan” felsefesini benimseyen, sosyal birikimi toplumsal gelişime dönüştürecek çabalarını başlattıklarını kaydetti.

Ali Yaman, projenin gerçekleştirilmesini kolaylaştıran kurum ve kuruluşlara teşekkür ederek, konferansın bu konuda destek veren UNDP, YDU, ÖYAK, Barış, Eğitim Vakfı ve Eğitim Bakanlığının teşekkür etti.

SHAW
Avustralya’dan Gery Shaw ise yaptığı konuşurunda, Victoria eyaleti ve Avustralya’daki okullarda aynı şekilde ve etkisiz mücadeledeki yaklaşımları değiştirerek, “Okullarda Kültürel Farklılık Yönetimi” konusunda bir sunum yaptı.

Çok kültürlü toplumlarda sorun yaratmayan ve Kıbrıs okullarında sorun getirebilecek yaklaşımları ifade eden ve izleyicilerle konuşan tartışan Shaw, sunumunda insan hakları, barış eğitimi

Local newspaper Vatan 5 September 2006

Conference reflection

The first two days of the Conference were a huge success in terms of participant interest and participation. The range and depth of questions indicated a strong desire for those involved to make the most of the opportunity.

One highlight was the opening speech on the second day by Bart McGettrick from Scotland. His topic **Reflecting values in Education for Peace** resonated with our work in Australia even to the point of drawing a double helix demonstrating the inter-twining of relationships, disposition to learning, emotional and spiritual space and the curriculum content. Having been involved in development of assessment and reporting frameworks in Scotland he made a strong case for the moral purpose of education. He claimed a negative correlation between test results and creativity. That is to say, that success in tests does not necessarily result in creative people.

Nine international speakers presented over the two days (See appendices for copy of Conference program).

Workshops - Near East University Education Faculty – 6-8 September

Most participants were teachers with a sprinkling of principals, counselors and inspectors. The majority of participants was young and female. “Teaching is seen as women’s work”, reported one male participant.

The workshops consisted of 6 x 3 hour sessions conducted for groups of between 30 and 44 participants. Overall, more than 230 people participated in a rotation of seven workshops (which included full-day workshops run by Bart McGettrick for two of the three days). Three teachers from the Environmental Studies Centre in Paphos (Southern Cyprus) also attended workshops.

The workshops and presenters were:

- **Jennifer Batton** (USA): Raising Awareness to Social Skills in the Classroom
- **Madileine Trichel** (USA): Classroom Management through Conflict Management
- **Jorge Baxter** (USA), **Adriana Cepeda** (Columbia): Democracy Education and Citizenship Education
- **Bart McGettrick** (Scotland): Creating peaceful schools
- **Mitko Marinov** (Bulgaria): Resolving school conflicts through peer Mediation
- **Kayhan Yildirim** (Turkey): Bullying prevention
- **Gary Shaw** (Australia): Developing and sustaining effective approaches to values education and social skills.

During the sessions English was translated into Turkish. Approximately one third of participants had some English, as it is a second language in many schools and a number of subjects are conducted in English. While the translation slowed communication it also forced me to focus on the essence of my message. This was a particularly useful reflective activity. The other feature of the workshops was the translation of theory into practice. Participants were most interested in what this theory looked like in the classroom.

Workshop summary - Developing and sustaining effective approaches to values education and social Skills (Gary Shaw)

The Aims of the workshop:

- provide opportunities to reflect and share our teaching experience;
- share strategies and programs that work well in schools; and
- develop a classroom or school action plan

The central idea I wanted to convey was the importance of using a whole-school approach to emotional wellbeing in the provision of a safe and supportive environment. Such an approach could then draw upon some evidenced-based resources and frameworks.

Defining Peace Education and Conflict Resolution Education

For the purposes of conducting this session I worked on the understanding that the terms 'peace education' and 'conflict resolution education' are blended into a mix of approaches when applied to Victorian schools.

The most common ways that schools incorporate PE & CRE are through:

- the provision of safe, supportive learning environments. This includes attention to such things as relationship building, reduction of bullying, social skills development, conflict management, violence prevention and multiculturalism. Schools may organise activity around particular frameworks such as National Safe Schools, Values Education, Health Promoting Schools or Essential Learnings
- program approaches such as Civics and Citizenship Education, Human Rights Education, Values Education, Global Education and personal development or
- philosophies such as peer mediation and restorative justice

Such responses are housed within whole-school approaches. In general terms this means:

- there are agreed (shared) values and vision directing school practice
- the curriculum includes student wellbeing, the school organisation, environment, policies and practices
- attention is paid to prevention, early intervention and intervention.
- school leadership, teachers, students, parents and the wider community seek to collaborate and share the responsibility for developing a community of learning
- the practices are inclusive and multidisciplinary.



Gary Shaw (fourth from the left) with members of a workshop at the end of of training

What happened?

The first task was to identify key challenges and issues facing teachers. This was done using a simple brainstorming session from which we were able to generate a list that could be used as a reference for further discussion. Beside the 'challenges' I posted a 'strategies' list (things other teachers did to overcome similar challenges). This list of strategies was built up throughout the session with reference to information presented and drawing on our collective experience. It was important to draw upon local responses to help promote problem solving and to build a sense of collaboration, connection and communication within each group.

It was apparent that many of the major challenges related to school organisation, leadership and resources. The curriculum was, by and large developed externally and delivered in a 'traditional' classroom; one teacher in front of 30+ students with a set curriculum in 50 minute blocks. Whilst there were variations on this approach, particularly in the primary schools, the dominant themes were symptomatic of a top-down environment. Some challenges reported by participants included:

- lack of teamwork among teachers;
- competition between teachers;
- lack of leadership support;
- limited resources;
- poor equipment, playgrounds and
- limited support from the Ministry of Education.

Again these reflections are not dissimilar to those expressed in many Australian schools e.g. managing mixed ability students, large class sizes (30+), challenging student behaviour, negative intercultural attitudes (conflict between new settlers and locals) leading to bullying and other forms of violence, crowded curriculum and focus on academic outcomes (competition for university places).

One significant issue was that of funding. Participants raised concerns about the lack of money for basic resources. The government paid for teacher salaries, some utilities and paper. This meant that schools had to raise money to buy items such as computers and sports equipment as well as basic classroom supplies.

What was heartening was the optimism and enthusiasm displayed by many of the participants. Opportunities for change were identified particularly in their classrooms. The fact that there were many teachers from the same schools meant there was potential to build on this initial enthusiasm through the development of learning networks.

In order to respond to these issues I utilised a number of Australian and Victorian evidenced-based resources such as the Gatehouse Project, 'MindMatters' and Effective Schools are Safe Schools'. I then housed these within frameworks such as The National Framework for Values Education and the Effective Schools Framework (Victoria). These also proved useful in whole school planning around a core values.

As many of these themes and issues were in the social/emotional domain I also used the idea of developing positive relationships as a connecting theme.

For example, in one activity, we developed class agreements around 3 central principles:

- building a sense of security;
- enhancing skills and opportunities for communication and
- building a sense of positive regard.

A school conflict management program could legitimately take a focus on pedagogy designed to enhance these particular attributes.

Another focus my workshop was the importance of enhancing the resilience of individuals so as to equip them to better deal with adverse life circumstances. I incorporated some risk and protective factor analysis for promoting student resilience. When first used with Victorian schools the notion of reducing risk and promoting protection had high acceptance because it was a simple concept to grasp and provided direction for being proactive with individuals and in the classroom, the playground and with families. It also provided affirming messages to teachers about the significance of their role in identifying risk and helping to build student self-esteem esteem and resilience, e.g. one important protective

factor is having a positive relationship with at least one significant adult. In many cases this can be the teacher.



Other research from the University of Melbourne (Cahill, Wyn, Shaw & Smith, 2002) indicating positive correlation of teacher smiling, listening and valuing and student help seeking behaviour and positive classroom was also incorporated into the workshop.

Workshop venue -The Education Faculty Near East University, Nicosia, North Cyprus

I used a variety of activities including values clarification, life auction and photo-language. All activities were interactive and designed to demonstrate safe, supportive environments that encouraged student participation, teamwork and co-operation. The activities varied according to the group and the direction of their interest and their issues.

There was really positive feedback from the groups regarding the usefulness of the workshops. I was sent an email shortly after the start of the TRNC school year telling me how some of the activities were now being used in some classrooms.

School visit -Turk Maarif Koleji

I had the opportunity to visit one high school, Turk Maarif Koleji. The school is located in central Nicosia and caters for 600 students. The principal, Fehmi Tokay, provided a tour

but as students were on holidays there was little opportunity to see the school in operation. Those teachers we saw were writing timetables, organising uniforms and otherwise preparing for the new school year due to commence in a week and half. According to Fehmi, Turk Maarif was regarded as an elite government school. Entry was determined by examination taken at the end of primary school.

Much of the curriculum is based on the English model and not developed by local authorities or schools. At Form 4 (Year 10) pupils must take up to 4 English GCE O Levels. In Forms 5 & 6 (Years 11 & 12) students take the GCE O-Levels. Students must be also prepared to take some American exams such as TOEFL. *“Education becomes more specialised in Form 5, at which time students start considering their future by selecting arts or sciences.”*

The main subjects were English, Mathematics and Turkish. Secondary subjects included Physics, Chemistry, Biology, Computing, History, Geography, Religious Studies, Physical Education and Foreign Language (French/German).

The sense I had was of an orderly, disciplined environment. The buildings could have easily been inner city Melbourne. While a number of building projects remained unfinished due to lack of funds, the principal was very proud of the computer room and the new boys' toilet (this was the best boys toilet I have seen in any school anywhere). According to the principal there were very few behaviour or welfare issues.

What next for the Project?

Teachers participating in the Conference and workshops were expected to continue training other teachers. They will be supported by the Mediation Association to visit other schools to provide training to administrators, teachers, students and parents on CRE/PE.

The Project team lead by the Mediation Association was charged with the task of developing a program from the Conference followed by the implementation of around 80 workshops, each serving 20 approximately teachers and lasting for half a day (5-6 hours). This is expected to be completed by the end of December 2006. It is expected that the trained teachers will then be more effective and proficient in teaching the newly introduced course “Character Development and Social Skills.”

“In the long term, the project will assist in the development of a well balanced student that has the necessary skills to interact with the people of his/her community, the other communities on the island and the communities of the world”.

There is potential to build on the interest generated by the Conference by hosting a similar event in 2007.

For future consideration – some ideas

On the basis of this experience I pose these suggestions for consideration for any future event. These are not necessarily in order:

- The lecture style formal conference could be reduced to one day and workshops made available over 4 days. This would enable more time for workshops where participants could process, practice and plan strategies.
- Build in facilitated discussion groups/network or core team meetings as part of the professional dialogue.
- Core teams – one or two days with a small core team (advocates/champions /change agents) that could initiate change or strengthen approach that takes a whole–school perspective. The team would need to have the commitment of or include a member of school leadership. This workshop could include the opportunity to develop school plans in relation to peace education. Core teams could be organised prior to the Conference so as to maximise pre and post Conference activity.
- Facilitated school clusters – a successful strategy used in Victoria working together on common issues. A Committee member could be allocated to monitor a school cluster each.
- Sister school relationships – students could be linked with students in schools in the South/Turkey.
- Workshop activities hosted by Mediation Centre in the South.

References and resources

Mindmatters

Commonwealth of Australia (2000) Mind Matters: A Mental Health Promotions Resource for Secondary Schools. Reprinted 2002, 2003
 Available from Mental Health Branch of Department of Health and Aged Care
 GPO Box 9848
 Canberra ACT 2601
 Australia

<http://cms.curriculum.edu.au/mindmatters/>

Department of Education & Training resources

Department of Education & Training Victoria (2006) Safe Schools are Effective Schools
<http://www.sofweb.vic.edu.au/wellbeing/safeschools/bullying/>

Student wellbeing resources and frameworks

http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/A4poster_sum.doc

A pdf of Student Action Teams can be found on

<http://www.sofweb.vic.edu.au/mys/pdf/SATsinfoforschools.pdf>

Values Education

Values Education including the National Framework can be found on the Curriculum Corporation values education website at:

<http://www.valueseducation.edu.au/values/>

Gatehouse Project

The Centre for Adolescent Health (2002) Gatehouse Project. The Royal Children's Hospital Melbourne

http://www.rch.org.au/gatehouseproject/project/theprogram/index.cfm?doc_id=397

Appendices

Appendix 1 Conference Program

International Conference

Title: Conflict Resolution Education/ Peace Education

Date: 4-5th. September 2006

Venue: Near East University, Nicosia Cyprus

DAY 1			DAY 2		
Time	Event	Presenters	Time	Event	Presenters
09.00-09.30	Registration	-	09.00-09.30	Registration	-
09.30-10.30	Opening Speeches	A. Yaman (Mediation Ass.)	09.30-11.00	Presentation 4	B. McGettrick (Scotland) <i>Reflecting values in Education for Peace</i>
10.30-11.30	Key note Speech	G. Shaw (Australia) <i>Managing Cultural Diversity in Schools</i>	11.00-11.15	Break	-
11.30-11.45	Break	-	11.15-12.45	Presentation 5	M. Marinov (Bulgaria) <i>Resolving School Conflicts through Peer Mediation</i>
11.45-13.00	Presentation 1	J.Batton/ T. Jones (USA) <i>A World of Possibilities: Conflict Resolution Education around the Globe</i>	12.45-13.45	Lunch	-
13.00-14.00	Lunch	-	13.45-15.15	Presentation 6	A. Cepeda (Colombia) <i>Colombia's Experience and Program in CRE/PE</i>
14.00-15.30	Presentation 2	J.Batton/ T. Jones (USA) <i>A World of Possibilities: Conflict Resolution Education around the Globe</i>	15.15-15.30	Break	-
15.30-15.45	Break	-	15.30-16.45	Presentation 7	J. Bexter (USA) <i>Inter American Program for Education in Democratic values & Practices: Hemispheric Alliance</i>
15.45-17.00	Presentation 3	K. Yildirim (Turkey) <i>Struggle against School Violence</i>	16.45-17.00	Closure	

Appendix 2

Areas covered in keynote presentation

Potted history of Australia and the development of a multicultural heritage

- Aboriginal occupation of the land
- Penal settlement / colony / settlers
- Gold - Chinese
- Federation /WW1/Depression/ WW2 - European migration
- White Australia Policy
- Indo-Chinese / Vietnam war – boat people
- Middle East / Cronulla / Tampa
- Bosnia / Serb war /African - refugees

Australia –a multicultural perspective

- about 21% of Australians born overseas which is the highest percentage in the western world
- Approximately 90,000 new settlers arrive each year
- common ancestries–35.9% Australian, 33.9% English, 10.2% Irish, 4.3% Italian, 3.0% Chinese, 2.2% Aboriginal and 2.0% Greek
- Christians make up 68% of the population, 15% no religion, 1.9% Buddhist and 1.5% Muslim
-

The makeup of schools in Victoria

- 25% of students born in non-English speaking country
- 3500 new arrivals from non-English speaking country each year (1900 from Sudan in 05-06)
- The top ten countries of origin of new arrival students in 2003–Sudan, China, Iraq, India, Afghanistan, Vietnam, New Zealand, Philippines, Sri Lanka and Malaysia.
- The top ten languages spoken in the homes of ESL students in 2003– Vietnamese, Arabic, Cantonese, Turkish, Mandarin, Serbian, Macedonian, Greek, Hindi and Khmer.

Principles of multiculturalism

- entitled to mutual respect & understanding regardless of cultural, religious, racial and linguistic backgrounds
- equally entitled to access opportunities and participate in the social cultural and political life
- responsibility to abide by the law and respect democratic processes
- institutions are encouraged to promote and preserve diversity and cultural heritage

National responses and key policies

- The Adelaide Declaration – National Goals for Australian Schooling
- National Safe Schools Framework

- Racism No way.
- National Values Education Project
- National Statement for engaging young Australians with Asia

What contributes to managing cultural diversity in schools?

- Leadership from government – programs, resources and policy e.g. Guidelines for Managing Cultural and Linguistic Diversity in Schools Racial and Religious tolerance Act 2001
- Celebrate diversity – Harmony Day e.g. King Khalid College
- Whole community response – e.g. Collingwood College
- Quality teaching – build relationships – students at the centre – e.g. Lalor East Primary School
- Enhancing student wellbeing – The Gatehouse Project / The University of Melbourne Student Welfare Initiative
- School Effectiveness Framework - DE&T

Appendix 3

SWOT on the Conference 4 & 5 September

These were some of my thoughts shortly after the conference

Strengths

- Conference was well attended and demonstrated a great deal of interest in the topics under discussion
- New (local and international) resources and ideas were shared
- New connections and networks established
- Willingness of teachers to participate (strength of numbers and enthusiasm) and contribute positively to the conference / workshops
- Solidarity and commitment of organising Committee (Mediation Association)
- Obvious support from Minister for Education
- Participation of some teachers from the South
- Excellent promotion and publicity
- A conference evaluation was undertaken (this should be useful)

Weaknesses

- There were very few principal (school leadership) participants
- Local expertise not necessarily acknowledged
- Conference required a significant personal commitment from the Committee and key organisers
- The time line for preparation and organisation was limited

Opportunities

- Participants were 'thirsty' for new ideas, particularly in terms of classroom practice
- There is potential to build / offer further professional learning to other teachers
- Capitalise the enormous goodwill and interest that was generated around the conference e.g. the Near East University
- The profile of the Mediation Association was raised

Threats

- Potential loss of momentum if follow up is not apparent or resources unavailable
- Tensions surrounding the political situation which could be seen to marginalise the success of conference
- The stability of the Government and support from the Minister
- The capacity of the Mediation Association to meet future expectations

Appendix 4

The TRNC education system

The Government schools and colleges are predominantly operating with the Turkish language with English as a second language.

Pre-School Education:

Pre-school education is provided by kindergartens and creches for the children between the ages of 4 and 6

Primary Education:

Primary education is provided at two stages.

First stage (elementary school) is designed for the 7-12 age-group which lasts for five years and is free and compulsory.

Second stage (secondary-junior) lasting for three years is intended for the 13-15 age group which is again free and compulsory.

Secondary Education:

It is designed for the 16-18 age-group and has a three year programme of instruction. It is provided by high schools known as Lyceés and vocational schools. The technical and vocational schools are comprised of commercial lyceés, technical training schools, agricultural vocational school, the school of nursing and mid-wifery, and the tourism and hotel management and catering school.

Higher Education:

In Northern Cyprus, the university education is provided by 6 Tertiary institutions.

THE STRUCTURE OF PRESENT EDUCATIONAL SYSTEM IN NORTHERN CYPRUS						
Age	Year					
22	17					
21	16					
20	15					
19	14					
18	13	HIGHER EDUCATION				
17	12	2-3 YEARS Professional Training Courses		University Education		
16	11	General Secondary Education	Vocational Practical Education	Vocational Technical Education	Technical Lycee	Tourism College
15	10					School For the Deaf
14	9					
13	8	Junior High School (Lower Secondary)		Fine Arts – Junior High School (Lower Secondary)		
12	7					School For Mentally Retarded
11	6	PRIMARY EDUCATION				
10	5					
9	4					
8	3					
7	2					
6	1	Pre-School Education				
5	-					
0-4		Pre-School Education				

**The Structure of Present Education System
in Northern Cyprus**

Government schools are largely state-funded while private institutions raise their income mainly from tuition fees, small state subsidies and, in some cases, from foreign aid given by overseas agencies and religious organizations.

The educational system is highly centralized with the appointments, transfers, promotions and disciplinary matters of teachers controlled by the State. School curricula and textbooks are prescribed by governmental agencies, and schools at all levels are visited by the state inspectorate.

This offers in-service training, advice and supervision. The inspectorate is also responsible for evaluating schools.

Educational policies are formulated by the Ministry of Education and Culture on the advice of the Education Council - a widely representative body - and approved by the Council of Ministers. The construction, maintenance and equipment of school buildings are the responsibility of local school committees. Private schools are owned and administered by individuals or bodies, but are liable to supervision and inspection of the Ministry of Education. Fees for the private schools range between \$1,500 and \$2,500 per academic year.

A number of participants at the conference pointed out the influx of new settlers on their schools and community, particularly in terms of social cohesion and challenges to school well-being. On the one hand this is something that schools must respond to but it also poses broader challenges to infrastructure and allocation of limited resources.

Appendix 5

Themes from schools with good student wellbeing practice – (The Department of Education & Training Victoria 2006)

Effective Leadership

In all of the schools long-term effective leadership was apparent.

The leaders had worked with staff to develop (or continue) a whole-school vision based around the wellbeing and personal growth of students. They had identified key staff members with strong skills and interest in welfare areas and empowered them and the rest of the staff to work collaboratively towards achieving that vision. In some cases support was given through time allowance, in others through trust and encouragement. These leaders were trusted and seen by their school community as leading by example. The end result was the development of a committed team all moving in the same direction to implement a whole-school approach to wellbeing.

Once a critical mass of like-minded committed teachers built up, other teachers started to be positively influenced.

The leadership teams usually had a plan for the long-term maintenance of the school's vision and its continuous improvement.

Effective Whole-School Behaviour Management System

All schools had highly effective whole-school behaviour management systems, otherwise referred to as the Student Code of Conduct, most of which were based on pro-social values, social competencies, incentives and positive peer relationships.

It would appear that an effective whole-school behaviour management system produces the following positive benefits:

- in a culture that is firm about unacceptable behaviour and provides incentives for acceptable behaviour, fewer students bully and fewer students are prepared to support bullies
- teachers in school with effective whole-school behaviour management experience higher levels of staff satisfaction and morale. There is a lower rate of staff turnover and hence more consistency and connectedness
- teachers feel more confident about managing their classes when they perceive that there is a sound and fair behaviour management system in place. They are also more prepared to implement new wellbeing and anti-bullying initiatives when they don't have to spend all of their time managing behaviour and worrying about their students responding negatively. They have more time available to undertake personal and social learning activities with their students.

Positive Student-Student Relationships

All schools proactively focused on strategies for developing positive peer relationships across all year levels.

Sometimes this was achieved through programs that encourage students in the same year level to work across class groups (eg. making sure that all Year 7 students at their camp worked in teams with many peers who were not in their home group) or through integration across different year levels (eg. cross-age productions, sporting teams, clubs etc.)

Wellbeing as a School Priority

In most schools there was a clearly stated philosophy, which was translated into practice, that student wellbeing was a high priority that underpinned effective student learning and behaviours.

A Whole-School Approach

A whole-school approach was apparent in most schools. This was reflected in their policies and documentation, and the consistency between the perceptions of staff, students, parents and the leadership team. Their approaches were strategic, comprehensive and embedded rather than fragmented or 'added-on'.

Anti-Bullying Components

Many schools had introduced a variety of specific anti-bullying components such as an anti-bullying curriculum, anti-bullying posters, the teaching of bystander support skills or anti-bullying student committees. Most had an up-to-date anti-bullying policy.

Embedded Social Skills

Schools with a long-term history of developing student social competencies had also managed to successfully embed these in their behaviour management system, pedagogy, expectations and structures. Many had incorporated 'practice opportunities', such as community service work.

Positive Involvement with Parents

Most of the schools had committed and enthusiastic parent communities who worked in partnership with them on wellbeing and safety issues. The leadership teams had worked very hard to involve the parents and make them feel welcome. Many parents spoke admiringly of how they were always made to feel welcome at the school.

Positive Student-Teacher Relationships

There were many comments by students and parents about how well teachers knew the students and their positive relationship with not only their own students but all students in the school.

Strong Staff Collaboration

This factor was particularly apparent and significant in the good practice primary schools.

Staff collaboration produces positive outcomes, which contribute to a strong sense of shared satisfaction and connectedness. Many of the teachers spoke about 'looking after

each other' and the personal and social connections between them had become very strong.

In many schools where there was evidence of staff collaboration, there was also a focus on teacher wellbeing.

Structured Lunchtime Activities

Many schools had slowly developed effective playground supervision techniques as well as a variety of clubs, special classes lessons, student-organised activities etc during the lunch break. Many of these had similar benefits to those of extracurricular programs. They made lunchtime less 'boring' and kept students enthusiastically occupied.

Values Education

Many schools had a strong focus on directly teaching values such as respect, compassion, cooperation, and friendliness.

The value that was most often successfully taught to students was that of respect and it seemed to have the strongest impact on student behaviour.

Effective House System

Schools that had an effective house system found this supported behaviour management (through incentive schemes) and/or helped to develop protective cross-age relationships.

Effective Transition Programs

There was a wide range of excellent transition programs in the eleven good practice schools.

Secondary schools spoke of their respect for the significant wellbeing work of the feeder primary schools and of effective working partnerships with them. Students spoke enthusiastically of how important these programs were for their development of friendships, security and confidence.

Peer Support Structures

Case study schools had a wide variety of peer support structures in place.

Most primary schools had a buddy structure and peer mediation structure. Secondary schools had hybrid structures which were called different things in different schools.

Some of the peer support structures worked extremely well and appeared to have made a strong impact on the culture of the school.

Student Leadership and Ownership

Some schools had found excellent ways to involve students in leadership positions within the school, which gave students an authentic voice and responsibilities.

Having many students involved in a variety of leadership roles appeared to enhance confidence and more compassion towards others.

Strong Extracurricular Programs or Electives

One of the most significant factors in the secondary case study schools was the provision of a wide range of extracurricular activities and opportunities. These appear to have several positive effects:

- they provide both across year level and across school integration. Students who are involved in productions, clubs and teams get to work and form relationships with a wide range of both same-age and cross-age peers. This changes the culture of the school and can result in less bullying of younger students by older students
- many extracurricular activities occur during lunchtimes (eg. clubs, team practices or try-outs, electives) leaving fewer disengaged students for who bullying can be appealing.

Chaplain

Four of the schools had a chaplain who worked part-time in the school. Students, in particular, spoke positively of their non-religious welfare-based role in the school.

Community Service Opportunities

Two schools (one primary and one secondary) placed a strong emphasis on community service. Both appeared to be very successful in giving students the opportunity to practise social skills (eg. conversation and assertiveness) and apply values such as respect and compassion.

Fun and Humour

Several schools had a strong commitment to fostering 'fun' in a variety of ways. Students spoke enthusiastically about the fun they experienced in the school and how important this was to the perceived safety of the school.

School Pride and High Expectations

There was as strong sense of pride in a number of the schools among both teachers and students.

Specific Programs

Several primary schools used specific programs such as:

- Friendly Kids Friendly Classrooms
- **Bounce Back!**, <http://www.bounceback.com.au/>
- **You Can Do It!**, <http://www.youcandoit.com.au/>

Teacher Structures that Support Students

Several schools had implemented teacher advocacy structures that connected students with a teacher who acted as a mentor and support.