



Global Issues Resource Center



INTERNATIONAL SUMMIT PRECONFERENCE READER

MARCH 16TH AND 17TH, 2007

IN CONJUNCTION WITH THE
INTER-AMERICAN SUMMIT ON CONFLICT
RESOLUTION EDUCATION:
INTERNATIONAL INNOVATIONS AND
CHALLENGES

International Summit Pre-conference Reader

March 16th and 17th, 2007

Table of Contents

Introduction to the Summit	2
Summit Agenda	3
Summit Participants	5
Information Requests for Reader Material	14
Country Responses	15
Armenia	15
Australia (Victoria)	20
Brazil	32
Columbia	36
Cyprus	40
Israel	43
Norway	46
St. Lucia	47
Thailand	49
US State Team Responses	52
Delaware	52
Maryland	55
Michigan	57
Ohio	61
Virginia	65
Organization Descriptions (GPPAC)	67
Country and State Workshop Descriptions	70

Introduction to the Summit

Global Issues Resource Center, Office of Community Continuing Education at Cuyahoga Community College, the Organization of American States, and the United Nations Development Program are hosting the State and International Conflict Resolution Education Policy Team Meetings.

The purpose of the policy team meetings is to allow conflict resolution education and peace education practitioners and supporters to share insights and information about policy, infrastructure and research needs to promote conflict resolution education and peace education.

The goals for the policy meetings include:

- To identify factors that have supported or blocked CRE policies and to engage in discussion of how participants can best support initiatives to further CRE policy development.
- To identify supports for and blockages of infrastructures necessary for effective CRE work and to engage in discussion of how participants can best support collaborative infrastructure development within countries, across regions, and around the world.
- To generate a research agenda stipulating the kind of research that will be most valuable in promoting the policy and infrastructure developments identified in the first two goals.
- To allow country and state teams to action plan for next steps in the areas of policy, infrastructure and research.

We thank all of the country and state teams for submitting information to the reader. We appreciate your time and effort. And, we look forward to learning more about the important work in CRE and PE happening around the world.

Our sincere thanks to the major funders of the International Summit: Global Issues Resource Center, Cuyahoga Community College, the Organization of American States, and the United Nations Development Program.

Pre-conference Reader Preparation by: Tricia Jones and Jennifer Batton

Summit Agenda

Hilton Garden Inn, Edison Room 1

Agenda, Day One, March 16th, 2007:

Morning of First Day: Policy Discussions (8:30-12:30)

- | | |
|-------------|---|
| 8:30-8:40 | Welcome and Introductions
Overview of Goals and Agenda for Summit |
| 8:40-8:50 | Summary of themes or consistencies in policy success, supporting factors and inhibiting factors |
| 8:50-9:10 | Question and Answer session for clarification/correction |
| 9:10-9:25 | Official Welcome by Congressman Dennis Kucinich |
| 9:25-10:10 | Breakouts into small groups on Supporting Factors |
| 10:10-10:30 | Report out and general discussion |
| 10:30-10:45 | BREAK |
| 10:45-10:50 | Presentation of Inhibiting Factors |
| 10:50-11:00 | Question and answer session for Clarification |
| 11:00-11:45 | Breakouts into small groups on Inhibiting Factors |
| 11:45-12:00 | Report out and general discussion |
| 12:00-12:30 | Discussion of Collaborative Potential |
| 12:30-1:30 | WORKING LUNCH |

Afternoon of First Day: Infrastructures (1:30-5:00)

- | | |
|-----------|---|
| 1:30-1:45 | Summary of themes or consistencies in infrastructure success, supporting factors and inhibiting factors |
| 1:45-2:00 | Q and A for clarification/correction |
| 2:00-2:45 | Breakouts into small groups on Supporting Factors |
| 2:45-3:00 | Report out and general discussion |
| 3:00-3:10 | BREAK |
| 3:10-3:50 | Breakouts into small groups on Inhibiting Factors |
| 3:50-4:05 | Report out and general discussion |
| 4:05-4:30 | Discussion of Collaborative |

4:30-5:00 Action Plans/Next Steps

DINNER

Agenda, Day Two, March 17th, 2007:

Morning of Day Two: Research and Evaluation (8:30-1:00)

8:30-9:00 Polishing Action Steps from Day 1 – state and country teams will revisit and polish their ideas for next steps on policy and infrastructure

9:00-9:30 Report out of Next Steps Plans on policy and infrastructure

9:30-9:45 Summary of themes or consistencies in research and evaluation -- specifically identify examples of where research has changed the policy and infrastructure landscape in a country or region.

9:45-10:00 Q and A for clarification/correction

10:00-10:45 Breakouts into small groups on Critical Research Needed.

10:45-11:00 BREAK

11:00-11:30 Report Out and General Discussion

11:30-12:00 Discussion of Collaborative Potential

12:00-12:30 Action Steps and Next Steps (State Teams and Country Teams)

12:30-1:00 Report Out of Action Steps

1:00-2:30 LUNCH

Afternoon of Day Two: Action Planning for Collaboration in All Areas (2:30-5:00)

2:30-2:45 Summary of Ideas on Collaborative Potential from Discussions on Day 1 and morning of Day 2.

2:45-3:00 Prioritization of Ideas for Collaborative Potential

3:00-3:15 BREAK

3:15-4:15 Small group discussions on Collaborative Potential Ideas

4:15-4:45 General report out and discussion

4:45-5:00 Closure and Logistical Details

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Information Requests for Pre-conference Reader Material

Conference attendees were asked to provide responses to the following questions for inclusion in the reader:

Please provide a brief (1-2 pages) description of the current state of CRE/PE in your country or state in terms of the following:

- ❖ What mandates/policies/legislation about CRE exist?
- ❖ What are the current partnerships or collaborative initiatives formalized between government and NGOs? What are some factors that have facilitated those partnerships?
- ❖ How would you describe the current extent of CRE/PE in formal and non-formal Education? Can you refer us to data sources you are using to draw these conclusions?
- ❖ How would you summarize the best or most promising programs/practices in CRE/PE in your country or state?

Please provide a brief (1 page) summary of the most critical policy supports and policy challenges in your CRE work:

- ❖ What are some policy supports in terms of things that are most influential in helping you develop and implement policy about CRE/PE?
- ❖ What are some policy challenges in terms of things that most inhibited or blocked the development and implementation of CRE policy?

Please provide a brief (1 page) summary of current and planned infrastructures (for example, teacher education programs through the Ministry/Department of Education; After-school or community programs coordinated with schools; community peace and safety networks linking police, business, and schools) that have been developed to support CRE/PE work in your country/state?

Please provide a brief (1 page) summary of the state of research on CRE that has been done in your country/state in terms of the following:

- ❖ What is the extent/utilization of CRE/PE?
- ❖ What is the documented effectiveness of CRE/PE?
- ❖ What are best practices in successful implementation of CRE/PE?
- ❖ What areas of research are most needed to help you in your efforts to promote CRE/PE?

Country Responses

(presented alphabetically)
(content presented as submitted)

Armenia

1. Brief Description of the Current State of CRE/PE in the Republic of Armenia:

Inclusion of CRE/PE components into the educational system of the Republic of Armenia (RA) first took place in 1998, when the Ministry of Education and Science (MoES) in collaboration with UNICEF launched the “Introduction of Life Skills into the Core School Curriculum” project. During 1998-2003 it was introduced as a separate subject in 30% of schools in Armenia. According to the new national curriculum approved by the Government of Armenia in 2004 it is planned to start the process of integration of “Life Skills” in the general school curriculum and teach life skills in scope of teaching different subjects.

In addition to a number of skills, “Life Skills” training course includes also learning special Conflict Management skills.

For the last six years in frames of “International Decade for a Culture of Peace and Non-violence for the Children of the World” announced by UN for 2001-2010 and UN Decade for Education for Sustainable Development (2005-2014), NGO “Women for Development” (Gyumri, Armenia) is implementing “Peace and Conflict Resolution Education (P&CRE) in Schools of Gyumri, Armenia” project, supported by Church Development Service Germany /EED/ and Interchurch Organization for Development Cooperation /ICCO/, the Netherlands.

The main goal of the project is the formation of peace culture and conflict resolution ideas among teachers and schoolchildren, aiming to involve peace education in school curriculum.

The strategy of the organization to integrate P&CRE in the secondary school curriculum includes three main components in terms of the following:

- 1) Activities in schools;
- 2) Activities in Gyumri (second biggest city of Armenia) Pedagogical Institute (non formal education)
- 3) Collaboration between the NGO and Ministry of Education and Science (MoES), developing a joint policy on introduction of P&CRE in secondary school curriculum (formal education).

The organization has gained success in the area of non formal education: “Peace Education centers are established in 10 schools, more than 20 teachers and nearly 350 schoolchildren are trained by P&CRE program. More than 125 educators who were prepared by the members of the centers spread their knowledge and skills both in their schools, and among pupils of other schools.

In the year 2004, on the initiative of Women for Development NGO “Peace Education” center was created in the Department of Psychology of Gyumri State Pedagogical Institute. The program trained 30 students up today. The six out of them had successfully applied gained knowledge and skills during their pedagogical practice at school, taught those concepts and skills to pupils and helped them resolve conflicts non-violently.

Non-governmental organizations in the Republic of Armenia have the right to implement certain activities, small programs in schools or in other educational centers, but a good reason for this is the reputation the organization possesses, positive outcomes of the programs implemented by the organization in the past and in the first place, the permission of the Region’s Educational Department. In case the planned educational program intends to work outside the region, it is also important to have the permission and support of the Ministry of Education and Science. The Memorandum of collaboration between the National Institute of Education (at the MoES of Armenia) and “Women for Development” NGO is signed still in 2005. The Ministry has considered a Having great experience and reputation of WFD NGO not only in Armenia, but also abroad.

Memorandum ratifies compliance of the parties to contribute the implementation of “Peace and Conflict Resolution Education in Schools of Gyumri, Armenia” project in the Republic of Armenia by NGO Women for Development.

In frames of the established collaboration, NIE of MoES together with the non-governmental organization aim to:

- evaluate project progress, activities carried out and successes gained at schools
- develop possible ways to introduce the training course into school curriculum
- assist the NGO in developing a manual for schoolchildren and teaching guide on P&CRE course
- promote the training of teachers of appropriate subject areas of the basics in RA comprehensive schools and the activities of gradually introducing the Course into school curriculum

Presently the collaboration between a non-governmental organization and a state agency in the sphere of P&CRE is a reality. The professionals assigned by the Ministry of Education together with the staff of the WFD NGO work on training material development, teacher training and the evaluation of the project outcomes.

NGO-MoES effective collaboration became a reality due to the positive impact of Education Reforms in Armenia, which is currently being implemented under the “Education Quality and Relevance” project. In the outcome, we can talk about successful NGO-MoES partnership and the results of joint discussions on standards and syllabi for Social Sciences where P&CRE ideas have already been incorporated. According to developed standards, as a result of the research in Social Sciences pupils in middle and

high schools will receive knowledge on conflict causes, will gain skills on conflict prevention, management and resolution, will be able to recognize and respect others values, manage conflicts caused by culture diversity, etc.

Thus, due to the standards and syllabi of Social Sciences subject developed in frames of “Education Quality and Relevance” project, P&CRE infusion will become a part of formal education program.

2. Brief summary of the most critical policy supports and policy challenges in CRE work:

Most critical policy supports:

A range of factors had great positive impact on CRE/PE strategy development in Armenia. They include:

- Detailed study of international experience: literature, teaching models developed by various state and local agencies, reports, etc.
- Staff development: participation to International workshops, trainings, online courses, conferences, networks, working groups, exchange of experience in different organizations, development and piloting of a teaching and learning model designed for pupils, etc.
- During the past several years evaluation of the project outcomes of the implementing organization by the direct beneficiaries: pupils, teachers, school directors, parents, policy makers in education sphere, local and international organizations working in this field, team of external evaluators, etc.
- Collaboration with local and international organization working in CRE/PE.
- High rating of the WFD NGO in Armenia and abroad.
- Collaboration with RA Ministry of Education and Science, emphasizing the importance of including CRE/PE elements into school curriculum.
- Implementation of Education System Reforms in Armenia, which has created favorable conditions for infusing CRE/PE into School’s curriculum, etc.

We can’t note obstacles inhibited or blocked the development and implementation of CRE policy in Armenia, as far as support and assistance are really great.

Indeed, there are certain difficulties and obstacles, which inhibited or blocked the development and implementation of CRE policy. Those include:

- Limited project funding to involve greater number of schools, pupils, teachers and parents.
- Overloading of school curriculum and as a result, the impossibility of P&CRE introduction as a separate subject.
- The mentality that the teacher is always “completely” right or the teacher’s task is to teach children only “completely right things” fixed in education system during the Soviet period and inherited into the current educational system

3. Brief summary of the current and planned infrastructures to support CRE/PE work in Armenia

There are several teacher training models in frames of “Peace and Conflict Resolution Education” project. A part of them is coordinated by Women for Development NGO with

the support of the Ministry of Education and Science, Armenia. The rest will be coordinated by the Ministry with the support of Women for Development NGO.

Current models of teacher training:

1. P&CRE training course designed for the teachers of high schools was developed by WFD education team. 20 teachers from 10 beneficiary schools have been trained. The aim of the training was to provide teachers with skills and concepts on peace education and peaceful conflict resolution; ensure project's sustainability by having trained teachers in schools.
2. One day workshop on P&CRE was designed for the teachers working especially with "Peace Education Center" members, which aims to enhance teachers' awareness on the project being implemented in schools, teach P&CRE basic skills and concepts, provide their active participation in the peaceful resolution of intra-school conflicts, etc.
3. During the year 2006, MoES specialists conducted a series of trainings for the WFD NGO staff and trainers on how to use cooperative learning approach and methods in teaching Peace Education and CRE.

Planned models for teacher training

1. "Creating Peaceful Environment in Schools of Gyumri".

In June 2006 the organization received information about the on-line course entitled "Managing and Resolving Conflicts Effectively in Schools and Classrooms" designed for school teachers. This on-line course was developed through the National Training and Technical Assistance Center for Drug Prevention and School Safety Coordinators, through a contract with the U.S. Department of Education's Safe and Drug Free Schools Office.

Study of materials included in the course showed importance of conducting it for teachers of our schools. Virtually, those were theoretical materials the study and application of which will make formation of peaceful environment in our schools possible.

Online course was translated into Armenian. In March-April 2007, about 180 teachers from Gyumri 10 schools will receive training on "The Managing and Resolving Conflicts Effectively in Schools and Classrooms."

2. Next model suggests teacher training on Social Sciences subject including P&CRE elements already infused in it. Training is planned to be conducted in 2007-2008 in frames of Teachers' Professional Development subproject of "Education Quality and Relevance" project being implemented by Armenian Government.

Teacher training will be conducted with the support of Women for Development NGO specialists.

4. Brief summary of the state of research on CRE that has been done in Armenia

This summarizes the outcomes, effectiveness and efficiency level of P&CRE project during the past years, which was explored directly by the organization implementing the project, project's external evaluation team and MoES.

The analysis made by WFD was presented separately in a report (“Peace and Conflict Resolution Education at Schools of Shirak Region (Armenia), First UNESCO/EURED In-Service Teacher Training Course "Human Rights and Peace Education in Europe" 2004-2006), where you can find detailed description of periodical surveys, meetings with beneficiaries, analysis of interview results, etc.

Report includes the analysis of issues, such as “Selection order of the schools and Peace center members“, “Views and attitudes of school principals, teachers, students, parents and schoolchildren regarding peace and conflict resolution education in schools”, “Opinions expressed by “Peace Education” center members and their parents,” etc.

In the analysis made by the external evaluation team on P&CRE project, emphasis is made on the fact that “peace education helped with reducing the number of conflicts in the schools, and raising the responsibility among pupils. Used methods assists with the personality formation, enables pupils to express their opinions and feelings freely, teaches them to listen and understand each other, and to build relationships with other people. Teachers of other subjects are noticing the change in pupils who are attending PEC. Namely, pupils’ abilities for listening and discussing are better. The atmosphere in those classes is more peaceful. Those pupils are becoming more proactive in other spheres.

All headmasters and the Rector of the State Pedagogical Institute are very open and they want to see PE and CRE integrated in the curriculum”.

Monitoring and research held by Ministry of Education and Science of Armenia has shown that the project is being implemented on appropriate level, with necessary supervision and has received good reaction in schools including school headmasters, teachers, pupils and parents. Activities implemented in this field correspond to the Educational Reforms implemented by the Ministry and promote their successful implementation. Especially trained teachers have learned interactive teaching methods which they apply in their lessons. These teachers also serve as good resources to work as educators in teacher training. Besides, survey and research held in schools showed that pupils attend the trainings with enthusiasm and love due to the following reasons:

- a) Topics discussed are up-to-date and provide them with necessary skills, concepts and experience to resolve daily conflicts,
- b) Methods used provide open learning environment, where all participate on equal basis and learn from each other,
- c) Gained skills and concepts they utilize outside the school, which help to address conflicts or prevent them in family or in surroundings.

The implemented activities are solid and the Ministry and WFD NGO with joint efforts and collaboration try to integrate P&CRE into Social Sciences standards, curriculum and textbooks. Social Sciences standards and syllabi were approved by RA MoES in November, 2006 and P&CRE components have got their relevant reflection in them.

Thus summarizing the extent of P&CRE in Armenia from the viewpoint of the project implemented by Women for Development NGO, one can conclude that the project is passing from the pilot stage (non formal education) to comprehensive stage (formal education).

During the pilot stage the project was implemented in 10 schools and at the Pedagogical Institute. 125 trained pupils and 14 trained students from Peace Education Centers have taught almost 2000 pupils of 15 schools (including 3 village schools) and 225 students of the institute.

The passing of P&CRE to a comprehensive stage is already planned by MoES and suggests the infusion of P&CRE elements into Social Sciences subject. In the outcome, their teaching as a component of a compulsory subject will be included in school curriculum throughout Armenia.

Australia

Current state of CRE/PE in the state of Victoria, Australia

What mandates/policies/legislation about CRE exist?

Defining Peace Education and Conflict Resolution Education

For the purposes of definition 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 will include attention to such things as relationship building, reduction of bullying, social skills development, conflict management, violence prevention, multiculturalism etc. 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 (these are often hybridised to form the basis of a peaceful school program or
- Philosophies such as peer mediation and restorative justice

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

- 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 targeted intervention.

- school leadership, teachers, students, parents and the wider community seek to collaborate and share the responsibility of developing a community of learning
- the practices are inclusive and multidisciplinary

Government schools are governed by Department regulation for managing student behaviour. Conflict resolution can invariably be attached to such regulation. However this can be framed within a rather autonomous and competitive environment. School Councils are responsible for developing local codes of conduct (DSE, 1994). School budgets are linked to student numbers and perceptions of success can be based on the number of students who progress to higher education. Effective school discipline is also seen as a marker of success (DE&T, 2000). Teachers are responsible for developing classroom strategies consistent with their school's code. Grounds for suspension and expulsion are spelled out and a process for managing school exclusion outlined. However, the document is open to interpretation and this is particularly evident for school exclusions. Perceptions about public or parent expectations can also influence discipline policy and procedure.

What are the current partnerships or collaborative initiatives formalized between government and NGOs? What are some factors that have facilitated those partnerships?

In general, school administrators are at liberty to purchase the services of NGO's within their global budgets. However, there are a number of collaborations that work towards community participation between both government and non-government schools in Victoria. These include:

Strategic partnerships

The Strategic Partnerships Program (SPP) provides funding to cultural and scientific organisations and professional teaching associations to work in partnerships with school communities. The program connects learning and teaching with communities and practice beyond the classroom. It offers deep and broad authentic learning experiences that foster the development of life-long learning in students and best practice for teachers.

The Council of Professional Teaching Associations of Victoria, representing forty member associations, also functions as the professional teaching association network for the Strategic Partnerships Program and includes other professional teaching service providers.

Associations in this network draw their own members from the three sectors- government, Catholic and independent – and from teachers and educators, schools and other educational institutions, working in early childhood, primary, secondary, tertiary and adult learning contexts.

School Focused Youth Service

The School Focused Youth Service is a joint initiative between the Department of Education and the [Department of Human Services](#) and complements the increase in support provided to schools in response to the recommendations of the Suicide Prevention Taskforce, 1999. The focus of the initiative is the co-ordination of preventative and early intervention strategies for young people, to be delivered through school and community clusters.

The School Focused Youth Service is designed to support effective links between the primary prevention work done by school-based support services within the education sector and the early intervention provided by the community sector.

Forty-one school community clusters have been established across the state to ensure that services are coordinated and responsive to the needs of young people. The service models are consistent around the state, each with a co-ordinator, and brokerage capacity to respond to gaps in service availability as identified by schools and community. The School Focused Youth Service links closely to schools and relevant community agencies within each cluster.

The School Focused Youth Service is required to develop close linkages with school support personnel located within Government Schools as well as with Independent and Catholic schools, and community agencies in contact with young people who are no longer connected to the school system. Developing these linkages enables identification of service gaps, development of strategies to respond to those gaps and the provision of a continuum of service intervention.

Core Components

The core components of the School Focused Youth Service are:

- The establishment of linkages/coordination between youth services (in schools and in the community) which are available to respond to the needs of young people. This includes community mapping, development of services, enhancement of effectiveness of existing services, provision of information about service availability, and the establishment of protocols between services and schools.
- The capacity to purchase services as a result of identification, by the School Focused Youth Service, of current gaps in service availability. This involves the purchase of services through brokerage funds to address current gaps in service availability as identified by the schools and community clusters. Gaps will vary from cluster to cluster according to both the available service mix and the needs for various service types. It

should be noted that these funds are limited and will generally be used to support group programs or strategies, rather than individual students. They are not meant to replace the provision of any existing services.

Core Objectives and Anticipated Outcomes

The core objectives of the School Focused Youth Service are to:

- establish collaborative structures and mechanisms between schools and the relevant youth services and community services which support young people, including welfare, health and mental health agencies;
- provide linkages for agencies and schools which have a client base of young people and which directly support young people; and
- improve linkages, cohesiveness and integration of service provision for young people displaying 'at risk' behaviours who require support and intervention; and · purchase services to meet gaps in the current service system as identified at the local level.

The anticipated outcomes of the School Focused Youth Service are:

- a significant improvement in addressing the needs of "at risk" young people as a result of effective collaborative structures and mechanisms between schools and relevant community agencies; and
- a significant enhancement of the current service system as a result of the identification of gaps and subsequent service purchase.

Alternative programs

Through regional offices, the Department of Education provide a range of alternative programs to support students who are experiencing significant difficulties adjusting to mainstream schooling. These alternative programs are intensive and short term and able to offer support for students with the greatest needs by working collaboratively with schools, parents/carers and community agencies.

This is outlined in the Department's *Review of Alternative/Ancillary Programs Report* (1998) and programs include those which work with students in their school setting; and off site programs whose primary goal is the full time return of the student to the regular school. All students participating in off site programs remain enrolled in their regular school, with this school maintaining ongoing support and involvement with the development and implementation of the program.

How would you describe the current extent of CRE/PE in formal and non-formal Education? Can you refer us to data sources you are using to draw these conclusions?

The underlying feature of conflict resolution is the view that a positive school climate is an integral component of a healthy, successful and fulfilling working environment. It is recognised that the health and wellbeing of staff impacts on many factors including absentee rates, retention of staff and levels of early retirement, the recruitment of talented young people into the profession and ultimately the educational experience and emotional well-being of young people (Glover and Butler, 2003).

There is a strong relationship between school climate (including individual and school characteristics), staff wellbeing and effectiveness. Research indicates that school climate is one of the most important factors in determining the capacity of staff to deal with pressures such as stress in the workplace.

Stress Prevention Pilot 2004-2006

Findings of the Stress Prevention Pilot 2004-2006 undertaken as a tripartite project with the Australian Education Union, the Community and Public Sector Union and the Victorian WorkCover Authority indicated that if staff have the opportunity to discuss key issues affecting their working lives then develop and implement actions to address these issues with the support of school leadership, there is an improvement in morale and reduction in work related stress.

The Department conducts an annual staff opinion survey for all government school staff. When the survey period has ended, schools are provided with a Staff Opinion Survey Report. The results of the survey are provided to each school to help identify opportunities to increase morale and motivation and build improved relationships.

The Department has developed a resource package for improved school climate that offers practical advice on how school leadership teams and staff can help to improve their school climate.

Keys to a healthy school climate and ultimately improved student outcomes include:

- setting goals and co-operating with others;
- learning and sharing experiences;
- being honest and respecting and valuing others; and
- striving to do things better.

School climate is a vital part of school performance because it refers to the quality of the school working environment and reflects how school staff work together to achieve outcomes.

Improving the school climate is part of the broader process of school improvement. The Effective Schools model was developed to underpin the Blueprint for Government Schools and identifies eight characteristics of successful schools. Each of these areas gives us a specific focus for school improvement. This model recognises the importance of school climate in shaping professional practice and staff effectiveness and providing for better student outcomes.

An effective school will demonstrate;

- A positive school climate as a vital component of its business.
- School leadership that is supportive.
- Staff who understand what their role requires and what their responsibilities are.
- Staff who feel that they can contribute meaningfully to decision-making and that their input is valued.
- Opportunities for professional growth and career development for its staff.
- A high degree of collaborative practice.
- Staff who understand and have ownership of the school's direction and goals.
- A safe workplace for its staff.

Other research that has informed school practice

There are a range of research initiatives and programs dedicated to the reduction of bullying behaviours. An Australian government enquiry into school violence (Sticks and Stones, 1994) concluded that bullying was a significant problem in Australian schools. A number of research, evaluation and intervention programs have been developed over time. The work of Philip Slee and Ken Rigby, from Flinders University in South Australia is particularly noteworthy. Their theories for reducing bullying are based on systems thinking in which bullying is nested within relationships and understood in terms of social constructivist theory. Meaning is constructed in social settings where interventions may attempt to influence patterns of violence at an individual level while at another level, system change can see attempts to modify cognitions, attitudes and beliefs about violence and bullying.

Australian responses have also drawn upon the work of Michael Resnick, Richard Catalano and Bonnie Bernard from the US. Working within a risk and protective factor framework in an effort to build resilience resonated with Australian educators. A number of initiatives were derived from this research particularly in relation to managing students at risk of leaving school early but

more broadly as a component of effective teaching. Subsequent research by Andrew Fuller (2000) in Victorian schools has been helpful in this regard.

The Gatehouse Project – Centre for Adolescent Health, The University of Melbourne (from 1999 onwards).

The conceptual framework of the Gatehouse Project emphasises healthy attachments with peers and teachers through the promotion of a sense of security and trust, effective communication and a sense of positive self-regard based on participation in varied aspects of school and community life. A school social climate profile is derived from a questionnaire survey of students. An adolescent health team uses this information to set priorities for change within the school. Interventions may focus on the promotion of a positive social climate of the whole school or in the classroom. Curriculum-based health education is also used and based on materials that are relevant to the normal developmental experiences of teenagers. These are integrated into the mainstream curriculum and incorporate a strong component of teacher professional development. Lastly, the intervention promotes linkage between the school and broader community with a particular emphasis on the needs of young people at high risk of school drop-out.

The Gatehouse Project outlines a sustainable process for building the capacity of schools to promote the social and emotional development of young people.

How would you summarize the best or most promising programs/practices in CRE/PE in your country or state?

Restorative practices

The application of restorative justice principles and practices in Victorian schools is beginning to consolidate as an area of educational interest and reform. While there is enthusiastic support for a philosophy that focuses on problem solving and repair of relationships following an incident or crime, this is tempered by some hesitation about how restorative justice works, what impact it may have on current approaches and how it is measured.

Many schools have already formulated approaches that are restorative in nature before embarking on the more formalised introduction of restorative practices. Pastoral care, peer mediation and circle time, for example, are features in some school curricula. Along with the growing body of evidence pointing to the importance of relational learning and to configuring schools as learning communities, the case for restorative practices is seen as timely and appropriate.

More than 200 Victorian schools are currently implementing restorative practices.

Other relevant programs that appear to having success

You Can Do It

You Can Do It! Education is an approach to schooling that has as its goal for children to realise their potential and to achieve to the best of their ability.

You Can Do It! Is a values based program that seeks to reform school culture and educational programs in order that all children are equipped with the attitudes and values that are the foundations for academic achievement, sound interpersonal relationships, overall healthy psychological living as well as the eventual successful transition from school to work, further education and adult life.

Its pedagogy involves teachers, parents and the community working together to instill in children a belief in the value of education, and a belief in the importance of the own efforts in their achievements. Using a variety of motivational teaching and parenting practices, You Can Do It! School communities are committed to meeting the diverse needs of all children including those who come from different cultural, language and religious backgrounds.

Friendly Kids Friendly Classrooms

This book is used in developing social skills and offers a program of classroom and playground skills that will help children get along with their classmates. It has been used extensively in Australian schools to increasing self-esteem and self-confidence, to help find solutions to social problems, work with small groups, and includes games, activities and group tasks.

TRIBES (American philosophy that has enjoyed some success in Victoria)

The Tribes® process is an enabling one where all stakeholders work together as a learning community that is dedicated to caring and support, active participation and positive expectations for all students.

Students learn a set of collaborative skills so they can work well in long-term groups. The focus is on how to: help each other work on tasks, set goals and solve problems, monitor and assess progress and celebrate achievements. Students achieve because they feel appreciated and included by their peers and teachers, are respected for their different abilities, cultures, gender, interests and dreams, are actively involved in their own learning and have positive expectations from others that they will succeed. The clear purpose of Tribes® is to assure the healthy development of every child so that each has the knowledge, skills and resiliency to be successful in a rapidly changing world.

Multicultural Programs Unit

The Multicultural Programs Unit in the Department of Education provides support and advice to schools to ensure that appropriate programs are provided across the three areas of Languages other than English, English as a second language and multicultural education. Examples of support and programs include:

The Languages and Multicultural Education Resource Centre (LMERC)

LMERC is a specialist resource centre supporting school curriculum development and programs in Languages, English as a second language (ESL), Multicultural, anti-racism, and human rights education, Civics and citizenship education, Aboriginal studies, and Studies of Asia. LMERC membership is free of charge and available to teachers across all Victorian education sectors. The LMERC catalogue can be viewed on-line at http://www.sofweb.vic.edu.au/lem/lmerc/lib_online_cat.htm.

Education Dialogue Project

The Education Dialogue Project, managed by the Centre for Dialogue at La Trobe University, is of note in relation to promoting intercultural awareness. Eighteen Victorian schools are currently involved in research and activity that will contribute to improvements in cultural literacy in secondary school settings.

The Centre is seeking to establish a multi-nodal global network for dialogue, primarily based in university and research centres.

Contact Dr. George Myconos;
Email: dialogue@latrobe.edu.au
Internet: www.latrobe.edu.au/dialogue

What are some policy supports in terms of things that are most influential in helping you develop and implement policy about CRE/PE?

The focus on prevention is an important one. There is recognition that good positive relationships coupled with challenging and engaging curriculum are at the centre of safe and supportive school environments. On the whole Victorian schools strive to maintain high levels of satisfaction amongst students and parents. Student retention retention targets and improved tracking of students through school will in time reveal the success of such approaches.

Whilst relevant education legislation regarding student attendance, leaving age, code of conduct, mandatory reporting etc. govern standards in relation to

behaviour, schools in Victoria are relatively autonomous in their choice of responses

Schools may draw from national and state frameworks and a variety of resource options. This includes at a national level

- The Adelaide Declaration – National Goals for Australian Schooling
- National Safe Schools Framework
- The National Drug Education Strategy
- National Values Education Forums Project

At a state level this:

- Framework for Student Support Services
- Guidelines for managing cultural and linguistic diversity
- The Victorian Essential Learning Standards
- Safe schools are effective schools
- Restorative practices

The Department has developed a strong emphasis on evidence based responses and has extensively promoted (and funded) professional learning in key fields that are designed to lead to effective schools.

Underpinning these efforts is the notion that:

Students are better prepared for learning when they are healthy, safe and happy, therefore, student welfare is the responsibility of all staff working in a whole school context. Student learning cannot be separated from welfare.

Helping students to learn effectively and to develop positive attitudes and behaviours are goals that have long been shared by teachers, student support services staff and parents. It requires that each young person is educated in an environment which provides for their individual development. This has been a long standing challenge for all involved in education.

The Framework for Student Support Services in Victorian Government Schools describes the principles, arrangements and the additional resources provided to strengthen student welfare and support services.

The education system must have the capacity to respond to young people with demanding and complex needs, provide effective links with community service providers, build on, link to and enhance current initiatives and programs as well as facilitate a strong focus on primary prevention and early intervention.

Australia, and particularly the state of Victoria and has been successful in managing multiculturalism over the last couple of decades. Cultural harmony in which diversity is valued and promoted is central to the work of schools. Unfortunately recent efforts by the Australian government to promote a nationalist agenda has contributed to increased tensions and public debate about values, 'ownership' of history and contributed to potentially divisive policy decisions in relation to rights and citizenship processes.

What are some policy challenges in terms of things that most inhibited or blocked the development and implementation of CRE policy?

Clearly there are many challenges in responding to the diverse array of needs, interests, behaviours and learning styles. While many schools take the view that connection to education is a critical protective factor for young people there is recognition that we operate in a competitive market place. This places pressure on schools, families and students in ways that promote conflict, tension and stress. Many communities are also under stress, particularly in rural communities affected by drought and changing economic conditions.

The education of Indigenous Australians also remains a challenge. On almost every social indicator Indigenous Australians fall below other cultural groups.

The average age of teachers is now around 45 in Victoria and attracting new young teachers is challenging.

Please provide a brief (1 page) summary of current and planned infrastructures (for example, teacher education programs through the Ministry/Department of Education; After-school or community programs coordinated with schools; community peace and safety networks linking police, business, and schools) that have been developed to support CRE/PE work in your country/state?

UN Summits in 2007

As one of a number of Civics and Citizenship initiatives in 2007 I am trying to develop a model United Nations Conference for students in years 9-11. The conference would be modeled on a United Nations style debate/ discussion about a world issue e.g. peace. Interested students would be allocated a country which they would be required to represent at the Conference. The Conference would be professionally run by the United Nations Association of Australia (UNAA). Students that attend the Conference would also be eligible to apply to attend the National Schools Constitutional Convention in Canberra in 2008.

What are best practices in successful implementation of CRE/PE?

There are a number of initiatives and resources built on idea that healthy schools are effective schools. This includes teachers' health and wellbeing as well as that of students. Student engagement, wellbeing and pathways are a central focus in school accountability and reporting.

This is best summarised in the following resource;

Healthy Schools are Effective Schools - An Introduction to School Climate

The resource package for improved school climate offers practical advice on how school leadership teams and staff can act on their school climate data to improve student outcomes. The package provides strategies for schools to:

- Better understand and analyse school climate data.
- Increase staff ownership and engagement in identifying issues and prioritising actions for improvement.
- Promote the integration of planning for improved school climate as a central feature of achieving better student outcomes.
- Better deal with complex and challenging issues.
- Enhance the work place environment to promote a stimulating, positive and safe working environment for school staff.

What areas of research are most needed to help you in your efforts to promote CRE/PE?

Of most concern to me is the raise in a 'certain' kind of nationalism. It is disguised as patriotism and orchestrated around flag-worship and protection from terrorism. Australia for the most part is a liberal secular society and has, in recent decades demonstrated the virtues and promise of multiculturalism.

I fear this current climate, in all its divisive forms, is based on an integrationist agenda that assumes that 'safer' communities are ones where people must fit a particular image of Australian citizenship. This image is largely idealized and unrealistic in my view.

The Victorian Government's approach to multiculturalism is based on beliefs that values and celebrates diversity while building assimilation across and with communities. There is some value in research that investigates examples of multiculturalism that contributes most to harmonious and peaceful communities.

Resources / conferences

International Centre for Restorative Practices and Peacebuilding
Conference 17-19 October 2007
Sunshine Coast Queensland Australia
www.essentialresources.com.au

World Vision Australia
<http://www.worldvision.com.au/resources>

Brazil

Question No. 1. What is the current state of Conflict Resolution Education (CRE) and Peace Education (PE) in your Country?

*1.1 What mandates/policies/legislation about **conflict resolution education** exist?*

In the last decade, many experiences on conflict resolution were started throughout Brazil. Both civil society and the Government have been stimulating, supporting and developing initiatives in this area.

Brazil has had a national law to govern Arbitration since 1996. A draft mediation law has been in circulating in the National Congress since 1998. The Draft Law N° 94/2002 on Paraprocedural Mediation would make mediation a requisite step in any civil judicial process. The law defines and operationalizes four opportunities where mediation may be used in the course of a judicial proceeding.

In the area of consumer rights and protection, mediation has become institutionalized. In this area, the State, through the Juizados Especiais Civeis, assumes a meditative role between complainants and companies charge of consumer fraud.

In the area of commercial mediation and arbitration, the Confederation of Comercial Associations of Brazil and the equivalent in Brazil of the Small Business Administration (SEBRAE) developed, with a grant from the Inter-American Development Bank, a program to establish 2000 Mediation and Arbitration Centers throughout the country to address commercial disputes. In some areas these centers have evolved into community mediation centers due to the demand for mediation in other social venues.

In the area of access to justice and community-based initiatives the *Secretariat for Judiciary Reform*, created in 2003 as a unit within the Ministry of Justice, has been conducting meetings with civil society groups to discuss issues related access to justice, alternative dispute resolution, community conflict mediation, restaurative justice, conciliation and others topics.

In addition, the Special Secretariat for Human Rights has provided financial support for the establishment of 40 community mediation centers often called “Balcoes de Direito.” There is little uniformity in the manner that they have been established, but many use young law students provide legal information and accompaniment services as well as to divert cases to trained community mediators. To some extent the use of law students has help reshape legal education in many parts of Brazil and enhanced students legal education through practical experience.

National Agrarian Ombudsman – this entity of the Federal Government is using conflict resolution methodologies to address land disputes in rural areas of the country. The National Agrarian Ombudsman are mediating land disputes in cases where the land is

being considered for integration in a national program of agrarian reform. Similarly, with regard to the peaceful resolution of land disputes the experiences of the Military Police of Alagoas state are well worth mentioning. Officers of the Center for Crisis Management and Human Rights who are mandated to remove land invader have developed skills and a methodology to get their job done without the use of violence.

The National Plan for Human Rights Education – written in 2003, revised in 2006 and subscribed by the Special Secretariat for Human Rights, the Minister of Education and the Minister of Justice encourages conflict resolution education at the primary level and also prescribes this kind of education for professionals working in the areas of Justice and Security. However, conflict resolution training is couched in a broader package of Human Rights education and culture of peace curricula that seek to promote harmonious social relationships. In addition, the Special Secretariat for Human Rights has conducted a survey to determine the number and kinds of initiatives in conflict resolution that have been conducted throughout the country. The Secretariat identified over 200 projects of various types.

CONIMA, the largest association of mediators in Brazil has develop strong ethical standards for it members, but other than these examples few policies, legislation or mandates to govern alternative dispute resolution practices or educational initiatives on this or related topics exist. Specific programs may have developed documents to guide and govern implementation of services, but it is not possible to say that the country has a policy on the topic.

1.2 What are the current Government-NGOs partnerships?

The government, through the Secretariat for Human Rights has financially supported the establishment of 40 “Balcões de Direitos” throughout the country. These centers offer vulnerable populations judicial and human rights information and community conflicts resolution services. The Centers are operated by local NGOs with some state government oversight. The NGOs have trained community leaders to mediate conflicts in their own communities, following the principles of autonomy and empowerment. To date this is probably the most important initiative to promote peaceful conflict resolution in the country. Representatives of three of the Balcões have come together to evaluate the lessons learned from the various centers so far and develop some best practices based on the experiences.

The Secretariat for Human Rights is also sponsoring some small initiatives in conflict resolution education. For example, in the state of São Paulo, the NGO Pró-Mulher provides help to victims of domestic violence and is training these victims to help other families that face the same situation.

1.3 What are some factors that have facilitated those partnerships?

NO RESPONSE

1.4 How would you describe the current extend of conflict resolution education or peace education in formal and non-formal education?

In Brazil, conflict resolution education is more advanced in non-formal education arenas than in educational setting. NGOs, private consultants and professional associations are the main providers of training for professionals and community mediators.

In scholastic setting such as schools, colleges and universities, effort to improve school environments have mostly centered on increasing youth participation in art, cultural and sports initiatives¹. However, new peer mediation programs are emerging throughout the country. UNESCO conducted a study of 14 public schools throughout Brazil that have implemented innovative programs to reduce levels of school violence. The study found that the presence of competencies in negotiation and a positive attitude toward change by administrators, teachers and students made an important differences in the level of school violence. The National Fund for Education Development has made a public call to support educational initiatives of this nature. The Higher Education Secretariat of the Ministry of Education has received and chosen extension projects to engage Law students in CR practices.

1.5 Can you refer us to data sources you are using to draw these conclusions?

1. Violencia na Escola: America Latina e Caribe. Brasilia: UNESCO. 2003.
2. Maria de Oliveira fone: 081-8883-0055. maria.oliveira@rce.incra.gov.br Cice presidente da Comissão Nacional de Combate a Violencia no Campo.
3. Luis Fernando Almeida - lfalmeida00@yahoo.com.br Military Police in Alagoas.
4. Herbert Barros herbert.barros@sedh.gov.br Career Government employee. Coordinates government's work in human rights and conflict resolution education
5. Angela Hara Buonomo Mendonça angela.mendonca@terra.com.br. Written several articles on community mediation and school mediation in Brazil.
6. Renata
7. Adolfo
8. Pedro
9. Sefora
10. Tania
11. Tania
12. Lidcy

1.6 How would you summarize the best or most promising programs/practices in Conflict Resolution Education or Peace Education in your country or state?

NO RESPONSE

¹ Mendonca, Angela Hara Buonomo, Mediação nas Escolas. Article

Question No. 2. What are the most critical policy supports and policy challenges in conflict resolution education

2.1 What are some policy supports?

The Special Secretariat for Human Rights is currently organizing an event to bring together experts on the issues to talk about best practices and maybe start to build up specific policy to this issue. The Secretariat on Human Rights is not yet convinced that the adoption of a determined methodology would be a good idea, but structured reflection is needed not only in order to better understand the experiences that already take place and discuss how to leverage the expansion of CRE throughout the country. The Secretariat for Human Rights recognizes that better CRE policy will help to define roles and mandates, avoid waste to resources and the unnecessary duplication of efforts. Similarly, the Judiciary Reform Secretariat plans to hold discussion forums with NGO, experts, civil society groups and professional associations on CRE in order to make the Judiciary system work better.

2.2 What are some policy challenges?

Resources, resources, resources, technical expertise, evaluation studies and best practices form Brazilian experiences.

Question No. 3. Current and planned infrastructures (for example, teacher education programs through the Ministry/Department of Education; After-school or community programs coordinated with schools; community peace and safety networks linking police, business, and schools) that have been developed to support CRE/PE work in your country/state?

3.1 What is the extent of utilization of CRE/PE?

Perhaps the question the Government is facing at the moment is to determine what role the government can constructively play to best leverage resources to expand the field of CR and CRE and bring the benefits of CR to most of the country.

3.2 What is the documented effectiveness of CRE/PE?

NO RESPONSE

3.3 What are best practices in successful implementation of CRE/PE?

NO RESPONSE

3.4 What areas of research are most needed to help you in your efforts to promote CRE/PE

NO RESPONSE

Columbia

RAMIRO OVALLE from Valle del Cauca, Colombia

1. - What mandates/ policies/ legislation about CRE exist in your country?

Colombia has a GENERAL EDUCATION LAW, that it's the guide for every educative institution. Also the policies of the government and our departamento Valle del Cauca, has been structured including in all the subjects in primary and secondary school like development in CITIZENSHIP. This program has three sections:

First section: Coexistence and peace.

Second section: Participation and democratic responsibility.

Third Section: Plurality, identity and respect to the difference.

Each section has developed its special topics. Mainly in Resolution of conflicts.

The democratic coexistence and the peaceful resolution of conflicts in the schools, they have maximum priority in government's program in our region.

What are the current partnerships or collaborative initiatives formalized between government and NGOs?

Our region has several NGOs that collaborate actively in the defense of the human rights and in the peaceful resolution of conflicts, as much in the schools as in the communities that have problems for the armed conflict that one lives with the paramilitary ones, guerillas fighters and common delinquency; mainly in the Valle of the Cauca that has been the main source of this conflict.

What are some factors that have facilitated those partnerships?

In our region all the honest people and mainly teachers and NGOs, we have the same objectives in search of the peace of our country, beginning with the schools where we are identified in all our stocks and our Mr. president Álvaro Uribe and with the governor Mr. Angelino Garzón, they have had good relationships with all the NGOs.

How would you describe the current extent of CRE/PE in formal and no formal education? Can you refer us to data sources you are using to draw these conclusions?

Our program has been developed in all the educational institutions of the region that are 183 and they are located in 36 municipalities. The culture of peace and the peaceful resolution of conflicts are obligatory topics in the teaching. This teaching is benefitting 165.000 students and this teaching has been studied for

9100 professors, of all the subjects in each one of the 183 educational institutions of the region. It dates source that I am using to take out these conclusions they are of the annual evaluation that we have realized every year and we have presented our government. It is for formal education.

In the non formal education, we have the obligation of including these programs in the development of their programs and classes.

How would you summarize the best or most promising programs/practices in CRE/PE in your country or state?

Remember this program in our region is coming six years ago. We have made many things in the CRE/PE of our country and our region. The most promising programs in these six years of work plows:

1. - Committees of resolution of conflicts in all educational institutions of the region.
2. - Committees of coexistence in the educational community.
3. - Elaboration of the regulations of school coexistence, around the human rights, the Constitution and of the Code of the childhood and the adolescence.
4. - Implementation of the program of the dangers of the substances sicoactivas (consummate of drugs).
5. - Sexual affective Program of Education.
6. - The govern school and democracy in each one of the educational institutions of the region.
7. - Program of Environmental Education.
8. - The Program of respect and valuation of the African inheritance.
9. - The use of the free time.
10. - Breakfasts and lunches for all the children of the region.
11. - We have specialized 26 educational investigators in the Catholic university of the city of Cali. All they are professors of the institutions of the region.

All these programs have been developed in all the educational institutions of the region and they are obligatory for all our country.

2. - What are some policy supports in terms of things that are most influential in helping you develop and implement policy about the CRE/PE?

There are many factors that they have helped to develop this program and that they have allowed to be successful in the implementation. One of them is that I am teacher and I know the educational system and how the teachers are, in its behavior and attitude. This has allowed them to believe in the commitment that they should carry out and the love that they must to have for their profession and their students. In this great responsibility with the society that it waits in us an excellent work.

Also, we have an excellent working team in our region. The members of this team have a good preparation in all the programs that we have mentioned previously.

A very important aspect is the collaboration of our governor Angelino Garzón and the education secretary Stella Domínguez Valverde. They have given all the economic and human resources for that the program can be successful and they have designated the education, as a objective very important in government's program. They have qualified us and we teach to the teachers and the idea of each program be multiplied this way. They have allowed that we write books of all our scientific works and of investigation and these have been distributed all the teachers and students.

Another important aspect is the collaboration of the teachers of each one of the educational institutions of the region.

The education law orders that all these programs should be developed in the whole country, but the continuous program has only been implemented in our region.

What are some policy challenges in terms of things that most inhibited or blocked the development and implementation of CRE policy?

In our country the main obstacles that we have not allowed the advance of this proposal, they reside mainly in no commitment of most of the teachers, because they have problems in their jobs and commitment in some laws, they don't benefit to them.

The region of the Valle of the Cauca has been the only region that has implemented this program for six years. The region has had the problem of the war or conflict with drug dealers, guerillas fighters, paramilitary and delinquency, but this has not been problem for each school works the peaceful resolution of conflicts and the culture of peace. Several teachers have been murdered in their own schools, but the teachers have assumed the work for the peace and in these moments, all these violent groups have respected the life of them and of the children. This obstacle has been the main but we travel to each municipality without fear for the consequences that can be derived. Until the moment, we have never had problems with these groups.

Another problem is the lack of economic resources because the money is very little and we need implements to develop the program, for this reason we have requested economic help to several NGOs and countries; but we have not obtained positive answer. The people of narcotrafic have wanted to build classrooms and to give school's material in some schools, over all in the high mountains, but the teachers haven't accepted this dirty helping. Until now, the teachers and I haven't had problems with them.

For example, in these moments, we have two small institutions in a high mountain where 17 children receive education and they don't have an appropriate place to listen the classes and they need helping but we don't have in the program.

3.- What are of current and planned infrastructures that have been to support CRE/PE work in your country/state?

We only have helping through our department. The government from Colombia sends to the department the money that it's to pay the wage of the teachers. The department gives the money so that the program is developed. Logically it is very little because they are many educational institutions. We make the work with a lot of love. We have been able to sustain the program of the teachers' investigation in the university and we have rewarded the most committed teachers with the program. This has allowed that in each municipality we have a teacher leader in our program and he impels the program in each institution of the municipality. We have located in each educational institution a psychologist like guide all the programs and this has been very good. The collaboration of the universities has been very important.

4. - Summary of the state of research on CRE/PE that has been done in your country/state.

Yo escribo acerca de mi región.

What is the extent/utilization of CRE/PE?

The extension of the CRE is for all the 182 educational institutions of the region.

What is the documented effectiveness of CRE/PE?

The level of effectiveness is total.

What are best practices in successful implementation of CRE/PE?

The best practices in successful implementation of CRE are the creation of the committees of peaceful resolution of conflicts, the practice of the democracy in the school and the respect to the human rights.

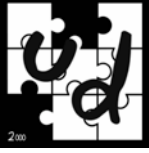
All this is developed in a well-known pedagogic strategy named **Integrated Curriculum of Peace**, in which all the subjects collaborate with all the programs and they are creating for this way a new culture of peace.

The team of peace travels every day to a municipality and then they say conferences and summits on each program.

What areas of research are most needed to help you in your efforts to promote CRE/PE?

We need more investigation in field work in the schools that are in areas of war conflict and how to make the civil population collaborates with these programs, and with humanitarian international change investigation and preparation in negotiation of warlike conflicts.

Cyprus



UZLAŞIM DERNEĞİ NORTH CYPRUS MEDIATION ASSOCIATION

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1. Please provide a brief (1-2 pages) description of the current state of CRE/PE in your country or state in terms of the following:

- ❖ What mandates/policies/legislation about CRE exists?
- ❖ What are the current partnerships or collaborative initiatives formalized between government and NGOs? What are some factors that have facilitated those partnerships?
- ❖ How would you describe the current extent of CRE/PE in formal and non-formal Education? Can you refer us to data sources you are using to draw these conclusions?
- ❖ How would you summarize the best or most promising programs/practices in CRE/PE in your country or state?

As a small island tormented with conflicts throughout its history, the need for CRE/PE in Cyprus is very much evident today as it was yesterday. Officially very little is done in terms of adapting and implementing legislation or policy. There are however civil society organizations on both the Turkish Cypriot community and the Greek Cypriot community that are making inroads into the area of CRE/PE.

The Turkish Cypriot community has many active CSO's that work to build awareness and empowerment amongst the people in the community. One of these is the North Cyprus Mediation Association (Mediation Association). Founded seven years ago with a simple mission to develop and spread the 'WIN-WIN' philosophy of mediation by empowering the Turkish and Greek Cypriots to establish meaningful relationships through effective communication skills, tolerance and understanding. It recognises the power of mediation as a way of resolving conflicts, developing reconciliation, mutual understanding and tolerance, decreasing and even eliminating the wide variety of prejudice faced daily in all levels of the

community. It is concerned in resolving conflicts whether in families, work places, peer groups, organisations, the county, the region and the world.

The Mediation Association has collaborated with many other CSO's, state organizations such as the Turkish Cypriot education authorities, police force, attorney general's office, local councils and municipalities. It has formed partnerships with international organizations and United Nations Development Programme–Action for Cooperation and Trust (UNDP-ACT). Through meaningful projects in the area of CRE/PE an international conference was held in September 2006, attended by over 450 people. The Mediation Association has published two resource books which to date are still the only available material on mediation in Turkish.

In the area of education there has been an introduction of a new course 'Social Skills and Character Development' at grades 3-4 and 5. The Mediation Association has been active in training teachers and providing material. The teachers attending the association's trainings and courses receive certificates that are recognised by the education authorities. Peer mediation trainings are also provided to teachers and students. Another important work is the three year 'Juvenile Delinquency' projects which is part of Communities That Care Program that is being implemented at two middle schools one from each community.

On the legal arena there is a conceded decision (30 September 2004) by the Turkish Cypriot Council of Ministers 'to using mediation as a tool in resolving interpersonal conflicts'. There is also a bill submitted to the Turkish Cypriot Parliament by the former Chief Supreme Court Justice (founding member of the Mediation Association) through the consultation with the Mediation Association to integrate mediation into the legal system.

On the other hand as members of the European Union (EU), the Greek Cypriot community '*must adopt procedures to enforce settlement agreements, protect the confidentiality of mediation communications and promote training of mediators under a new directive adopted on Oct. 25, 2004*' which will come into affect as of 1 September 2007. The EU Directive on ADR also requires Member States to develop mechanisms to ensure the quality of mediation services and encourage mediators to adhere to voluntary codes of conduct.

2. Please provide a brief (1 page) summary of the most critical policy supports and policy challenges in your CRE work:

- ❖ What are some policy supports in terms of things that are most influential in helping you develop and implement policy about CRE/PE?
- ❖ What are some policy challenges in terms of things that most inhibited or blocked the development and implementation of CRE policy?

Realizing that lobbying for change in policy is most difficult particularly in our distinct setting we expected strong opposition from certain sections of the community. The teachers for instance resisted thinking the idea of CRE/PE was "*an American gimmick*

that will not work in our culture... ”. We created projects that visited them at their school settings giving them the chance to tell us “why it will NOT work?”. We provided them with examples that were familiar and that were different. We introduced them choices that seemed practical and impractical to their classroom. We queried their skepticisms with practical games and activities. We invited their views on CRE/PE. We worked in cooperation with teacher unions and education authorities. We can now say we have reached a great number of teachers and have a fruitful relationship with them in the area of CRE/PE.

The legal community, fearing they will lose income with the use of mediation, is another group with strong reservations. We formed a ‘Legal Committee’ made up of our lawyer members to deal with this unfounded reservation. We are making slow but steady progress as lawyers are attending our trainings and even recommending their clients the use of mediation as an ADR. We worked with Our Legal Committee has worked long and hard in putting together a bill and convincing the Supreme Court to submit to parliament. However the bill has been waiting for deliberation for the past three years and no advancement is seen in the near future. However this has not deterred the efforts as we use this ‘waiting period’ in two productive ways:

Firstly, to strengthen the infrastructure: increasing the number of trained mediators – educators, gaining experience and widening the resources available at our disposal.

Secondly, networking; working with local and international agencies in an effort to overcome resistances and reservations from the legal community. For instance we have guest experts running such courses as ‘Negotiations and Emotions’ for the lawyers and judges.

3. Please provide a brief (1 page) summary of current and planned infrastructures (for example, teacher education programs through the Ministry/Department of Education; After-school or community programs coordinated with schools; community peace and safety networks linking police, business, and schools) that have been developed to support CRE/PE work in your country/state?

The Mediation Association is currently running two UNDP-ACT sponsored projects in education as well as being in partnership with other CSO’S in their projects; such organizations as The Turkish Cypriot Chamber of Commerce and the proposed Rural Area Youth Development Project (RAYD).

The two projects in collaboration Turkish Cypriot Ministry of Education and Culture are :

- **CRE/PE Project:** A 12 month project on ‘The Need for CRE/PE in CYPRUS’. It started with an international conference and workshops in September 2006 in an effort to raise awareness to CRE/PE. The second face is underway that targets visiting 80 schools (K-12) and training 1600 teachers in CRE/PE.

- **Espérer Juvenile Delinquency Early Intervention Program:** A crucially important three year project that targets the children of ages 11-15 at a local middle school living under conditions and in families that are deemed to put them at risk of developing social problems. It is a bi-communal project (involving Turkish Cypriot and Greek Cypriot children) covering the early intervention program selected 'Communities-that-Care' involving bringing together Turkish Cypriot Municipality of Nicosia, local community representatives, professionals working in the area and managers responsible for service management.

4. Please provide a brief (1 page) summary of the state of research on CRE that has been done in your country/state in terms of the following:

- ❖ What is the extent/utilization of CRE/PE?
- ❖ What is the documented effectiveness of CRE/PE?
- ❖ What are best practices in successful implementation of CRE/PE?
- ❖ What areas of research are most needed to help you in your efforts to promote CRE/PE?

In the last seven years the Mediation Association has been profoundly involved in various CRE/PE trainings, particularly geared towards schools. The research and the extensive feedback we often receive tell us the information once seen as '*theoretically wonderful but inapplicable in our cultural setting*' is now beginning to be used in the classroom. The teachers feel more confident to use their knowledge of CRE/PE in class and the students are developing better communication skills. Teachers often come to trainings to '*learn practical information they could use in their classroom without losing teaching time*'.

The teachers who have incorporated CRE/PE into their work are striving to become accustomed to the ongoing changes in the curriculum. They see themselves as being better equipped to cope with these changes. They recognize CRE/PE complementing the needs and lifestyle of the present day student and pay more attention to providing their students with opportunities for learning and converting them to life long learners. They are better able to see the shift in their role from "*providers' of information to providers' of developmental skills.*"

With all this in mind however we are far from reaching all teachers and need enduring hard work in seeing teachers effectively using CRE/PE. With the limited research so far we have seen improvement in classroom behaviors and schools spirit. We are working on collecting information on vandalism and bullying.

Israel

State of Israel

Ministry of Education and Culture
Pedagogic Administration
Psychological Counseling Service

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<http://cms.education.gov.il/EducationCMS/UNITS/Shefi>

Education for Peace and Conflict Resolution in Israel

1. In Israel thousands of initiatives dealing with peace education are targeted at pupils from kindergarten through university. In most cases the focus is on Jewish-Arab relations (an “intractable” conflict), but numerous initiatives exist that address conflicts of a different nature, whether those subsisting between the religious and secular publics, veteran Israelis and new immigrants, etc. Some of these initiatives are administered by the Ministry of Education, while others are operated by various non-governmental organizations and institutes (NGOs). Education for peace and conflict resolution lies within the purview of two separate units within the Education Ministry – a unit responsible for teaching democracy and civics at the cognitive level, and the Psychological Counseling Service, which deals with the emotional-social side of these issues. An estimated 300 NGOs are currently active in this field, whether directly or indirectly. An effort is underway to organize them within a Jewish-Arab coexistence network (www.coexnet.org.il).

It is very difficult to assess the scope of activity represented by the various existing initiatives. The initiatives may be divided into two main types:

- A. Jewish-Arab **encounter** programs: “mixed” and bilingual schools, “twin” schools, joint delegations abroad, summer camps, etc.
- B. **Study and enrichment** programs: programs within the education system that deal with education for coexistence and democracy, for multiculturalism, humanism, mediation, etc. Israeli universities operate teacher training programs based on principles of social justice, as well as programs that focus on research and development.

Research has recently been conducted at the University of Haifa on the topic of peace education. The findings indicate that, despite all efforts, only about 6% of the pupil population is exposed to education of this kind. There is reason to believe that a more precisely-formulated and binding standard regarding peace education would produce more precise findings.

Numerous cooperative endeavors exist between the formal education system and the NGOs. These partnerships generally spring up at the local (school or locality) level; occasionally they are driven by key units within the Ministry. High motivation and initiative on the part of teachers, along with knowledge and budgets provided by involved organizations, are what make efforts of this nature possible. We have no hard data regarding the scope of these activities.

Long-term programs characterized by continuity and tenacity are among the most successful ventures in this area. Of particular note are the bilingual schools where Jewish and Arab pupils study together in mixed classes. The Seeds of Peace program, in which participants spend extended periods of time together in a structured summer-camp format, is also recognized as a success story.

2. Ministry of Education policy encourages the development and implementation of programs of this kind:
 - Allocation of 1 study hour per week throughout the education system, from kindergarten through high school, to the subject of life skills.
 - Encouragement of local initiatives aimed at developing and incorporating relevant programs.
 - Promotion of contact with bodies external to the schools.

However, in the Israeli situation of long-term hostility and fear, with pupils studying in separate schools (Arab or Jewish, religious or secular), infrequent encounters and classroom activities are not enough.

- There is a need for legislation or explicit directives, backed by **continuous budgeting from within** the system, to ensure continuity and adequate depth of study.
 - There is a need for increased knowledge of, and familiarity with, the culture, language and customs of the “other” group. This must also be embodied in a **binding regulation**, rather than left to the judgment of personnel at the regional or school level.
 - The number of participating schools should be increased.
3. In addition to the various kinds of school-based activity described above, research and development centers exist at all of the universities. There are also several national peace centers, including:
 - A. The Givat Haviva Peace Center (JACP@givathaviva.org.il) is a major producer of innovative models for peace education. The methods employed by the Center include encounter, dialogue, partnership, study, and research.
 - B. Neve Shalom (www.nswas.com) – a Jewish-Arab locality. In Neve Shalom there is a mixed Jewish-Arab school, as well as a Pluralistic Spiritual Center that serves as a venue for educational activity for pupils, teachers and others.
 4. Again, no precise data are available regarding the scope of peace education activity around the country. There is no clear, distinctive definition of what “peace education” actually is. Does a lecture series on democracy fall into this category? Do 2-3 encounters between pupils representing different subcultures fit the definition?

At a minimum, one may say that all Israeli children are exposed in one form or another to some kind of program related to this field. However, only about 6% take part in comprehensive, long-term programs.

With regard to efficacy – many programs that have been developed and undergone evaluation research have indeed demonstrated a significant and immediate change in pupil **attitudes** toward the “other” – greater acceptance, empathy. These findings have been obtained both from programs dealing with the Arab-Jewish conflict and from the less intractable conflicts between secular and religious, immigrants and veteran Israelis, etc. However, these attitudinal changes prove **only temporary if efforts are not invested in maintaining them**. The new, positive attitudes quickly succumb to everyday reality if they are not continuously supported.

Prof. Solomon of the University of Haifa’s Center for Research on Peace Education distinguishes between the kind of temporary attitudinal change that may be effected relatively easily, and change in **convictions** that is more difficult to achieve. According to him, there is no proof supporting the “ripple effect.”

The main conclusion to be drawn from existing research: today’s most pressing issue is not that of changing attitudes and opinions regarding the “other” or the adversary, but rather that of preserving the changes actually effected by peace education.

Norway

1. Please provide a brief (1 page) summary of current and planned infrastructures (for example, teacher education programs through the Ministry/Department of Education; After-school or community programs coordinated with schools; community peace and safety networks linking police, business, and schools) that have been developed to support CRE/PE work in your country/state?

The *pupil’s environment act* (§9a in the *Education act*) came into force in 2003,² and entitle all pupil’s in primary and secondary education a good physical and psycho-social environment as a precondition to promote health, well-being and learning. The new (both National & Sami) Curriculum for *Knowledge Promotion in Primary and Secondary Education and Training* became effective in 2006 and focus on subject teaching within a *Quality Framework*. The curriculum integrates spiritual, creative, liberal-educational, work and sociality, as well as environmental awareness – in a harmonizing core – for primary, secondary and adult education.

Rather large efforts have been done in several schools both in primary and lower secondary, as well as upper secondary education.³ A national strategic programme for school (peer) mediation was launched parallel to the previous curriculum back in 1997.

The previous curriculum was more open to optional subjects like conflict resolution and peace education and the government actively supported schools wanting to set up such subjects. A move toward greater awareness for pre-emptive and pro-active strategies was developed both in schools and other spheres or professions, for instance among local social workers and police. Networks of individuals exist and represent a reservoir of conflict resolution & peace education (CRE/PE) experience and values.

² http://www.skolenettet.no/moduler/templates/Module_Article.aspx?id=17187&epslanguage=NO

³ http://www.skolenettet.no/moduler/templates/Module_Overview.aspx?id=12048&epslanguage=NO (IN NORWEGIAN)

When launching the new curriculum the various programmes are geared towards areas and subjects which somehow promote the pupil's interaction with knowledge, more than the previous stress towards interaction with each other. Basic skills are the tools - measured by competence aims at various stages - which each individual should be provided with from the quality framework. However, the schools are very much open towards local society in order to create a learning environment for each pupil.

Currently the effort in regard of CRE/PE is focused on enabling peer mediation programs to take the qualitative leap from individual ad-hoc idealistic efforts in single schools or communities, and into a systemic approach towards integrating administrative and pedagogic leadership. Two university colleges were recently tasked by the *National Directorate for Education* to team up with local municipalities (school owners) and develop a course programme for peer mediation as a basic skill for school leaders, recognising that this is in fact moulded into the educational legislation, more than into the curriculum. However the teacher colleges have not been tasked earlier to integrate this approach toward their teacher students. A revision of the teacher education normally follows revisions of primary/secondary education, and peer mediation will compete with other interests for a curricular space.

The current challenge will be to build a theoretical foundation for peer mediation from insights of mainly pedagogy, law and social sciences into a course that will attract busy and selective school leaders by handing them practical tools to become smart(er) school leaders. And to downplay the ever-present temptation to formalise conflicts either by means of central administrative discipline or individual special therapy. By creating networks of school leaders and (university) colleges for teacher education, the market for peer mediation courses will be stimulated so that local schools can cooperate with the local branches of the national *Mediation and Reconciliation Service* in providing programmes for educating peer mediators.⁴

Current national strategies plans for learning environment,⁵ a national manifesto against bullying,⁶ and economic means to enable local development of competence,⁷ will hopefully ensure that the work with CRE/PE in Norwegian schools will progress in the years to come.

St. Lucia

CURRENT STATE OF CRE/PE IN ST LUCIA

1. Two pieces of legislation guide the extent to which conflict resolution exists in St. Lucia.

- The Civil Procedure Rules 2000 Rule 25.1 states

The court must further the overriding objective by actively managing cases.

This may include:

Encouraging parties to use any appropriate form of dispute resolution including in particular, mediation, if the court considers it appropriate and facilitating the use of such procedures

⁴ <http://konfliktradet.basefarm.com/Om-konfliktradet/In-other-languages/English/>

⁵ http://www.skolenettet.no/moduler/templates/Module_Article.aspx?id=23351&epslanguage=NO

⁶ http://www.skolenettet.no/moduler/templates/Module_Article.aspx?id=38235&epslanguage=NO

⁷ http://www.utdanningsdirektoratet.no/templates/udir/TM_Tema.aspx?id=154

- The other piece of legislation is cited in the Education Act 2000 Chapter 18.01 Section 165

Mediation prior to the consideration of an appeal by the Education Appeal Tribunal, the Chairperson may appoint a mediator to attempt to settle the matter under the appeal.

- There are no collaborative initiatives between Government and NGO's. However, some collaboration exists between the various government departments.
- Curriculum Exists within the formal education sector across Member States of the Caribbean Community (CARICOM) to deal with conflict resolution
- Thus far, the conflict resolution programme within the formal education sector that adopts a Life-Skills Approach is the most promising in addressing conflict issues.

The above quoted legislation in the Civil Procedure Rules 2000, which entails mediation practices for private citizens before the court system, is yet another practice originating from the Legislator.

2. Although there is no existing policy current legislation can be used to influence development and implementation both within the formal and non-formal sector.

Policy challenges include:

- A general non-awareness of the scope and benefits to be derived from policy development and implementation of CRE
 - A lack of organized structure/ interest group to advocate and mobilize for development of CRE policy
 - Lack of financial resources to initiate, develop and implement CRE policy
3. Teachers' Colleges and departments of education in CARICOM Member Countries have developed a harmonized Curriculum Framework that includes conflict resolution education for use.
There are no organized after school or community programmes coordinated with schools either with the police or other groups.
 - 4 A three-year longitudinal research inclusive of conflict resolution is presently being conducted in four CARICOM Member States. Preliminary findings suggest positive response from students. Behaviour change will be measured in the third year of the project.

Areas of research most needed include:

Needs assessment across CARICOM Member States

Social Determinants of Conflict across CARICOM Member States

Research on the effectiveness of various approaches.

Thailand

THE OFFICE OF PEACE AND GOVERNANCE

MISSIONS AND ACTIVITIES

Background

The Office of Peace and Governance is one of the major units in King Prajadhipok Institute (KPI). The boundary of academic operation of the Office for Peace and Governance includes study and research, education, training and seminars in the related area to Conflict Management, Conflict Resolution and Peace Education, as well as disseminating knowledge and information on good governance and public participation. The Office also gives advice or plays role in the consultation, counseling, and mediation to manage and resolve conflicts by peaceful means at the local, regional, and national levels.

In addition, the Office of Peace and Governance also promotes the establishment of networking by coordinating the concerned agencies both at national and international levels. This is to enhance peaceful and enduring democratic development in compliance with the missions and visions of King Prajadhipok's Institute, which is a national academic institution aiming at promoting and supporting the long-lasting democratic development.

Objectives

To conduct training courses regarding management and solving conflicts in public policies, as well as to combine knowledge, to promote and develop the use of management and conflict solving processes by peaceful means, which is an important factor supporting participatory democracy which will create the peaceful society.

Main missions

1. Conducting training courses regarding management and solving conflicts in public policies by peaceful means.
2. Integrating knowledge by promoting studies and researches on the essence of knowledge regarding prevention and solving of conflicts as well as the governance process.
3. Promoting implementation of knowledge of good governance and the use of peaceful means and public participation in prevention and solving conflicts.

4. Promoting the development of cooperation networking at the personal, organizational and national levels.
5. Promoting capacity building of personnel on various organizations.

Other activities in compliance with the main missions

1. Study and research activities

- 1.1 Assess the conflict and conflict resolution in Thailand to include conflict managing, traditional ways of conflict resolution.
- 1.2 Study the meaning of terms regarding the conflict resolution to create consistent understanding.
- 1.3 Case study on the use of peaceful means for effective prevention and solving of conflicts.
- 1.4 Translation of books/ textbooks regarding the peaceful means to publicize to the people such as Getting Past No, A source book, Empowering Dispute Management Processes, Appropriate Dispute Resolution Process, and Resolving Conflict and Apologies: Principles, Practices, Policies)
- 1.5 Develop textbook in conflict management and conflict resolution as well as public participation.

2. Other associates activities such as:

- 2.1 Review the outstanding activities in good governance for resolution.
- 2.2 Review the cases study regarding the peaceful conflict resolution for recognition.

3. Network development activities

- 3.1 Enhancing the establishment of area network
- 3.2 Enhancing the establishment of national network
- 3.3 Enhancing the establishment of international network, for example, with Croft Institute Mississippi, USAEP, UNDP, The Asia Foundation, International Peace Foundation, Canadian International Development Agency (CIDA), The Embassy of the United States, United Nation University, Royal Roads University (RRU), World Resource Institute, United Nations University, and International Peace Academy.
- 3.4 Organizing of the annual meeting and establishment of peaceful means network (General Meeting). The annual meeting's topic in the recent years included Non-Violent Approach and Peaceful Conflict Resolution (January, 2003), Thai Peaceful day and Conflict Resolution (August, 2004), and National Consensus Building in the Thai Society (September, 2006).

4. Capacity Building Activities and Training Courses

- 4.1 Organizing seminars and short term training courses for the agencies concerning with conflict management and conflict resolution.

4.2 Organizing long-term training courses (5 months) for interested agencies and persons.

4.2.1 The course for certification on basic concept regarding conflict management in public policies by peaceful means.

4.2.2 The course for qualification of negotiator and mediator.

4.2.3 The course for certification of training for the trainer in conflict management.

4.2.4 The course of conflict management for students in schools.

5. Public Relations Activities

5.1 KPI Center for Peace Promotion Website <http://www.kpi.ac.th/Pgc/>

5.2 Books, documents, and manual in dealing with conflicts.

5.3 Newsletter

The Office of Peace and Governance's Committee

The Office of Peace and Governance is honored by competent persons in various aspects who are interested in peace process in joining our Committee for the purpose of democratic development.

The Committee was first appointed on June 30th, 2001, by Mr. Uthai Pimjaichon, Speaker of the House of Representatives, and the President of the council of King Prajadhipok's Institute and reappointed on July 24, 2003 and in 2005 by Associate Professor Noranit Setabutr, Secretary General of King Prajadhipok's Institute. The Committee is authorized to steer and support the center activities and give recommendation regarding the work, as well as in monitoring the activities according to the missions of the Center for Peace and Governance.

Major personnel

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2. Website to be linked to CRE Website: <http://el.kpi.ac.th/kpien/>
3. What information about CRE do you believe should definitely be posted on the web site (For example, policy statement, standard statement, research article, books review, book summary) please send the electronic version via email:
4. What CRE related organizations should we contact to ask them to be presented on the web site? (Organizations from outside the US or organizations that while located in the US do work in conflict resolution education around the world)

Number 3 should include the Objective and Mission

Number 4 ,we will contact to get their detail before we can inform you.

United States – State Profiles

(presented alphabetically)

((presented as submitted))

Delaware

Current State of CRE/PE in Delaware

The *Special Education Partnership for the Amicable Resolution of Conflict* (SPARC) mediation program was formally created in 1997 to comply with the reauthorization of the Individuals with Disabilities Education Act (IDEA). It has grown from a single-focused program offering mediation to parties who filed due process requests; to a multi-pronged program that also offers non-due process mediation, IEP meeting facilitation services and trainings for parents and school personnel interested in gaining effective communication and collaborative problem solving skills. The combined components of the SPARC project strive to address conflicts at the lowest possible level so parents and schools can work collaboratively in the best interest of the student.

The SPARC program is housed at the Conflict Resolution Program (CRP) within the Institute for Public Administration in the College of Human Services, Education & Public Policy at the University of Delaware. SPARC is a federally mandated and state-funded program in which school district personnel and parents can receive free mediation services for the purpose of resolving disputes involving special education issues. Mediation and facilitation is a voluntary alternative dispute resolution process. Either

parents or school/district personnel may request them; however, all parties must agree to the service in order for it to occur.

CRP staff are trained mediators who are available to mediate special education disputes throughout the state (see *Mediator Guidelines & Requirements* below). Through the project, parties are assisted in creating agreements that best meet the interests and needs of the child, in a collaborative and non-adversarial fashion. The ideal is for school administrators, staff, and parents to work together in a setting in which problem solving can occur, reducing the number of cases that resort to litigation as a problem-solving tool. Similarly, parents or school/district personnel may request a facilitator for an IEP meeting when the team has been unable to reach consensus and all parties agree to working with an outside neutral who will assist with meeting process.

With the passing of the Individuals with Disabilities Education Improvement Act (IDEIA) 2004 that took effect on July 1, 2005, an additional opportunity for parents and districts to resolve their disputes was mandated through a process titled, “resolution session”. After a parent files for due process, but before a hearing can take place, the district is required to offer a meeting with the parents and other significant IEP team members as an attempt to resolve issues rather than continue through the legal process. A mediator/facilitator may be requested to participate in a resolution session.

Mediator Guidelines and Requirements

The SPARC project office will maintain all volunteer and professional mediators’ names, qualifications, and project activities. All mediators are encouraged to participate in professional development activities they feel will advance their knowledge and skills in alternative dispute resolution practices in the special education arena. To participate in the SPARC project, the following requirements need to be met as outlined below:

- Participate and complete the 18-hour SPARC basic mediation training or its equivalent from a qualified trainer.
- Participate and complete the six-hour SPARC special education law workshop for hearing officers offered by DOE or an equivalent.
- Participate in six hours of instruction, annually, in mediation and/or special education law.
- Demonstrate knowledge in the laws and regulations relating to the provisions of special education and related services.
- Demonstrate effective mediation techniques with observation and feedback with an emphasis on facilitative process techniques and remain a neutral third party.
- Must not hold primary employment with a local or state education agency.

Critical Policy Supports and Challenges

The most influential policy support for conflict resolution in special education has been the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA)

endorsing mediation as a preferred means to resolving disputes that are not resolved in IEP meetings.

The primary, *informal* policy support for conflict resolution in special education is Delaware's Department of Education's (DDOE) Exceptional Children's Team. The director and staff have continually sought new and innovative approaches for providing schools, districts and parents with the resources for resolving conflicts effectively and efficiently. In 1994 they began contracting with the University of Delaware's Conflict Resolution Program (CRP) to provide services for their staff members. Since that time, CRP and DDOE have maintained an ongoing, collaborative partnership creating a statewide mediation and facilitation system, research, evaluation and trainings for parents, advocates and school/district personnel. All programs are evaluated by the participants and reported back to DDOE annually. And, at least once a year, CRP and DDOE meet to discuss new ideas and suggestions for improving existing systems. Their willingness to work with mediators and facilitators when designing dispute resolution systems has given Delaware innovative programs that have been sustained and nurtured for more than ten years.

Policy challenges impacting Delaware's education system come by way of federal and state mandates that pull personnel and financial resources in other directions. Once a program is up and running and fulfilling a need, attention is diverted elsewhere. School personnel are bombarded with new initiatives coupled with larger and more diverse classrooms and funding shortages. School districts seeking additional revenues are at the mercy of taxpayers who may deny the request leaving districts limited opportunities for growth.

Current and Planned Infrastructures

The Delaware Department of Education's (DDOE) Exceptional Children's Team expects to continue to fund and support the *Special Education Partnership for the Amicable Resolution of Conflict* (SPARC) program. SPARC was created jointly by DDOE and the University of Delaware's Conflict Resolution Program. It has grown from a single-focused program offering mediation to parties who filed due process requests; to a multi-pronged program that also offers non-due process mediation, IEP meeting facilitation services and trainings for parents and school personnel interested in gaining effective communication and collaborative problem solving skills. The combined components of the SPARC project strive to address conflicts at the lowest possible level so parents and schools can work collaboratively in the best interest of the student.

CRE Research

The University of Delaware's Conflict Resolution Program has continually evaluated the special education mediation system and the IEP meeting facilitation system through participant feedback. Most participants are extremely satisfied with these services and state they would use them again. However, the primary downfall to the system has been with follow through and enforcement of agreements.

Five Delaware school districts participated in a study aimed at gathering observational and participant feedback data from Individual Educational Program (IEP) meetings. The report Enhancing the Collaborative Capacity of Individualized Education Programs (IEPs) in Delaware Schools was completed in 2000. This led to the development of a standardized training for school and district personnel on Leading Effective IEP Meetings and outside facilitators participating in IEP meetings.

In May 2000, in partial fulfillment of the requirements for the degree of Master of Public Administration, an analytical paper entitled *Moving From Resistance to Change* looked at the affects the SPARC project has had on Delaware's special education system and explored the positive attitudinal changes that seemed to emerge.

Additional research is needed that compares the effectiveness, success and costs of the various dispute resolution systems used in special education.

Maryland

The Current State of CRE/PE in Maryland

Current State of CRE/PE

Maryland is comprised of twenty-four local school systems. All twenty-four systems have some form of peer mediation or conflict resolution program.

Current Mandates/Policies/Legislation

Maryland has no policies/mandates/legislation on CRE, but it does have policies/legislation/mandates on harassment and bullying that identify conflict resolution as a strategy to address the issues. Specifically, COMAR 13A.04.05.05-1 states:

“All students in Maryland’s Public Schools, without exception, and regardless of race, ethnicity, region, religion, gender, sexual orientation, language, socioeconomic status, age or disability have the right to educational environments that are safe; optimal for academic achievement; and free from any form of harassment.”

In 2005, Maryland developed a data collection system to collect information on acts of harassment and intimidation, which required county boards of education to report incidents of harassment and intimidation against students attending public school. Local school staffs are required to investigate alleged acts of harassment and intimidation and report the outcome of the investigation to the Local School Superintendent.

Current Partnerships or Collaborative Initiatives

Local school systems throughout the state develop partnerships and have collaborative initiatives to facilitate CRE. Several of the counties on the Eastern Shore have collaborated with Salisbury University's Center for Conflict Resolution, working together with expert mediators to initiate peer mediation programs in the local schools. Other local school systems partner with postsecondary institutions in their counties for resources to initiate peer mediation and conflict resolution.

In 2003, a collaborative partnership was established between the Mediation and Conflict Resolution Office (MACRO), a court-related agency under the leadership of the Honorable Robert M. Bell, Chief Judge of the Maryland Court of Appeals, the Center for Dispute Resolution at the University of Maryland School of Law (C-DRUM) and the Maryland State Department of Education (MSDE) to support the development of conflict resolution programs in Maryland public schools. In the four years of operation thus far, this grant program has assisted pre-kindergarten through high school programs to develop varied types of CRE programs in sixteen of its twenty-four local school systems. This partnership has worked as a joint effort between individuals of the three organizations as they fine tune the program so it can most effectively support the development of CRE in the schools. Within some of these grants, schools have been working together with community mediation centers, consultants and trainers and universities/ colleges.

Current Extent of CRE/PE in Formal and Non-formal Education

Maryland does not have a formal CRE/PE program. However, within the statewide Health Education curriculum, Conflict Resolution Education is addressed as follows:

- In Grade 3 – Identify conflict as it relates to family and friends
- In Grades 7, 9-12 – Recognize the nature and sources of conflict and provide the skills for resolving conflict
- Grade 8 – Understand how to maintain healthy relationships

Best Programs in CRE/PE in Maryland

Most local school systems use Second Step at the elementary level and Peace Works Program at the middle and high school levels. Both programs are highly effective and have measurable outcomes. Some local school systems use SHOUT (Students Helping Others to Understand People) and SHOP (Students Helping Other Peers) Programs. Also PBIS (Positive Behavior Intervention Supports) is working effectively in some local school systems.

Current and Planned Infrastructures

All local school systems in Maryland must develop a five year Master Plan that is annually reviewed by the Maryland State Department of Education to address academic achievement for all students. The Master Plan is the result of the state's initiative "Bridge to Excellence" which has been mandated by state legislation. Many local school systems incorporate peer mediation and conflict resolution education as strategies to address the "safe schools" component in their Master Plans.

Several local school systems have after-school programs through 21st Century Program, a federally funded initiative. The majority of the twenty-four school systems is involved in the Community of Caring Project- Character Education Program, and over three hundred schools are in the statewide Positive Behavior Intervention Supports.

The Maryland State Department has partnered with businesses to create the Maryland Business Round Table(MBRT). MBRT provides technical assistance to local school systems to support academic achievement.

The State of Research on CRE in Maryland

There has been no state research on CRE. Local universities have conducted evaluations of particular programs, but schools conducting small programs rarely do more than compare office referrals or suspension/expulsion data.

Local research on the long-term effectiveness of CRE programs in place would be helpful to gain buy-in, both at the administrative and staff levels. At the same time, it could be useful for gaining financial support of public and private funds.

Michigan

Inter-American Summit on Conflict Resolution Education Pre-Conference Reader Michigan

Question 1

In Michigan, CRE is made available in a variety of ways. The Michigan Legislature promoted CRE by passing the Community Dispute Resolution Act in 1988. This legislation gave rise to the Community Dispute Resolution Program (CDRP), which is overseen by the Michigan Supreme Court. The program consists of a network of nonprofit dispute resolution centers around the state that provide CRE training and conflict resolution services to their locales. The program is partially funded through court filing fees as provided in the legislation.

The CDRP focuses primarily on mediation. After passage of the legislation, the Supreme Court established standards for training in basic mediation techniques. Individuals who mediate cases for the program must take an approved mediation training course before practicing. Advanced mediation training is available for mediators who wish to specialize. These courses have covered such topics as permanency planning, parent-child relationships, guardianship, domestic relations and peer mediation in the schools.

Dispute Resolution Education Resources, Inc. (DRER), a nonprofit organization, provides CRE to the special education community through the CDRP centers. The federal Individuals with Disabilities Education Act requires that mediation be made available to parents and educators who strive to meet the educational needs of students with disabilities. The Michigan Department of Education provides grant funding and technical assistance to DRER to support special education CRE across the state.

Other sources of CRE in Michigan include two college programs. One is the Alternative Dispute Resolution Program at the Michigan State University College of Law. This program provides a concentration in ADR to law students. The other is the Master of Arts in Dispute Resolution program at Wayne State University. This program is geared toward mid-career professionals interested in applying conflict resolution skills within their organizations.

The Institute for Continuing Legal Education (ICLE), which is supported by a consortium of Michigan law schools, also provides arbitration and mediation training.

CRE has yet to become a major force in Michigan and no centralized data is kept on CRE activity statewide. The CDRP, university programs and special education program can be contacted individually for information. Michigan's CRE programs reach and will continue to reach a variety of audiences, including student, community and professional. The key is marshalling the resources for ongoing outreach to inform each audience of CRE's value.

Question 2

The success of CRE in Michigan, as elsewhere in the United States, depends upon institutional leaders who recognize its usefulness within their organizations and for their constituents. They must place a high priority on CRE and commit to it long-term in order for CRE to realize its potential.

A major policy support in Michigan is the Community Dispute Resolution Act. Another support is a provision in a 2005 executive order issued by Michigan's governor to permit alternative dispute resolution (ADR) in the state agency hearing process. The state's mental health law provides for mediation; federal and state law and Michigan administrative rules provide for mediation in special education, which has always made CRE available. Several nonprofit organizations are devoted to ADR and CRE, including the CDRP centers, State Bar of Michigan ADR Section, and DRER.

The hurdles to the use of CRE are significant, however. When the issue of conflict resolution arises, the public generally turns to the courts. They learn about the courts through the news, movies and television dramas, and also through participation in actual court cases and jury duty. ADR and CRE receive little publicity by comparison.

Large Michigan institutions, whether in government, business or education, have longstanding practices for dispute resolution. Government agencies by law provide hearings and complaint investigations to help protect the rights of employees and constituents. Large corporations have legal departments to handle disputes. Though some may use arbitration and mediation, ADR and CRE generally are not in high demand. As noted elsewhere, few Michigan colleges have a CRE curriculum, though some have individual courses on the subject.

Funding is another hurdle. Increasing the visibility of CRE requires sustained outreach to a variety of communities. Implementing ADR programs and making CRE available requires for many institutions a shift in budget priorities. Michigan has faced budget challenges in the public and private sectors for several years. These challenges involve large federal and state programs related to health care and general education, and fierce competition in manufacturing and other industries. They dominate the public agenda, making it difficult for ADR and CRE to receive full consideration.

ADR is widely used in the federal government. Special education is one instance in which federal lawmakers have required the states to provide mediation for resolving disputes. That commitment to ADR, which includes funding, helps pave the way for CRE in the special education field. The Michigan Department of Education's support of CRE provides a model for other state organizations to follow. But beyond special education, there are few resources to push ADR and CRE higher into the public consciousness.

Question 3

Michigan's chief infrastructure for CRE is the CDRP, which is based in the judicial branch of government. The program consists of 20 nonprofit dispute resolution centers that serve all 83 Michigan counties. The legislation provides funding through a formula which allocates a percentage of court filing fees to the program. The individual centers are free to acquire additional grants or other funding from local, state and federal sources. The centers provide mediation services to local courts, families, schools, businesses and other institutions. They also provide CRE in the form of mediation training programs and conflict resolution workshops.

Michigan state government also has a hearings bureau within the Department of Labor and Economic Growth, which is based in the executive branch of government. The bureau conducts administrative hearings for nearly all state government agencies. Reorganized in 2005 by executive order of the governor, the bureau is permitted to resolve disputes through mediation where appropriate. It has a small staff of mediators who were trained in part through the CDRP.

As noted elsewhere, there are also universities and nonprofit organizations that offer CRE. There are also a number of private trainers. Many of these organizations and individuals work together on various CRE activities.

For example, in special education, the Michigan Department of Education Office of Special Education and Early Intervention Services awards a grant to an outside agency to provide ADR and CRE across the state. The grant originally was awarded to the Michigan Supreme Court, which created the Michigan Special Education Mediation Program. Services were provided to schools and parents through the CDRP centers. In 2004, DRER, an independent organization formed by the centers, assumed responsibility for the program's administration. Services continue to be provided through the centers. DRER provides CRE with the aid of private trainers, school and parent representatives, attorneys, parent advocates and program staff.

The local CDRP centers have created many CRE programs with schools, including peer mediation, restorative justice and truancy. Children learn how conflict resolution techniques can help resolve disputes and heal communities.

Question 4

CRE is slowly growing in recognition and use across Michigan. The CDRP centers have conducted local mediation training and skill-building workshops for their communities for 17 years. Two university programs are gaining strength, and Michigan's special education mediation program is reaching more parents and teachers than ever before. While these activities point to increased use of CRE, there is a sense that relatively few Michigan citizens and students are exposed to it, and that greater exposure could reduce conflict in many areas.

The best data for measuring the effectiveness of CRE in Michigan comes from the CDRP and DRER's special education program. Mediators trained by the CDRP consistently achieve an annual resolution rate of more than 70 percent. Special education mediators achieve an annual resolution rate of more than 80 percent. Evaluations completed by individuals who use mediation consistently reflect a high degree of satisfaction with the process and with mediator performance.

Best practices for CRE include institutional leadership and commitment; adequate funding; development of a culture of collaboration as a matter of policy with or without supporting legislation; institutional leaders and managers able to articulate CRE's value to employees and constituents by voice and example; an effective, sustained outreach program; and high quality training programs with experienced trainers.

Michigan's effort to promote CRE would benefit from research on institutional decision making as it relates to the value and implementation of CRE programs. What factors do institutional decision makers take into account when allocating resources? Where does conflict resolution and CRE rank among those factors? How can that ranking be increased? What information or messages increase recognition of CRE's value to organizational leaders and their constituents? What methods, tools or materials have proven effective at generating commitment to CRE? What barriers prevent recognition and implementation of CRE programs and how can they be overcome?

Research into training methods that instill an appreciation for CRE would also be valuable. There is some research to suggest that experience is the best teacher. That includes participating in mediation or in trainings that feature interactive activities such as role-play exercises. Verification of these findings and identification of additional training techniques would help guide CRE programs across the state.

Ohio

Country: United States of America

Type of Organization(s) State Government

Contact Information:

Ohio Commission on Dispute Resolution and Conflict Management
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United States

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Fax: + 1 (614) 752-9682

E-mail: Sarah.wallis@cdr.state.oh.us

Web site: www.disputeresolution.ohio.gov

Contact Person(s): Sarah Wallis, Director of Education Programs

Summary:

The Ohio Commission on Dispute Resolution and Conflict Management was established by the State of Ohio's General Assembly in 1989 to provide dispute resolution⁸ and conflict management⁹ resources, training, and direct services to Ohio schools, colleges, universities, courts, communities, and state and local government. It was the United States' first and currently only government-sponsored Commission to promote dispute resolution at all levels in society. The nationally recognized programs and services that the Commission provides are both relevant and unique to state government. In addition the Commission's evaluations demonstrate that its work leads to significant reductions in inter-personal conflict resulting in cost-savings and more effective institutions. This is particularly true in educational settings.

Description of Organization's Work in CRE:

⁸ Dispute resolution is the study and practice of resolving disputes using processes such as negotiation, mediation, and facilitation.

⁹ Conflict management includes the study and practice of concepts and skills needed to effectively manage conflicts constructively and without violence. Conflict management programs are implemented in a variety of ways and may incorporate: win-win negotiation strategies, mediation skills, anger management, and violence prevention. Conflict management skills include understanding conflict, understanding how emotions influence conflict, anger management, effective communication, and problem solving.

The State of Ohio leads the United States in school-based conflict management through the work conducted and coordinated by the Ohio Commission on Dispute Resolution and Conflict Management. Between 1990 and 2003 the number of school districts with conflict management programs grew from 30 to more than 400 (Ohio has 612 school districts) reporting some form of a conflict management program. While in 1993 there were a mere 208 schools that reported having a conflict management program, in 2005 there were more than 1,900 schools with programs. The majority of the Commission's resources, training, and programming are offered at no cost to schools and universities in the state of Ohio.

The Ohio Commission on Dispute Resolution and Conflict Management (the Commission) in partnership with the Ohio Department of Education has promoted conflict resolution education programs in primary and secondary schools, and colleges and universities through grants, training, and resource development with the goal of institutionalizing conflict resolution education into the daily operations of the educational institutions. The resources and programming are linked to state policies and standards of education such as the Ohio Graduation Tests, and Ohio's Guidelines for Effective Programs to Increase Safety, Security and Social and Emotional Competency of Students in Ohio Schools.

K-12 Schools

Ohio's model is based on a comprehensive approach to school conflict management, which spans all levels of personnel in a school building and district. Ohio's model for building institutional capacity relies on a framework first developed by Ellen Raider of Columbia Teacher's College and later adapted by Marina Pisolish. Pisolish's adaptation includes four levels of intervention: school culture, pedagogy, curricula, and student programming. The key to an effective comprehensive approach is curriculum integration of conflict management skills for all students and training all adults who interact with students, including parents, administrators, classroom educators, bus drivers, playground aides, school secretaries, and cafeteria workers. This comprehensive model also encourages outreach into the community. This concept of widespread training is important so that the skills be modeled and reinforced in the daily operations of the entire school experience, and at home. This multi-faceted approach helps to establish sustainability and effective institutionalization of conflict resolution education skills.

To achieve this goal of institutionalization, the Commission has developed a variety of resources, programs, and activities to help schools and universities build the capacity to effectively institutionalize CRE. These include professional development seminars and trainings, truancy prevention through mediation program, conferences, traditional and distance learning courses through the universities, and the development of a distance-learning course for all educators through the United States Department of Education. The Commission has also developed age appropriate curriculum resource guides of more than 500 pages that are organized by subject area and linked to the Ohio Graduation Tests.

Ohio, in partnership with the Ohio Department of Education, administered a school level grant program until funding ended in 2003. The grant program enabled more than 800 elementary, middle, and high schools to integrate non-violent dispute resolution techniques into their overall curriculum. Teachers, staff and administrators were trained in how to integrate conflict resolution as a life skill into existing curricula and how to facilitate positive change within the school community by aligning school mission statements, disciplinary procedures, and team-building efforts with conflict resolution concepts and theories. In addition to the grant awards, the Commission made training, technical assistance, and age-appropriate lesson plans and resource materials available to grantee schools.

The Commission's Truancy Prevention through Mediation Program uses the mediation process to address truancy and tardiness in over 350 public schools. Mediations take place in the school, during or immediately before or after school hours. In grades K - 6 the teacher always attends, and often is the only person meeting with the parent[s]. The goal is to, in a non-punitive, non-disciplinary way, identify the family problems that are causing the poor attendance, and to then help the family reach a voluntary solution. Those solutions often involve reaching out to a government agency or social service provider.

In addition to direct programming, the Commission partners with other state agencies such as the Ohio Department of Education to develop policies and programming for schools in order to fulfill legislative requirements around harassment.

Higher Education

In the late 1990s, the Commission began a pilot project with the American Association of Health Educators and the Conflict Resolution Education Network to integrate conflict resolution into higher education. Faculty at Ohio's colleges and universities are invited to take part in this annual Conflict Resolution Education Institute. Currently more than 36 Ohio colleges and universities have participated. The objectives for participants are to understand the rationale for the integration of conflict resolution into higher education, to demonstrate the knowledge of core concepts, and to develop an action plan to implement conflict resolution education in teacher education, thus providing tools for integrating conflict management into their curriculum for new teachers. Educators also have access to university-based distance learning courses on how to implement school conflict resolution programs offered through the University of Cincinnati and the Commission.

To further expand its work in this area, the Commission recently partnered with Temple University, Cleveland State University, and Kent State University to design the Conflict Resolution Education in Teacher Education Project which addresses two crises in urban education across the U.S. - teacher attrition and unsafe, conflict-ridden learning environments. This project has developed a conflict resolution education (CRE)/social and emotional learning (SEL) curriculum and training process for higher education faculty and develop a CRE/SEL curriculum and training process for education majors outside the higher education course delivery system. The impact of curricula and training processes on teacher success in classroom management, establishing positive classroom climate, student learning and academic achievement, and on teacher satisfaction and

teacher retention will be evaluated. A version of the curriculum suitable for use in traditional and on-line/distance education formats will be developed along with a mentoring structure that utilizes university-based and school-based educators. It is funded by the United States Department of Education's (USDE) Fund for the Improvement of Post-Secondary Education and the George Gund Foundation.

In an attempt to further integrate conflict resolution methods into the daily operations of Ohio's colleges and universities, the Commission offers trainings for university ombudsmen offices, residence life offices, judicial affairs offices, and human resources. These cover topics of conflict resolution systems design in higher education and mediation in university settings. These trainings are offered in partnership with Georgia State University and community mediation programs.

Legislation/Policy Initiatives: Developments, Supports and Challenges

Recent Developments in Ohio policy

HB 276 was signed into law in January 2007. HB 276 requires all schools to have an anti-bullying and harassment policy in place by Fall 2007.

Supports and Challenges

In Ohio the biggest policy support would be the establishment of various organizations and state agencies that focus on creating safe schools. The mandates and missions of these organizations-Ohio Department of Education (ODE); Ohio Department of Alcohol and Drug Addiction Services (ODADAS); Ohio Department of Health (ODH), Ohio Attorney General (AG) and the Ohio Commission on Dispute Resolution (OCDRCM) have enabled them to collaborate on numerous projects. These include the distribution of resources, organization of events and collaborative funding.

The greatest challenges in Ohio regarding the expansion of conflict resolution education (CRE) is the lack of understanding of how CRE can benefit schools and individuals without adding to individual's existing workload. In addition, if an institution establishes a program it is often dependent on one or two individuals to carry it forward and if those staff members leave continuity is not maintained. The greatest policy challenge is that there is very little policy regarding CRE that has been created or mandated by state governing agencies. Ohio is a local control state so different school districts may institute different policies, but it hard to get one unifying policy for schools throughout the state.

Legislative History of the Commission

In 1989 Richard F. Celeste, governor of Ohio created the Governor's Peace and Conflict Management Commission to review the status of peace and conflict management programs in the state of Ohio and to develop new initiatives to help Ohioans better resolve their disputes. The Commission focused on four primary areas: primary and

secondary education, higher education, the courts, and community and public policy. As part of its final report to Governor Celeste, this Commission recommended that the state of Ohio create a permanent Commission on Dispute Resolution and Conflict Management to develop practical programs that teach people how to resolve disputes without conflict and without resorting to lawsuits.

Under Governor Celeste, former Peace Corps director in the Carter administration, Ohio had the philosophical conditions for mediation and conflict resolution programs to flourish. In 1989 the Ohio General Assembly, with the support of the Chief Justice of the Supreme Court of Ohio, the Ohio Bar Association, and the Ohio Council of Churches, enacted legislation that created the Ohio Commission on Dispute Resolution and Conflict Management. The Commission is governed jointly by 12 members appointed by the legislative, judicial, and executive branches of state government.

Virginia

Please provide a brief (1-2 pages) description of the current state of CRE/PE in your country or state in terms of the following:

- ❖ **What mandates/policies/legislation about CRE exist?**
- ❖ **What are the current partnership or collaborative initiatives formalized between government and NGOs? What are some factors that have facilitated those partnerships?**
- ❖ **How would you describe the current extent of CRE/PE in formal and non-formal Education? Can you refer us to data sources you are using to draw these conclusions?**
- ❖ **How would you summarize the best or most promising programs/practices in CRE/PE in your country or state?**

At the current time, there are no legislative mandates for CRE education. The State Board of Education has recommended that all schools and districts support peer mediation programs. However, this is, at best, an unfunded mandate. The State Department of Education is looking at local school divisions to see what programs are in place and what they can do to make other districts aware of what is happening.

I am not sure of what the current extend of CRE is in the state. Fairfax County Public Schools sponsors a student mediation conference every year. This conference is funded, in part, through Safe and Drug Free schools funds, which are distributed to local jurisdictions by grants from the state department of education. Our registration from jurisdictions outside of Fairfax County indicates some programs in other jurisdictions in the state. However, there is no data that I am aware of which would talk how many programs are in place, or whether schools have some form of CRE.

Fairfax County Public Schools seems to have the most comprehensive program in the state. The school board provides funding for one position to serve as a county wide

trainer. There are programs of either CRE and PM or just PM or just CRE in the majority of the schools. Fairfax County Public Schools is the largest school division in the state. The Student mediation conference is held every fall and spring and serves to reinforce peer mediation programs.

Please provide a brief (1 page) summary of the most critical policy supports and policy challenges in your CRE work:

- ❖ **What are some policy supports in terms of things that are most influential in helping you develop and implement policy about CRE/PE?**
- ❖ **What are some policy challenges in terms of things that most inhibited or blocked the development and implementation of CRE policy?**

CRE and peer mediation programs are supported by policy relating to character education and violence prevention. Programs which have been started with grant funds or through the use of Safe and Drug Free funds tap into this. In Fairfax County Public Schools, the decision of the board to make conflict resolution a goal for all students, and the funding of the specialist position enable staff to be trained and develop programs in their schools.

Unfortunately, a lack of funding and staff time to work with programs and attend training is a challenge for maintaining stability of programs.

Please provide a brief (1 page) summary of current and planned infrastructures (for example, teacher education programs through the Ministry/Department of Education; After-school or community programs coordinated with schools; community peace and safety networks linking police, business, and schools) that have been developed to support CRE/PE work in your country/state?

There are not any planned or current infrastructures at the state level. In Fairfax County Public Schools, there are regular staff trainings offered on all aspects of peer mediation, as well as conflict resolution education. This includes working the George Mason University to provide the ongoing training and publicity of the Student Mediation conference.

Please provide a brief (1 page) summary of the state of research on CRE that has been done in your country/state in terms of the following:

- ❖ **What is the extent/utilization of CRE/PE?**
- ❖ **What is the documented effectiveness of CRE/PE?**
- ❖ **What are best practices in successful implementation of CRE/PE?**
- ❖ **What areas of research are most needed to help you in your efforts to promote CRE/PE?**

The only research in our state, that I am aware of, was conducted by Fairfax County Public Schools. Both studies were done to document the effectiveness of peer mediation programs. One study was undertaken in 1998 and another one, measuring student learning, was completed in 2002. The 1998 study looked at program effectiveness and best practices.

At the present time, we need some current research to replicate these studies and to all give us information again about program effectiveness. We do evaluations on a yearly basis of the mediation conference and get some program effectiveness data that way. In Fairfax County Public Schools, we also collect data from schools about number of cases and numbers trained. However, it would be very helpful to have an outside researcher examine the programs and measure effectiveness.

We also need good research that can measure student learning of conflict resolution skills.

Organization Responses

(presented alphabetically)

((content presented as submitted))

GPPAC (Global Partnership for the Prevention of Armed Conflict

The Global Partnership for the Prevention of Armed Conflict (GPPAC) focus on Peace Education and Conflict Resolution in Schools

The Global Partnership for the Prevention of Armed Conflict (GPPAC) 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 engagements with governments, the United Nations (UN) system and regional organizations. This, in turn, strengthens capacities for peace and justice. GPPAC was established in 2003 in response to UN Secretary-General Kofi Annan's 2001 Report prevention of Armed Conflict, in which he urged civil society to organize its role in the field. In July 2005, the first phase of the Global Partnership was concluded with the Global Conference *From Reaction to Prevention: Civil Society Forging Partnership to Prevent Violent Conflict and Build Peace*, organized at UN headquarters, in collaboration with the UN Department of Political Affairs.

A Process of Collaborative Learning focused on Peace Education and Conflict Resolution in Schools

The academic *theory* and the civil society *practice* of conflict prevention and peacebuilding are not always well synchronised: A more inclusive approach to gathering theoretical models, lessons learned and best practices from the field, and to building on these is needed in order to improve the professionalism of the entire field and to bridge the gap between theory and practice. We believe that GPPAC as a network has an important role to play and will therefore engage in a collaborative learning process: a process of identifying, collecting and disseminating essential knowledge already existing with our grassroots organisations – and when needed, further develop it – drawing theory from practice to develop more generally applicable lessons accessible to others. In order to focus and develop a concrete collaborative learning process, the network has chosen to start with a pilot project within and across various regions, focusing on examining the impacts, value and best practices of peace education and conflict resolution in schools programmes.

Remarkable progress has been made in recent years in peace education and conflict resolution in schools, with numerous projects undertaken, and the field is now embraced by civil society and a growing number of governments as a vital component of peace building and conflict prevention efforts. In order for this subject to gain further acceptance, however, there is a need to rigorously evaluate the subject, its methodology and the impact of projects to date. In order to do this we connect to experts on different levels who are already working on this key issue both inside and outside GPPAC in order to learn from each other's work and avoid duplication such as the Hague Appeal for Peace Global Campaign for the Peace Education and the newly established International Network for Conflict Resolution in Schools and Peace Education (INCREPE). This network actually came out of the GPPAC Global Conference at the United Nations headquarters in New York, July 2005 during which a working group on peace education and conflict resolution in schools comprising of 47 participants representing 25 nations was held.

Together with INCREPE, GPPAC plans to organise regional consultations or conferences on each continent, either co-organised by, or in close cooperation with Ministries of Education and, on occasion, local authorities in the different countries. This cooperation with Ministries of Education from around the world will broaden the GPPAC constituency even further, and so far interest has been great. Plans are already underway for several regional consultations (see below). At some of the conferences the focus will be on formal education, while others will focus more on informal educational activities. These conferences will, as far as possible, build on each other, creating a chain of conferences, in which the outcomes from one conference are carried over to the next. To strengthen this, we would like the key organisers of one conference to be involved in the other conferences. We would also like to accumulate our experiences and to encourage cross-fertilisation, so as to ensure that conferences are not simply organised for the sake of holding a conference but serve as genuine exercises in common learning.

The Balkans

We will start this process in the Balkans with a conference and consultation in Belgrade in Spring 2007. The ECCP, as regional initiator for EU+ and international secretariat of GPPAC, will cooperate closely with the Regional Initiator in the Balkans, the Nansen Dialogue Center Serbia on the development and implementation of this gathering. The two-day meeting will have around 50 participants: the main groups of participants will be educators, NGO practitioners working on peace and conflict resolution education in the Balkans and world-wide, including other GPPAC Regional Initiations and members of INCREPE, representatives of Ministries of Education, local authority representatives and UN representatives for example from UNICEF. Nansen Dialogue Center already has contacts with the Ministries of Education in Serbia and Montenegro, Croatia and Macedonia and they aim to strengthen these contacts in preparation for the meeting.

For more information about this event please contact: Malin Brenk, European Centre for Conflict Prevention (m.brenk@conflict-prevention.net) or Tanja Popovic, Nansen Dialogue Centre Serbia (tanyap@sezampro.yu).

North East Asia

GPPAC's regional initiator in North East Asia; Peace Boat and the Hague Appeal for Peace Global Peace Education Campaign, will, together with the GPPAC international secretariat, organise an International Conference on the Evaluation of Peace Education. It will be a four-day conference in the summer of 2007 what will aim to evaluate peace education initiatives to date. This will be done in order to develop an informed consensus on the impact of peace education and an understanding of best practices in the field and spread acceptance particular in regards to the longer-term goal of having peace education integrated into formal schooling systems. A second aspect of this conference will be to draw on the expertise and experience generated through the international conference to develop plans for the integration of both formal and informal peace education in Northeast Asia. The participants will be composed of peace education practitioners, NGO members and representatives from Ministries of Education and the United Nations. The meeting will follow on the meeting in Tirana, Albania in October 2004 as well as the previously mentioned working group on peace education held at the GPPAC Global Conference in July 2005. International participants will be invited from each of the GPPAC regions and the proposed venues for the conference are Cheju-do Island, South Korea or Ulaanbaatar, Mongolia. For more information about this event please contact: Rachel Armstrong, Peace Boat (rachel@peaceboat.gr.jp)

The Pacific

A member of the GPPAC Pacific regional steering group, the Asia South Pacific Bureau of Adult Education (ASPBAE) is planning an extensive process of develop peace education in school curricula in seven Pacific island countries (PICs) and produce a CSO Peace Education User's Kit for South Pacific. With this process they aim to ensure that contextually appropriate, best practice peace education curricula are utilized in Primary and Secondary schools in these seven countries. The Solomon Islands government is currently revising its education curriculum to ensure better quality education for peace and conflict prevention. However most PICs have limited or no conscious peace promotion component in their curricula. Part of the project will ensure that innovative ideas in the Solomon Islands and elsewhere will be shared with other PICs. For more information about this event please contact: Bernie Lovegrove, ASPBAE (bernie@aspbae-oz.org).

Central and Eastern Africa

GPPAC's regional initiator in Central and Eastern Africa: Nairobi Peace Initiative -Africa (NPI- Africa) is planning a regional peace education conference in Spring 2008. The objective of this conference is to strengthen peace education in institutions of learning in the Eastern and Central Africa region, to strengthen collaboration and cooperation in mainstreaming peace education and curriculum and capacity building of implementers and finally to build a regional network of peace educators. The organizers plan to invite at least 70 participants including Ministry of Education officials, other government officials such as Ministry of Planning and Ministry of Foreign Affairs, regional representatives of CSO, teachers unions, institutions of learning, regional organizations like the EAC and IGAD and International organizations namely UNESCO, UNDP and UNICEF. The outcome planned is a Regional Action Plan for collaboration of key stakeholders on Peace Education. For more information about this event please contact: Dorothy Ndungu, NPI-Africa (ndungu@npi-africa.org).

Conference for the Americas

Members of GPPAC's regional steering group in Latin America and the Caribbean and the International Secretariat will also be involved in organising the conference for the Americas that you are all participating in this Summit to prepare. For more information on this event please contact: Jennifer Batton, Cuyahoga Community College (Jennifer.Batton@tri-c.edu).

These are five peace education and conflict resolution in schools conferences currently in preparation as part of GPPAC's knowledge generation and sharing sub-programme but more of our members have plans for peace education projects the coming two year. The realization of all events does, however, depend on the political and moral support of Ministries of Education, broaden involvement of local actors and key experts and future funding opportunities.

Country and State Workshop Descriptions

**Presented in Order of Presentation in Inter-American Summit,
March 14th and 15th, 2007**

Conflict Resolution in Education, Policy and Practice (Norway)

Norway has a national policy to combat bullying and violence in school. In 2002 the Norwegian Prime Minister signed a manifesto against bullying, and the right of pupils to a safe school environment has been strengthened since 2003. In 2005 the Norwegian Directorate for Education and Training developed a new strategic plan for the learning environment in primary and secondary education for 2005-2008. This plan includes efforts to prevent and stop bullying and violence in the schools. The quality framework focuses on social and cultural competence including training in different forms of interaction, problems and conflict resolution. Pupils' right to a safe school environment has been strengthened through a section in the Education Act.

Leaders: Helen Johannessen, The Directorate for Primary and Secondary Education, Norwegian Ministry of Education; and Margret Hovland, Assistant Professor at a teacher training college in Norway

Creating In-Country Capacity in Conflict Resolution: A Panel Presentation (Latin America)

Partners for Democratic Change is an international NGO committed to building sustainable local capacity to advance civil society and a culture of change and conflict management worldwide. For nearly two decades Partners has been promoting the culture of democracy and peaceful participatory change by establishing local Centers for Change & Conflict Management worldwide. Partners' Centers (currently 14) are independent and locally staffed, managed and registered organizations in developing democracies committed to advancing civil society and a culture of change and conflict management. Each Center provides a range of services to local, regional and international communities. By adapting and acculturating Partners' skills and processes and developing unique specializations, the Centers meet the diverse and specific needs of their constituencies. All Centers worldwide share a common mission and a set of programs that includes:

- Training leaders and practitioners from all sectors in effective change and conflict management skills and processes
- Applying mediation, cooperative planning, and other techniques to resolve disputes and build consensus on local issues
- Promoting public policies that recognize and legitimize the use of mediation and citizen participation processes
- Introducing the study of change and conflict management in universities and schools

This Panel will include the Education and Training Directors from three centers of partners network in Latin America: Argentina, Mexico and Peru. Each Center's representative will provide an overview of the kinds of education and training activities and methodologies used to build in-country capacity in conflict resolution across social sectors.

Leaders: Graciela Tapia, J.D., Founding Director and Training Consultant, Fundación Cambio Democrático (Partners for Democratic Change Argentina); Mara Hernandez, Director, Director of Socios Mexico-Centro de Colaboración Cívica (CCC); Carlos Salazar, Executive Director, Socios Perú: Centro de Colaboración Cívica; Janet Murdock, Director of Training, Partners for Democratic Change

Panel Presentation: Conflict Resolution as an Integral Skill of the Educational Model in Mexico & Conflict Management & Resolution: A Skill for Life in Basic Education (Mexico)

The objective of this presentation is to show what has been done in Mexico in developing educational material for conflict resolution through the programs and instrumental activities both through the Secretariat of Public Education and through the Federal Electoral Institute. The teaching of conflict resolution is based on the development of capacities and skills. These capacities and skills for conflict resolution are brought to bear by us as citizens, to visualize and define conflicts of interest that exist in daily life, so as to analyze, confront and counteract them in an effective manner so as not to jeopardize peaceful living. To achieve this goal, the educational outline is based on a series of common conceptions such as education, peace, human rights, democracy, gender equality, tolerance, justice, participation, respect and dialogue. The strategy of the Federal Electoral Institute is based on integrating this series of common conceptions with civic competencies (understandings and skills that permit the citizen to act in a constructive manner in democratic society), which serve as a foundation in the educational model related to the theme. The three integral skills which represent the cross section of what one wants to establish in children and young people are collective identity, peaceful conflict resolution and democratic participation.

This work describes the characteristics of the skill *Management and Resolution of Conflicts* in the curriculum of basic education, specifically in the subject of primary and secondary Civic and Ethical Formation. One argues for the importance of combining civic and ethical skills as a condition for building up in students an openness to living in pluralities and in solidarity. Conflict is presumed as an inherent given of personal and social relationships, which calls for the development of creative skills in making the most of conflict for the enrichment of persons and groups, such that they overcome conditions which might become the source of violence and hostility.

Principles will be explained which guide the design of a formative continuum for the management and resolution of conflicts, which embraces the six grades of primary and

two of secondary education. Some opinions of masters of primary education will be highlighted around this skill; these opinions contributed to a defining of its sequence and progress by degrees. Finally, the possibilities will be shown for promoting this skill in other subjects, curriculum settings and forms of concomitance in basic education.

Leaders: M.en C. María Eugenia Luna Elizarrarás, Professor of Primary Education, General Directorate of Curriculum Development of the Subsecretariat of Basic Education, Secretariat of Public Education, Lic. Verónica Florencia Antonion Andrés, Licensed in Pedagogy, Certified in Values Education, General Directorate of Curriculum Development of the Subsecretariat of Basic Education, Secretariat of Public Education

Hugo Alejandro Concha Cantú, Executive Director of Training and Civic Education, Federal Electoral Insitute. (Secretary of Public Education)

Living with the Conflict in Israel

Israel is a multinational and multicultural society and questions of loyalty and identity are often the trigger for unsolved ongoing conflict. In addition, the country is confronted constantly with terror and war so that many of the children are the victims of severe violence due to unsolved conflicts. This situation is a course of stress, strife and fear that constantly influences our children's lives. The counseling and psychological services in the Ministry of Education developed intervention programs to deal with this situation and marked their implementation as one of its major goals. The different programs are dealing simultaneously with three main topics:

- Developing and implementing different CR programs
- Developing resiliency both for individual the and for the school system.
- Developing coping mechanisms before, during, and post crisis events.

We suggest that there is a strong connection and mutual influence of these topics on one another, so that they should be implemented concurrently. The following programs will be described:

-CR program: "creating care-full listening and conversations between members of conflicting groups – narrative means to transformative listening".

- Dealing with violent crisis events – using various coping mechanisms and post trauma interventions.

Leader: Judy Ben Ezra, Director, School Counseling, Ministry of Education, Israel

Strengthening of Democratic Living and Peaceful Resolution of Conflicts in School Settings (Colombia)

The project is forming in each of the 184 educational institutions, a Culture of Peace among educators and students, starting from a respect for human rights, the practice of healthy living and peaceful conflict resolution, with the commitment to make a contribution to the school curriculum in order to provide a Pedagogical Model toward Peace (MOPEP). This pedagogical model establishes the interdisciplinary character of the project in the sense that each instructor in his/her specialty will assume wholly the programs which

form part of the project, directed by the professors responsible for the project, which are:

- Sexual education
- Environmental education
- Recreation and good use of free time
- Prevention of use of psychotic substances and the consumer market
- Education for democracy, human rights and peaceful resolution of conflicts
- Education for citizenship, the national constitution and good manners
- Afro-background and the displaced.

Leader: Ramiro Ovalle Llanes Director of the project Strengthening of Democratic Living and Peaceful Resolution of Conflicts in School Settings & Professor at the Catholic University of Cali and the Santiago University of Cali.

Building Community Awareness to Conflict Resolution Education / Peace Education (Cyprus)

The presentation will depict the work done by The North Cyprus Mediation Association (Mediation Association) to raise community awareness to CRE/PE in Cyprus. The Mediation Association had identified an urgent need for CRE/PE. This need was based on evidence of increasing levels of school violence and intolerance between students. The Turkish Cypriot Education Authority had also identified school conflicts as a major factor influencing the quality of education in schools. Working together, a one year project was submitted by the association to the United Nations Development Program (UNDP) with the following five key objectives:

- to build awareness for CRE/PE through an international conference,
- to develop a practical training program which is coherent, acceptable and implementation oriented to train a core group of school teachers,
- to provide the actual training for the 1600 elementary school teachers within 80 schools during a school year,
- to provide assistance to the public sector, in the concept of good-governance, which would serve as a model for other CSO's, that is needed in the community and
- to develop a positive perception and tolerance of the other community which in the long run will form the basis of good-will and sustainable peace on the island of Cyprus.

Leader: Ali Yaman, School Headmaster & founding member of The North Cyprus Mediation Association and current president of the association.

Youth and Citizenship in Costa Rica (Costa Rica)

Please check the Web site soon for the summary and presenters.

Panel Presentation: Ohio Partnerships for Schools: Agencies and Resources for Violence Prevention and Conflict Resolution in the K-12 Environment (Ohio, USA)

Representatives from the various State Agencies that address violence prevention and conflict resolution education in Ohio will highlight Ohio's interagency partnerships that

promote a healthy K-12 school environment. Topics will include how Ohio has addressed Bullying legislation and implementation; developed school climate guidelines; conflict resolution programming; prevention programming and access to free resources.

Participants will leave with a better understanding of how state agencies can partner to achieve mutually beneficial goals. In addition, they will have knowledge of how to access those agencies and Free State resources in order to support their own area of interest.

Leaders: Andie Barker, Ohio Resource Network; Cheryl Kish, Ohio Department of Education; Sarah Wallis, Ohio Commission on Dispute Resolution and Conflict Management; Kris Washington, Ohio Department of Alcohol and Drug Addiction Services

Restorative Practices – Effective and Sustainable Implementation in Schools (Australia)

In the Australian school context, restorative practices represent a broad range of informal and formal strategies which have proven successful in the repair and restoration of damaged relationships following a wrongdoing.

At one level effective use of restorative practices can equip individual teachers and students to take accountability for their behaviour. This includes the development skills, e.g. affective language, circles and conferencing and greater confidence in managing student behaviour whilst preserving or strengthening relationships. For students this includes the development of social skills and a capacity to manage emotions. At a more universal level the use of restorative philosophy to help promote inclusion, participation and democracy.

A school focus on building quality relationships and on the social development of students provides an important foundation for sustainability of restorative practice. Sustainability is strengthened when restorative practices complement other student centered strategies such as pastoral care or civics and citizenship education or social skills programs including conflict resolution education. Restorative justice has been used both instrumentally as a tool for managing and resolving conflict student and more broadly as a process for promoting social harmony.

At the same time there are numerous challenges. Restorative practices can require a paradigm shift for some teachers. This interactive workshop will explore the successes and challenges from a research and a practitioner's perspective.

Leader: Gary Shaw, currently with the Department of Education and Training, Victoria in Australia, manages a number of national projects in Victorian schools including the Values Education Forums Project. This is a major national initiative that aims to imbed values education in all Australian government and non-governmental schools. He is an experienced educator, researcher and consultant with nearly 30 years experience in Australian primary, secondary and tertiary education settings.

Strengthening Political Parties in Young Democracies through CRE (Bulgaria)

The presentation will try to investigate the challenges facing political parties for entrenching and institutionalizing intra-party democracy. It is abundantly evident that the SEE countries have undergone democratic transitions from one-party political regimes towards democratic multiparty systems since the 1990s. Two countries in the region (Bulgaria and Romania) became full members of the European Union on 1 January 2007. In spite of the considerable achievements during the period of transition to democracy,

the main political parties in these countries suffer from insufficient public trust, lack of internal party democracy and continuous internal party conflicts. During the last three or four years a tendency has started in these countries that marks the appearance and development of movements and parties which avow extreme nationalism, radicalism and populism. In some countries these parties took a considerable number of seats in their respective National Assemblies. That is the reason why the main political parties in these young democracies need to implement internal democratic reform and to increase their knowledge and skills in the area of managing and solving internal party conflicts.

The presentation will introduce the experience of the Bulgarian School of Politics in CRE accumulated during training young politicians from Bulgaria, Albania, Macedonia, Bosnia and Herzegovina, Croatia, Romania, Serbia and Kosovo. The discussion will focus on the main challenges that face political parties in young democracies, working training methods in CRE and practical results.

Leader: Svetlana Lomeva, Phd., Bulgarian School of Politics, New Bulgarian University. Dr. Svetlana Lomeva holds a master's degree in Political Science from the Sofia University "St. Kliment Ohridski" and a Ph.D. in Political Science. She is the Founder, Director and member of the Board of the Bulgarian School of Politics, New Bulgarian University. She has been Director of the Centre for Continuing Education at New Bulgarian University, founder and member of the editorial board of the Reason journal, Director of the Political Academy for Central and South-eastern Europe, Director and Project Coordinator at the Centre for Social Practices, analyst at the Globus Agency and reporter at the Bulgarian National Television Station, "Dobro Utro" program.

Peace and Conflict Resolution Education in Armenia: From Practice to Policy

For the last six years, the NGO, "Women for Development" has been implementing the project "Peace and Conflict Education (P&CRE) in Armenia" financed by EED Germany and ICCO The Netherlands. Participants of the workshop will be introduced to the main strategy of the organization within the mentioned project which aims to integrate P&CRE in the secondary school curriculum. The strategy includes three main components: 1) work in 10 schools; 2) work in the pedagogical institute; 3) collaboration between the NGO and Ministry of Education and Science (MoES), developing a joint policy on introduction of P&CRE in secondary school curriculum. This workshop will highlight different methods applied while educating and training the high school students, such as team work, presentation, round table discussions, interactive drama, art, peer-to-peer education, etc. Also workshop will cover the model which was used to involve all beneficiaries in the project: high school students, teachers, parents, community members, teachers' in-service and pre-service institutions and policy makers in education sphere. The Education Reforms project will be shared which is currently being implemented in Armenia under the "Education Quality and Relevance" project. The successful NGO-MoSE partnership experience will be shared as well as standards and syllabi for Social Sciences where P&CRE ideas have already been incorporated.

Leaders: Narine Bayatyan, Trainer, National Institute of Education as a National Trainer of Life Skills and Cooperative Learning; Aleksan Hovhannisyan, Manager, Teacher Professional Development Program, National Institute of Education; Goharik Markosyan, National Trainer and specialist on development of syllabi and standards, Women for Development.

Life-Skills Approach to Conflict Resolution- A Caribbean Model (St. Lucia)

While most young people in the Caribbean enjoy good health, there are some disturbing trends. Four to nine percent of teens report extreme rage. Eleven percent of sixteen year olds report being in a fight over the past year and weapons were used. An additional four percent said they had used weapons in fights three or more times during one year. Homicide and motor vehicle accidents account for 9.3% of the years of productive life lost and together are second only to HIV/AIDS. Violence and accidents are the main cause of death among young males in particular. Alleyne et al. (2005); World Bank (2003); UNICEF (2000); PAHO(1998); UWI Cave Hill (1998)

These risk behaviors stop young people from maximizing their potential and prevent them from contributing meaningfully to the development of the Caribbean Region. Traditional approaches, which focused solely on cognitive performance as a way to address conflict and other social issues that negatively impact the lives of Caribbean youth, have been entirely unsuccessful. The Education Sector within Member States of the Caribbean Community (CARICOM) has adopted a Life-Skills Approach in the development and delivery of programmes and curricular for children and youth. The approach is conceptualized with a specific focus on conflict resolution, violence and HIV/AIDS. The main goal is to mitigate the impact of these social issues on individuals and the CARICOM Member States as a whole. These skills include:

- Social and Interpersonal Skills- for example, communication, refusal, conflict resolution, assertiveness
- Cognitive skills- for example, critical thinking, creative thinking, self evaluation skills
- Emotional coping skills- for example, stress management skills, skills for increasing internal of control

Theories of how children grow, learn and behave, underpin this Life-Skills Approach. These include Child and Adolescent Development, Social Learning, Problem Behavior, Social Influence, Multiple Intelligences, Constructivism, and Risk and Resiliency theories.

Leader: Arthusa Simei, holds a Masters Degree in Education with a major in Counseling Psychology. She was one of the four-member team in the development of Curriculum Standards and training for delivery of the Life-Skills programme within the Caribbean Region. She has carried out a number of consultancies for the Education Sector across CARICOM Member Countries, in translating the Life Skills Curriculum Standards for use at the classroom level.

Youth as Assets for National Reconciliation (Latin America)

Youth are often disproportionately affected by conflict, losing opportunities in education and vocational training, suffering high levels of unemployment, and ending up disenfranchised from civil and political life. The nature of these conflicts ranges from civil wars to social unrest and clashes among peers. However, youth can play a significant and often-underutilized role in preventing and resolving the very conflicts that affect them. This session will examine ways to utilize youth as assets for national reconciliation and development from two perspectives: the first detailing research on international post-conflict youth programs, the second drawing lessons for social conflict resolution from recent Chilean student movements. We will explore potential strategies from Chile

and other countries for involvement of youth in national activities, including government-civil society dialogue and non-formal educational programs such as youth service.

Leaders: Charlotte McDowell, Projects Coordinator, Innovations in Civic Participation, Washington DC ; Daniel Grimaldi, Instituto Nacional de la Juventud, Jefe Unidad de Relaciones Internacionales Y Cooperación, Chile

Implementation of Strategies for Alternative Conflict Resolution (Chile)

Please check the Web site soon for the summary.

Leaders: Raul Ortega, Coordinator Equipo Conflictividad Escolar, Universidad de Chile & Rene Donoso, Jefe unidad de Apoyo a la transversalidad, Ministerio de Educacion

A National Department of Peace – an Idea Whose Time has Come (Global)

In this workshop we will explore the call for ministries and departments of peace in governments throughout the world to establish a department of peace. In the United States the working group is The Peace Alliance, advocating for legislation that supports a culture of peace, specifically a US Department of Peace. A Secretary of Peace will be responsible for presenting options to deal with domestic and international conflict by peaceful and nonviolent means. The bill introduced in the US Congress includes offering conflict resolution education to all students K-12.

Leader: Dorothy J Maver, Ph.D. Executive Director of the Peace Alliance & Steering Committee of the Global Alliance for Ministries and Departments of Peace.

Panel Presentation: Culturally and Linguistically Competent Youth Programming in the Hispanic/Latino Community (Ohio, USA)

This workshop will provide the participants an opportunity to learn about effective prevention/intervention strategies that are implemented within the Hispanic/Latino community in Cleveland, Ohio by Latino Community based organizations.

Leaders: Max Rodas, Executive Director, Nueva Luz Urban Resource Center; Ramonita Rodriguez-Johnson, Director for La Providencia Family Center at Catholic Charities; Nelly Fasciana, Director of Prevention Services, Planned Parenthood.

Conflict Resolution and Restorative Measures in Minnesota Schools (MN, USA)

This workshop will give an overview of conflict resolution programming in Minnesota, state support and technical assistance. The use of restorative measures as a disciplinary response to harm and rule violations will also be presented, with illustrations of restorative practices used in schools, and a discussion of the continuum of problem solving responses, from one-on-one conversations, to conflict mediation to circles to repair harm.

Leader: Nancy Riestenberg, Violence Prevention Specialist, MN Dept of Education & Director of Student Services, Anoka-Hennepin School District

Iowa's Structures for Addressing Conflict Resolution Resulting in Low Rates of Hearings and Other Types of Formal Disputes (Iowa)

The Iowa Department of Education (DE) recognizes that there must be multiple formats available at all levels in order to have a comprehensive conflict resolution system in place. Iowa promotes having the opportunity to resolve differences at the lowest and earliest level possible. This presentation will highlight the various structures available, e.g., (1) conflict resolution training for parents, educators, and others involved with the educational community; (2) the statewide system called the AEA Resolution Facilitator process available through the 11 Area Education Agencies (AEAs) for issues involving special education, Section 504, or general education; and (3) the Parent-Educator Connection, a network of parents and educators who provides services and supports for families who have children with disabilities and the educators that serve them. The last half of the workshop will include information about the pre-service pilot project that has been implemented for three semesters at the University of Northern Iowa. The content of the course expanded from a state licensure requirement for teaching about partnering with parents and all individuals involved in the educational program to placing a greater emphasis on addressing the dynamics of conflict and how to address it, and how to build relationships.

Leaders: Dee Ann L. Wilson, Iowa Department of Education, Bureau of Children, Family, and Community Services; Henry Shepherd, Consultant, Special Education Consumer Relations, Iowa State Department of Education

Creative Response to Conflict K-12 in Latin America, Lessons learned in 16 years of work in the field. (Costa Rica)

During this workshop we will share some of our successes, challenges, and most useful techniques. Drawing on nearly two decades of experience and combining diverse cultural backgrounds and methodologies, CEPPA will demonstrate how CCR has worked in Latin America. Fundacion CEPPA began work in 1990 and continues actively engaged in peace education projects throughout Latin America. Current and upcoming projects include work with AVP in local prisons, peace education in indigenous communities, and work in Honduras. In 2006 CEPPA joined with the University for International Cooperation to form ILEP, the Latin American Peace Studies Institute.

Leaders: Steven Hawkins, Director of International Programs for CEPPA and ILEP.; Fundacion CEPPA - ILEP, the Latin American Peace Studies Institute, University for International Cooperation, Costa Rica