



MEETING SUMMARY

INTERNATIONAL POLICY MEETINGS ON CONFLICT RESOLUTION EDUCATION

MARCH 16TH AND 17TH, 2007
IN CONJUNCTION WITH THE
INTER-AMERICAN SUMMIT ON CONFLICT
RESOLUTION EDUCATION:
INTERNATIONAL INNOVATIONS AND
CHALLENGES
(MARCH 14TH AND 15TH, 2007)

REPORT PREPARED BY

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International Policy Meetings Conference Report

Executive Summary

Global Issues Resource Center (GIRC), Office of Community Continuing Education at Cuyahoga Community College (CCC), the Organization of American States (OAS), and the United Nations Development Program (UNDP) hosted Policy Meetings on March 16th and March 17th, 2007 in conjunction with the Inter-American Summit on Conflict Resolution Education (March 14th and 15th, 2007).

Inter-American Summit on Conflict Resolution Education Conference March 14th and 15th, 2007

Global Issues Resource Center, Office of Community Continuing Education at Cuyahoga Community College and The Organization of American States hosted the four-day Inter-American Summit on Conflict Resolution Education in Cleveland, Ohio, USA. This event brought together government representatives from among the 50 states and 34 countries of the Americas, Europe, Australia, and Israel and their non-governmental organization partners who have legislation or policies in place to deliver conflict resolution education at the K-12 level and in colleges of teacher education.

This first-ever Summit offered a dynamic opportunity to develop a hemispheric infrastructure throughout the Americas to advance the work in the fields of conflict resolution education and peace education. The Summit brought together policymakers and educators representing regions across the United States, select member countries of The OAS representing North, Central, South America and the Caribbean, as well as Europe, Australia, and Israel. These national and international educators exchanged program best practices, evaluation methodology, creation of policy implementation structures, and consideration of obstacles to success. The general conference portion of the event (March 14th – 15th) offered a needed opportunity for 400 college students, college faculty, university scholars, K-12 educators, public health officials, prevention specialists, and state, local, national and international policy makers in the Americas to convene in one location to learn more about the most current work being undertaken. The conference was open nationally and internationally to anyone who wished to attend. Presenters (140), representing 24 states and 13 countries, shared examples of best practices within their states and nations, implementation models, and evaluation results with attendees. For an overview of the workshops and speakers which occurred

during the Summit, please see the Conference Program. Presentations from select workshops during the conference are scheduled to be posted on the www.creeducation.org web site in August 2007.

During the Summit, important meetings of the Advisory Committee of the International Network on Conflict Resolution Education and Peace Education (INCREPE) also took place. Critical next steps for designing the structures to best support this Network occurred. This corresponded with the launch of the International Conflict Resolution Education Web site which offers training materials, research, resources, and policy information free of cost for educators K-12, Higher Education, and community youth serving workers in multiple languages, available at: www.creeducation.org. Participants from the various countries and states will be contributing to this site.

The planning committee for the Summit included: The Organization of American States, Temple University, The National Association for Conflict Resolution, the Center for Dispute Resolution at the University of Maryland School of Law, the European Centre for Conflict Prevention, Global Issues Resource Center, Cuyahoga Community College, the Interfaith Center for Peace, Maryland Mediation and Conflict Resolution Office, the Ohio Commission on Dispute Resolution and Conflict Management, the Ohio Department of Education, the Ohio Department of Health, and the Ohio Resource Network: E-Based Prevention.

There were 21 funders which provided \$67,000US to support the International Conference and Policy Meetings. Major sponsors of the event included Global Issues Resource Center at Cuyahoga Community College, The Organization of American States and The United Nation's Development Program Bureau for Crisis Prevention and Recovery for Latin America and the Caribbean.

International Policy Meetings March 16th and 17, 2007

Goals: The Policy Meetings were convened to enable conflict resolution education and peace education practitioners and researchers to share insights and information about policy, infrastructure and research needed to promote conflict resolution education and peace education in their regions.

Participants: Participants at the Policy Meetings were representatives from Armenia, Australia, Brazil, Bulgaria, Chile, Colombia, Cyprus, Israel, St. Lucia, Mexico, the Netherlands, Norway and the United States (state teams from California, Delaware, Iowa, Maryland, Michigan, Minnesota, Ohio). In addition, several organizations were represented including the sponsoring organizations (GIRC/CCC, OAS, UNDP), Temple University, The Ohio State University, The United Nation's Development Program – Bureau for Crisis

Prevention and Recovery in Latin American and the Caribbean, United States Institute for Peace, and the United States Department of Education.

Process: Participants provided information about CRE/PE efforts in their countries, states or regions that were compiled in a Pre-conference reader and distributed prior to the meeting. Themes from the reader were used to form discussion groups on factors that supported and/or inhibited policy in CRE/PE and infrastructure in CRE/PE. Participants were also asked to discuss critical research that was needed to support CRE/PE policy and infrastructure.

Discussion groups concentrated on:

- Four supporting factors for CRE/PE policy: (1) Partners, (2) Networks (NGOs, government and others), (3) Existing policy and/or legislative mandates for CRE/PE, and (4) Research on the effectiveness of CRE/PE.
- Three inhibiting factors for CRE/PE policy: (1) Funding for visibility and advocacy, (2) Lack of knowledge of CRE/PE, (3) Turnover in leaders, policymakers and administrators.
- Three supporting factors for CRE/PE infrastructure: (1) Research and development, (2) Teacher leader networks and local school systems (NGOs, government and others), (3) Training, curricula and coursework.
- One unique inhibiting factor for CRE/PE infrastructure: (1) Non-implementation of existing policies.
- Critical research needed to support CRE policy and infrastructure development.

Collaborative Action and Task Forces: Countries, regions and states developed action plans for their own focus. Participants for the whole policy meeting identified three critical areas of collaborative action, developed task forces, and detailed specific tasks for initial effort:

Information and Advocacy:

- Development of a logo
- Creation of a CRE/PE poster that summarizes key areas and information
- Development of PowerPoint presentations on CRE/PE and critical research that can be shared with various organizations
- Contact public representatives of government and funding agencies to share information about CRE/PE

- Disseminate information through existing web sites and links with related web sites
- Make contacts within the media to explore alternative means of disseminating information

Research and Evaluation:

- Identify organizations that are currently doing research on CRE/PE
- Identify funders who have recently or are currently funding CRE/PE research
- Contact vendor organizations to gather non-published evaluations and reports about the efficacy of their programs.
- Compile research articles and summaries and make available on web site.
- Develop summary “factoid” sheets that summarize critical research that can be distributed to non-researchers.
- Identify key research for English to Spanish and Spanish to English translation

Networking:

- Mapping the partners within our communities and incorporating them into the networks.
- Connecting with related interest groups, associations, to update them on CRE/PE and learn more about what they are doing that is related to and helpful to CRE/PE work.
- Utilize the web sites (www.creducation.org and www.oas.org) for ongoing networking; ask new network partners how to improve the web site access and content for their use.
- Map financial support partners and begin to do outreach to network with funders and organizations that have been funded in CRE/PE related efforts.
- Each participant should develop a strategy to share information with his or her own local community and operative networks.

International Policy Meetings Conference Report

Global Issues Resource Center (GIRC), Office of Community Continuing Education at Cuyahoga Community College (CCC), the Organization of American States (OAS), and the United Nations Development Program Bureau for Crisis Prevention and Recovery in Latin America and the Caribbean (UNDP - BCPR) hosted Policy Meetings on March 16th and March 17th, 2007 in conjunction with the Inter-American Summit on Conflict Resolution Education (March 14th and 15th, 2007).

Goals

The Policy Meetings were convened to enable conflict resolution education and peace education practitioners and researchers to share insights and information about policy, infrastructure and research needs to promote conflict resolution education and peace education in their regions. The meetings also gave participants an opportunity to connect with other educators and administrators through the International Network for Conflict Resolution Education and Peace Education.

The goals for the policy meetings included:

- 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.

Participants

Participants at the Policy Meetings included representatives from Armenia, Australia, Brazil, Bulgaria, Chile, Colombia, Cyprus, Israel, St. Lucia, Mexico, the Netherlands, Norway, and the United States (state teams from California, Delaware, Iowa, Maryland, Michigan, Minnesota, Ohio, Virginia). In addition, several organizations were represented including the sponsoring organizations (GIRC/CCC, OAS, UNDP - BCPR), Temple University, The Ohio State University, The United States Institute of Peace, and The United States Department of Education.

Pre-Meeting Preparation

Prior to the meetings, participations were asked to provide responses to the following questions:

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?

Participant responses (available for review in the Pre-Conference Reader) were culled to identify critical supporting and inhibiting factors for policy, infrastructure and research. Copies of the Pre-conference reader are posted on the www.creeducation.org web site and from Global Issues Resources Center web site at: www.tri-c.edu/community/girc.htm

Meeting Agenda and Process

The two day agenda was designed to enable self-selected small group discussion around key factors. After small group discussions were completed, country, state and regional teams were given the opportunity to develop action plans for next actions. The Policy Meetings ended with a discussion of collaborative potential that yielded initial task force identification and project clarification.

Goals for the Meeting:

- 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.
- 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

Synopsis of Day One Process, March 16th, 2007:

The first day was devoted to small group discussion and initial action planning on issues of policy and infrastructure. Self-selected small groups began by focusing on key Supporting Factors for Policy identified from the pre-meeting preparation. Discussion groups will address the following basic questions:

- How critical is this supporting factor to development and maintenance of CRE/PE policy?
- Are there larger systems of support that can be leveraged to increase the supporting factor? If so, how might that be done most effectively?
- Is this supporting factor in conflict with other supporting factors -- is there a need for a more sophisticated coordination strategy?
- Are there adequate substitutes to this supporting factor? If removed, is there another resource that could guarantee the same level of efficacy?

After a general reporting session and clarification small groups again formed to discuss Inhibiting Factors for Policy by discussing the following:

- How critical is this inhibiting factor to development and maintenance of CRE/PE policy?
- Are there larger systems that can be muted or leveraged to decrease this inhibiting factor? If so, how might that be done most effectively?

After a general report session participants engaged in a working lunch to identify action plans/next steps for them in policy areas.

The afternoon of the first day repeated the basic process described above, this time focusing on Supporting and Inhibiting Factors for Infrastructure in CRE. Again, small groups self-selected and discussed questions concerned specific factors identified in pre-meeting preparation materials. The same prompt questions as stated above were used to guide discussion. For Supporting Factors:

- How critical is this supporting factor to development and maintenance of CRE/PE infrastructure?
- Are there larger systems of support that can be leveraged to increase the supporting factor? If so, how might that be done most effectively?
- Is this supporting factor in conflict with other supporting factors -- is there a need for a more sophisticated coordination strategy?
- Are there adequate substitutes to this supporting factor? If removed, is there another resource that could guarantee the same level of efficacy?

For Inhibiting Factors:

- How critical is this inhibiting factor to development and maintenance of CRE/PE infrastructures?
- Are there larger systems that can be muted or leveraged to decrease this inhibiting factor? If so, how might that be done most effectively?

Synopsis of Day Two Process, March 17th, 2007:

The initial session of the second day allowed country and state groups to reflect on Day One discussions and to refine their initial thinking in terms of specific action plans for next steps on CRE policy and infrastructure development in their region.

The small group discussion format continued with focus on Research and Evaluation needed to promote CRE/PE -- *especially in terms of how research and evaluation could enable supporting factors and decrease inhibiting factors in policy and infrastructure* as identified in Day One discussions. Discussion groups addressed the following basic questions:

- What kind of information would be most helpful in promoting CRE/PE in your country/region/state?
- What organizations/resources are available to conduct research and evaluations to generate this information?
- What mechanisms for dissemination of this information are available and how adequate are they?
- What additional resources are necessary to obtain the needed information?

Following a general report session, there was discussion of collaborative potential in developing research agendas, disseminating current research practices and content, and securing support for research.

The culmination of Day Two was the identification of core areas of collaboration across policy, infrastructure and research areas. For each of these core areas groups met to discuss specific collaborative actions that could be accomplished within country, state and regions and across countries, states, and regions. The final accomplishment of the policy meeting was the creation of specific task forces to move forward on these ideas.

Summary of Key Discussions

This report contains a summary of the identified factors and discussion on those factors. Specific records of group discussions and decisions are included in Appendices at the end of this report. This section provides a brief overview of critical points.

Summary of Supporting Factors for Policy:

Four supporting factors for CRE/PE policy were identified from the pre-conference materials: (1) Partners, (2) Networks (NGOs, government and others), (3) Existing policy and/or legislative mandates for CRE/PE, and (4) Research on the effectiveness of CRE/PE. Small groups discussed each of these in terms of the critical questions. The following is a very brief summary of those discussions.

Partners:

How critical is this supporting factor to development and maintenance of CRE/PE policy?

Partners are seen as absolutely essential to the development of policy in CRE/PE but they need to be carefully considered because partnership brings obligations and risks that may not serve the field. We need to map current partners and discuss

how to distinguish and pursue networks of affiliated but not

obligato

Are there larger systems of support that can be leveraged to increase the supporting factor? If so, how might that be done most effectively?

We should consider different entry points for partnerships with various fields. For example, we should explore non-obvious linkages with fields such as health care and industry to see where potential partnerships lie. We may be putting too much reliance on formal educational institutions and their governance infrastructures.

Is this supporting factor in conflict with other supporting factors -- is there a need for a more sophisticated coordination strategy?

We may find that partners and potential partners have conflicting values and missions such that we cannot balance mutual partnership. We may alienate some partners by pursuing others.

Are there adequate substitutes to this supporting factor? If removed, is there another resource that could guarantee the same level of efficacy?

There are no adequate substitutes. We simply need to be much more strategic about how we pursue partnerships.

Networks (NGOs, Government and others):

How critical is this supporting factor to development and maintenance of CRE/PE policy?

Networks are essential because they provide connection, information and potential resources. Networks between government, community, and NGOs are particularly powerful and should be explored and strengthened.

Are there larger systems of support that can be leveraged to increase the supporting factor? If so, how might that be done most effectively?

There are larger systems like the U.N. but we may be too dependent on larger systems and not a high enough priority for them. We should concentrate on identifying NGO networks in participating countries.

Is this supporting factor in conflict with other supporting factors -- is there a need for a more sophisticated coordination strategy?

There is a need for a more sophisticated coordination strategy. We need a comprehensive and multi-faceted approach and we need to decrease competition for recognition and resources among networks and affiliates.

Are there adequate substitutes to this supporting factor? If removed, is there another resource that could guarantee the same level of efficacy?

There are no adequate substitutes. But we need to realize that the means of and benefits of networks are different between regions, countries, etc.

Existing Policy and/or Legislative Mandates:

How critical is this supporting factor to development and maintenance of CRE/PE policy?

Policy and/or legislative mandates are helpful, but are not sufficient alone to promote and sustain CRE/PE work. We have some excellent models of policy and legislation that have translated into effective infrastructures, e.g., Norway, Columbia.

Are there larger systems of support that can be leveraged to increase the supporting factor? If so, how might that be done most effectively?

There may be ways to use international networks and international organizations to leverage more state, country or regional policy. But, a better emphasis is on proving efficacy of CRE/PE and working on infrastructure development.

Is this supporting factor in conflict with other supporting factors -- is there a need for a more sophisticated coordination strategy?

There is a need to increase information about CRE/PE, its effectiveness and best practices.

Are there adequate substitutes to this supporting factor? If removed, is there another resource that could guarantee the same level of efficacy?

We can achieve much through champions, advocacy groups, and research.

Research on Effectiveness:

How critical is this supporting factor to development and maintenance of CRE/PE policy?

Support for programs comes from research on the effectiveness of CRE/PE. This is an essential and under-developed aspect of our work.

Are there larger systems of support that can be leveraged to increase the supporting factor? If so, how might that be done most effectively?

There is little funding to support the kinds of research that would convince policy makers and administrators. We may attract more funding if we pursue 'homeland security' or similar funding streams. But securing this funding may

require orientations to CRE/PE that are uncomfortable or contrary to initial reasons for CRE/PE.

Is this supporting factor in conflict with other supporting factors -- is there a need for a more sophisticated coordination strategy?

There is a tradeoff between money we put into research and that which we dedicate to programming. We need to prove outcomes of CRE/PE that are germane to a specific audience (e.g., links to academic achievement).

Are there adequate substitutes to this supporting factor? If removed, is there another resource that could guarantee the same level of efficacy?

There are no adequate substitutes as long as funding and policy are tied to 'proven' effectiveness.

Summary of Inhibiting Factors for Policy:

Three inhibiting factors for CRE/PE policy were identified from the pre-conference materials: (1) Funding for visibility and advocacy, (2) Lack of knowledge of CRE/PE, (3) Turnover in leaders, policymakers and administrators. Small groups discussed each of these in terms of the critical questions. The following is a very brief summary of those discussions.

Funding for Visibility and Advocacy:

How critical is this inhibiting factor to development and maintenance of CRE/PE policy?

Funding is essential but it is a consequence of the other factors we are discussing. With partners, networks, and proven impact we would find funding easier to access. Basically, funding is less critical to development of CRE/PE policy than other factors.

Are there larger systems that can be muted or leveraged to decrease this inhibiting factor? If so, how might that be done most effectively?

Instead of concentrating on pursuing funding on our own, we should explore the possibility of integrating CRE/PE into work that is already considered a funding priority (e.g., literacy, juvenile justice).

Lack of Knowledge of CRE/PE:

How critical is this inhibiting factor to development and maintenance of CRE/PE policy?

If we cannot clearly define CRE/PE and distinguish it or relate it to other areas of work (e.g., violence prevention, human rights education) it is very difficult to advocate for and secure resources for CRE/PE work. Our language and rhetoric become serious obstacles to support.

Are there larger systems that can be muted or leveraged to decrease this inhibiting factor? If so, how might that be done most effectively?

In many cases the CRE/PE work of NGOs and localities or grassroots efforts is in opposition to the ideology or policy of national governments. This can color how people understand CRE/PE work.

Turnover in Leaders, Policy Makers and Administrators:

How critical is this inhibiting factor to development and maintenance of CRE/PE policy?

Often our success at promoting, clarifying and securing support for CRE/PE is threatened when there is a change of leadership supporting CRE/PE at the local, regional, state or national level. We have to educate and persuade new leaders coming in and that takes time and resources and risks discontinuation of CRE/PE efforts on the ground.

Are there larger systems that can be muted or leveraged to decrease this inhibiting factor? If so, how might that be done most effectively?

More focus on pre-service work for educators and administrators would build awareness of CRE/PE so that upcoming leaders would have some understanding and require less education and persuasion. We need to become more sophisticated in developing and implementing media strategies for promotion of CRE/PE.

Summary of Supporting Factors for Infrastructure:

Three supporting factors for CRE/PE policy were identified from the pre-conference materials: (1) Research and development, (2) Teacher leader networks and local school systems (NGOs, government and others), (3)

Training, curricula and coursework. Small groups discussed each of these in terms of the critical questions. The following is a very brief summary of those discussions.

Research and development:

How critical is this supporting factor to development and maintenance of CRE/PE infrastructure?

It is important to recognize the difference between research institutions in the US and elsewhere. US institutions are better able to independently conduct research and influence policy. We need to better understand the role of the research institutions and learn how to work with them.

Are there larger systems of support that can be leveraged to increase the supporting factor? If so, how might that be done most effectively?

We should examine the possibilities of linking research institutions/universities across global regions to form collaborative research initiatives. This would reduce duplication of effort, more strategically allocate research resources and gain more visibility for research findings. We should develop and promote central information resources like web sites and conferences.

Is this supporting factor in conflict with other supporting factors -- is there a need for a more sophisticated coordination strategy?

There may be funding competition between research and practice.

Are there adequate substitutes to this supporting factor? If removed, is there another resource that could guarantee the same level of efficacy?

There are no adequate substitutes.

Teacher Leader Networks and Local School Systems:

How critical is this supporting factor to development and maintenance of CRE/PE infrastructure?

Teacher Leader Networks are helpful but are not sufficient by themselves.

Are there larger systems of support that can be leveraged to increase the supporting factor? If so, how might that be done most effectively?

Teacher unions, educational administrator organizations, and parent organizations can be approached to develop these networks.

Is this supporting factor in conflict with other supporting factors -- is there a need for a more sophisticated coordination strategy?

There is a need for a more sophisticated coordination strategy.

Are there adequate substitutes to this supporting factor? If removed, is there another resource that could guarantee the same level of efficacy?

There are no adequate substitutes.

Training, Curricula, and Coursework:

How critical is this supporting factor to development and maintenance of CRE/PE infrastructure?

Preparing future teachers and educational administrators in CRE/PE is essential. In-service teacher and administrator training programs are also important. We have excellent curricula and solid coursework but face difficulties in getting it into the pre-service educational institutions or graduate educational administration programs.

Are there larger systems of support that can be leveraged to increase the supporting factor? If so, how might that be done most effectively?

There may be ways to use international networks and international organizations to leverage more state, country or regional policy. But, a better emphasis is on proving efficacy of CRE/PE and working on infrastructure development.

Is this supporting factor in conflict with other supporting factors -- is there a need for a more sophisticated coordination strategy?

There is a need for alignment between these programs and a need for CRE/PE vendors and practitioner organizations to be less competitive. Competitive labeling and competitive

marketing makes it more difficult for teachers and administrators to understand the 'bigger' picture.

Are there adequate substitutes to this supporting factor? If removed, is there another resource that could guarantee the same level of efficacy?

No, but we can start by sharing resources and identifying larger commonalities.

Summary of Inhibiting Factors for Infrastructure:

One unique inhibiting factor for CRE/PE infrastructure was identified from the pre-conference materials: (1) Non-implementation of existing policies. Small groups discussed this in terms of the critical questions. The following is a very brief summary of those discussions.

How critical is this inhibiting factor to development and maintenance of CRE/PE infrastructure?

Without implementation, oversight and accountability the CRE/PE work is significantly hampered. We have many examples of policies and legislation on CRE/PE that is not funded or implemented.

Are there larger systems that can be muted or leveraged to decrease this inhibiting factor? If so, how might that be done most effectively?

If governments will not provide oversight and accountability for their own policy implementation perhaps CRE/PE organizations can draw attention to these oversights.

Summary of Critical Research Needed:

One of the obvious contributions of the policy meetings was the extremely strong realization that we need a better research focus for CRE/PE in order to promote this work. Research was mentioned as subtopics in both the policy and the infrastructure sections, further underscoring how interrelated research, policy and infrastructure are for CRE/PE. Several small groups participated in discussions of research needs on Day Two of the Policy Meetings. The following is a summary of their responses to critical questions.

Information Most Helpful in Promoting CRE/PE:

What kind of information would be most helpful in promoting CRE/PE in your country/region/state? (Note, many groups began with an overview of existing research as a preface to this discussion. More thorough notes for that are included in Appendices)

We need research on: links between CRE/PE and academic achievement, reduction of violence, increased engagement and citizenship behaviors (voting, critical consumption of news and information), and transfer of skills from CRE/PE in school to non-school settings.

We also need research that compares efficacy of different CRE/PE efforts in different contexts and links various efforts with specific outcomes so administrators and educators have a better sense of what can be achieved with certain efforts.

We need a summary of current research and connections across the research – especially in non US contexts.

We need good case studies and success stories— especially of successful implementation and institutionalization of CRE/PE.

We need much better research on effectiveness of CRE/PE in community healing, restoration and building especially in post-conflict societies.

Organizations and Resources Available for Research:

What organizations/resources are available to conduct research and evaluatic

In the U.S., universities are the primary organization or resource for conducting this research. But in other areas of the world universities are more concentrated on teaching than research and may not provide as much of a resource. In both cases, we need to understand the politics of the academy and the funded research.

Government agencies are important funders of research in all global regions. But government funding has political implications.

We need to identify and map funder of CRE/PE and related research, both governmental and private.

Mechanisms of Dissemination:

What mechanisms for dissemination of this information are available and how adequate are they?

New web site (www.creducation.org) and existing website (like OAS's www.oas.org)

International consortium for research; perhaps linked to GPPAC peace education and conflict resolution education reference group.

Organizations (e.g., UCLA) that translate research into common language for practitioners

Additional Resources Needed?

What additional resources are necessary to obtain the needed information?

We need a network with a clear set of goals and action plan (possibly INCREPE).

We need a point person in every country to disseminate and report information.

We need the development of talking points and support literature.

Core Areas of Collaboration and Initial Task Forces

After the completion of small group discussions and action planning discussion within country and regional groups, the policy meeting participants focused on the question of identifying core areas of collaboration and generated task structures to begin initiating work in those areas. The three core areas were: (1) Information and Advocacy, (2) Research and Evaluation, and (3) Networking.

Information and Advocacy:

There was a strong need to develop basic information on CRE/PE for dissemination and to develop more effective marketing and information

dissemination tools for the field. Among the specific tasks for this task force were the following:

- **Development of a logo**
- **Creation of a CRE/PE poster that summarizes key areas and information**
- **Development of PowerPoint presentations on CRE/PE and critical research that can be shared with various organizations**
- **Contact public representatives of government and funding agencies to share information about CRE/PE**
- **Disseminate information through existing web sites and links with related web sites**
- **Make contacts within the media to explore alternative means of disseminating information**

Research and Evaluation:

As the discussions throughout the policy meetings indicated, research and evaluation was a major focus of the participants. This task force identified the following tasks for initial effort.

- **Identify organizations that are currently doing research on CRE/PE**
- **Identify funders who have recently or are currently funding CRE/PE research**
- **Contact vendor organizations to gather non-published evaluations and reports about the efficacy of their programs.**
- **Compile research articles and summaries and make available on web site.**
- **Develop summary “factoid” sheets that summarize critical research and can be distributed to non-researchers.**
- **Identify key research for English to Spanish and Spanish to English translation**

Networking:

This task force is designed to promote the development and extension of networks of CRE/PE organizations and practitioners. The goal is to have networks that can actively share ongoing information about resources, events, developments and successes in CRE/PE. Initial tasks include:

- **Mapping the partners within our communities and incorporating them into the networks.**
- **Connecting with related interest groups, associations, to update them on CRE/PE and learn more about what they are doing that is related to and helpful to CRE/PE work.**

- **Utilize the web sites (www.creeducation.org and www.oas.org) for ongoing networking; ask new network partners how to improve the web site access and content for their use.**
- **Map financial support partners and begin to do outreach to network with funders and organizations that have been funded in CRE/PE related efforts.**
- **Each participant should develop a strategy to share information with his or her own local community and operative networks.**

APPENDICES

SMALL GROUP DISCUSSION SUMMARIES (Summaries Presented Unedited)

Appendix A

Small Group Discussions Factors That Support CRE Policy

Policy Supporting Factors

Supporting Factor Under Discussion:

Partners

How critical is this supporting factor to development and maintenance of CRE/PE policy?

- cannot do everything ourselves: critical
 - have some partners, but need more
- the need for training through partners
- “lone ranger” working by myself: need help
 - short of staff and resources
- need to have partners to get the work done
 - way of sharing out the project and efforts
- partners are not so obvious
- partnerships lead to other partnerships

Are there larger systems of support that can be leveraged to increase the supporting factor? If so, how might that be done most effectively?

- look at different entry points
 - education
 - education policies
 - health issues
 - not so obvious
 - democracy and civic education
 - look at all entry points
 - need to educate entry points
 - mapping exercise
 - look at international level
 - UN family
 - HR, UNESCO, refugees
 - Peace education
 - How do they cooperate?
 - What are international covenants? Agreements?
 - Talking about education
 - UNESCO

- UNICEF
- UNDP
- Regional organizations
 - OAS
 - Charter
 - Council of Europe
- International professional organizations
 - NGOS
 - World Vision
- Identify governmental policy statements
 - In the making (Ghana, Kenya, Philippines)
- Umbrella organizations
 - Bring other people to hear these issues
- Professional associations
- Need to find out what others are doing to set own agenda
 - Good models to help ourselves
 - Education funds training – but little coordination
 - Need more infrastructure

Is this supporting factor in conflict with other supporting factors -- is there a need for a more sophisticated coordination strategy?

Do Partners potentially get in the way of collaboration?

- Clarifying roles and relationships
- Limitations of partnerships
- They have their own agendas
- Who gets to decide who are partners
 - serious question
- When a partner becomes a champion
 - Hewlett Foundation --- pseudo parent
 - Changes the dynamics

Are there adequate substitutes to this supporting factor? If removed, is there another resource that could guarantee the same level of efficacy?

- Talking about it
- Must have partners
- Transformation of partnerships
 - different forms of partnerships
 - partnership changes based on needs
- Relationship to policy is important
- Do I have the expertise that I need?

- INCREPE
 - What is the criteria for membership?
 - What should be key partners in the U.S.?
 - Need different category of partners
 - Need more categories
 - Further criteria
- Control issues
 - Why a partner
 - Something can be lost in the process
- Network vs. partners
 - Differences between them
 - Don't know each other well
 - Field is new

Policy Supporting Factors

Supporting Factor Under Discussion:

NETWORKS (NGO, Government, Other)

How critical is this supporting factor to development and maintenance of CRE/PE policy?

- Absolutely critical because each partner brings some strength to the work, such as financial or human resources, technical expertise, access to different sectors of the population, such as community leader, policy makers, etc.
- Partners have influences to create change in different areas. Governments are constrained in what they can or will do- NGO's have freedom to create innovative programs governments may not even think of. Governments have funding, ability to approve policies- NGO's have the know-how to address social problems and root causes of violence. They can inform governments about the research supporting peace ed, for example, and then they can suggest effective policies that will support effective practices and programs. Other organizations have access to what is needed in various communities and can add to the conversation.
- Networks between community-based organizations and those that are more removed from communities are especially needed, as community-based organizations are in a better position to know what is needed and what will work in a particular community.

Are there larger systems of support that can be leveraged to

increase the supporting factor? If so, how might that be done most effectively?

There are some larger systems, such as the U.N., EU, USAID, that do create proclamations and policy suggestions, and sometimes devote resources. It can depend on the country whether or not larger systems can be leveraged.

Colombia as an example- the government does not fund NGO's or support working for peace education. The World Bank, the U.S.- these support the government in Colombia, and not the NGO directly. There is state-sponsored violence and violence that is created by the government so any money for peace ed that goes through them is "lost." NGO's such as Amnesty International and Human Rights Watch have been international organizations that have helped support peace education efforts.

NOTE: It is surprising that NGO's in different countries are doing the same thing in different countries, and we don't often know about them or work with them to give and receive support.

Is this supporting factor in conflict with other supporting factors -- is there a need for a more sophisticated coordination strategy?

There is a need for a more sophisticated coordination strategy. We can create a more sophisticated coordination strategy by:

1) Forming personal relationships- people from diverse agencies and sectors of society can work informally even when formal relationships may be discouraged or not supported. Even negative leaders may be asked to contribute to a particular project, if they are the person who can reach a target population(Example drug leaders helping to educate people a out AIDS prevention).

2) Finding similar interests and broad goals we can work together on creating policy that address the root causes of violence and injustice (such as racism, sexism, poverty, etc.).

3) Overcoming the tendency to compete for resources and recognition.

4) Creating regular, formal meetings that bring together different sectors of society, government and agency representatives to create policies that will address and support peace education. We need to directly reach out to communities. (Example: Guyana held these meetings and the Minister led the process.)

5) Staying focused on a comprehensive and multi-faceted approach, rather

than only focusing on education policy. We need to organize an approach that also looks at health policy, housing policy, domestic violence policy, etc. The problems that are being dealt with in all countries are so numerous and complicated, and the formal school system can not solve all those problems on its own. This is why we need NGO's and governments to help solve and address some of these problems. (Example: Sesame Street working on schools readiness.)

6) Coming up with a broad goal and agenda- such as "creating safer communities", rather than working only on one area- AIDS, etc. Example: community youth serving agencies would come together to work on projects- one could do housing, one could do prevention work, etc.

These at times seem to conflict with the supporting factor of funding. There are so many groups working on alleviating different social problems and because they are all under-resourced, there is sometimes a competition for resources, rather than a collaboration to work on something more holistic.

Are there adequate substitutes to this supporting factor? If removed, is there another resource that could guarantee the same level of efficacy?

There are no adequate substitutes for this supporting factor- networks are needed to reach our goal of creating policies that support peace education that makes a 'real' difference for people in diverse communities.

Question: Because our experiences are so different from country to country, collaboration is a challenge- what is really a good strategy for developing partnerships between us working under different conditions in different countries?

Interesting Country-Specific Notes:

Armenia

NGOs there introduce their government to the information about peace education in other countries. Their organization has succeeded in having leverage with the government because they have created a good relationship with the gov't and have had good outcomes, proven by research, with the programs they have implemented within the schools. They have introduced policies to the ministry of education and science. It seems healthy to have an engage civil society sector where some NGO's push governments to change and some who support governments and try to foster a link between them and communities.

Australia

“Halls of Government” approach- they bring together education, justice, health and government representatives. This has been successful in achieving certain goals- reducing drug violence, adjudicated youth, etc. Example: Australia- has a national safe schools policy that gives a framework for doing the work- but there needs to be a consultation process to help form partnerships and implement the policies.

Colombia

NGOs don't receive government help- and there is state sponsored violence, therefore, NGOs and government are at odds. Colombia doesn't receive help from the U.S. because the U.S. supports the government and therefore the war. The government promotes more conflict. Some EU countries and Canada has been a friend in the peace process. USAID helps Colombia. World Bank? The fact that they go through the government is a block. The NGO's don't have a direct link to them. UNESCO is important for documentations and declarations- but they don't help NGOs directly with work, or economically.

St. Lucia

The main difficulty is that anything that is led by the government has its political overtones. There need to be interventions to come down on the violence across the country. A community leader is in a better position than a governmental leader to lead Peace Education initiatives. It could even be a drug leader who has influence in a particular community who can get the attention of the grassroots. Example of what works: Community Colleges and the ministry of education- there are overlapping or similar interests. Individuals partner and do work together, not necessarily on behalf of agencies, but individually.

Mexico

Government office creates human rights program, and the OAS was not consulted in this area. In 2005 they started to implement this. It is not mandatory that they educators have peace education- they have different programs- but the teacher may be transformed or may implement a teaching practice. There is a tension between an organization's economy which allows efficiency on the job for them, but with a minimum impact, so if they're going to work with the government, it is possible to have more impact, but efficiency is at risk.

Policy Supporting Factors

Supporting Factor Under Discussion:

Existing policy legislation mandates.

How critical is this supporting factor to development and maintenance of CRE/PE policy?

Federal law in U.S. requiring mediation in special education disputes provides a basic framework and legitimacy for entire program.

In Mexico, civic education and human rights education are supported at national level, with curriculum and education materials provided. Federal law is seen a big umbrella to support actions at local government and school level.

California legislature is seen as very proactive in enacting legislation. CA code often modified/amended to support safe schools agenda.

Delaware has no mandated CRE, so what doesn't get acknowledged doesn't get done.

Difficult to support local program without some statutory support.

Ohio's bullying legislation enables Commission to establish and enforce best practices.

In Norway, there's a national curriculum for primary and secondary education, which includes peace education as part of history curriculum. Education Act here today. Prime Minister is outspoken on issue of violence in schools. Very important that the government supports curriculum at national level. Mediation is part of that curriculum for primary and secondary schools. Despite all that, some schools are slow in getting started and others are still cueing up.

In Colombia, General Education Act serves as a guide for schools, with citizenship education for (1) peaceful conflict resolution, (2) participation and democratic responsibility, and (3) plurality and respect for differences in religion, ethnicity, politics. Each of these sections has a conflict resolution and peacemaking component.

Are there larger systems of support that can be leveraged to increase the supporting factor? If so, how might that be done most effectively?

U.S. experience indicates that even when there is policy to support our work, budgets vary from year to year depending on other priorities. Creates a need for communications, good media relations, exchange programs, outreach, work with people not in "our choir."

California is seen as very unique because of power of its legislature and

frequent use of ballot initiatives.

Colombia experience is that not all schools have the resources they need so only perhaps five out of twenty schools are carrying out the vision outlined in national law. Program looks good on paper, in statute, but not in practice. Conflict resolution education cannot be made a priority in schools without computers or even a desk for every student.

Norway's experience, the problem isn't about the resources but rather the documentation and evaluative research indicated that this works. Need for more research as a support system, some of which could be useful at the international level.

Columbia is actually in the process of reducing the budget by close to 12 percent now. Education is only two percent of the budget in many jurisdictions.

Norway is working to document what works and what doesn't based on the work in various schools and municipalities. Major effort underway to document results. Long-term strategic plan adopted (will be translated to English). Stable educational ministry creates some continuity and hope for long-term approach.

In Mexico, the legislature articulates policy but the education ministry defines its implementation and puts its own stamp on it in practice. Some governments are more amenable than others in collaborating with outside actors. Current government, however, takes a very exclusive approach. For example, current safe schools program uses police near school but doesn't tap into the school itself to create a broader emphasis on conflict resolution education.

Suggest peer-to-peer dialogues for education officials to come together and share experience. OAS role is to bring people together like that, but there's still difficulty when people go back to their countries and attempt to create change. Challenge of making conflict resolution education a priority – may need some hands-on support and/or research application assistance.

At the same time, there are NGO's out there wanting to get in and provide support at no cost. This issue becomes access for, and collaboration with, NGOs, plus overcoming challenges at the school level.

To some extent, you can use international bodies to legitimize what it is that you are already doing. Simultaneously, the international groups can push the government to take their programs further, evaluate results, commit resources, etc.

Getting new governors and other leaders to continue emphasizing this work is paramount, especially given the importance of long-term planning.

Can OAS take a critical look at what's happening and publish it to make people aware of this work -- not a critique, but rather a comprehensive assessment. OAS may have the ability to compile information like that, but getting it to the right people in their languages remains a challenge.

Ohio's experience is that programs are not always durable for the long-term. Programs don't always continue from one year to the next, in part due to teacher turnover. Ohio is trying to emphasize support at higher levels and in teachers' unions to address this concern. Teachers' union in Mexico is its largest union and is very powerful with literally millions of members.

Experience in Colombia is to start with teacher education as a vehicle to program development.

Is this supporting factor in conflict with other supporting factors -- is there a need for a more sophisticated coordination strategy?

There's a need to increase information and materials sharing among schools. Also to emphasize sustainability overtime, working with either a top down or bottom up approach.

Sustainability problem comes from a lack of clarity and good marketing of what conflict education is. There's a need for developing some common language and clarify the benefits, showing schools how this can solve their specific problems. There's a need for constant reminders and efforts to reinforce the message. We also need to keep people from reshaping programs that work just because of a change in leadership.

Are there adequate substitutes to this supporting factor? If removed, is there another resource that could guarantee the same level of efficacy?

Role of advocacy groups includes using the legislative process, coalition building, and creating momentum for change. Example from Texas where advocacy organizations challenging an electric utility company tapped into the hearts of the corporations board and investors to reverse a controversial decision. Anything is possible.

There's also a need for scholars and researchers to come together with evaluation data supporting need for policy change.

We also need to acknowledge conflicting priorities and other needs. Meanwhile, keep bringing people together to share experiences and assess

results. Requires a new culture of leadership that places a higher priority on evaluation and support for analysis of work in the area of school conflict resolution education.

Always helps to have friends in high places, champions like Bill Gates and Oprah Winfrey.

Policy Supporting Factors

Supporting Factor Under Discussion:

Research on Effectiveness – proof of advocacy

How critical is this supporting factor to development and maintenance of CRE/PE infrastructure?

- Very critical. Essential and missing part.
- No support for programs or advocacy unless we can show impacts and why it is important
- Competing
- Get into No child less behind. Put into context of another policy priority.
- How to invest in this as opposed to competing
- Brazil does not have a tradition of evaluation. Small budgets. If we have evaluation we will have an advantage.
- Impact on Security and Safety.
- Research components need to focus in on security components.
- Citizen education builds character. Character builds security and security build public safety.
- School climate guidelines impact performance. Body of literature that confirms this to legislatures and administrators.
- Measurement of what increases hope in children – Ohio and Delaware. Youth Services. Prison System.
- Team groups that are interdisciplinary.
- Cant learn to read if hungry, unsafe.
- Nuclear holocaust – what they felt about a bomb. Education and fear decreased. Increase hope in kids. Do I have a future?
- African American student pushed out of schools.
- Need to have agency champions
- Student in a school was like a prison.
- Lobbies that they listen to. Step outside the box.
- Need to make evaluation more holistic. Need to establish the impacts to the system. Need to foster collaboration with entities that have research in specific areas.

- Need to demonstrate the catalytic effect of these processes on Security, Justice, Governance and Economic Development
- Hope is anger and the courage to try to change it

Are there larger systems of support that can be leveraged to increase the supporting factor? If so, how might that be done most effectively?

Need to make connections

Not a lot of quantitative research and qualitative research.

Not funding to support research.

Larger systems of support. Grass roots study to make the case to funding.

What research is privileged?

Homeland security is a priority. If we talk to the right person in Homeland Security.

Peace education is about not getting too upset, personalized ways

Empower citizens to take care of their own communities.

Homeland security and conflict resolution have a connection

Fundamental research to show who does what. We have a window of opportunity.

Small grassroots initiative – make the case to someone who has money.

Partnership with a university and state department of Ed to do the research.

Serious research through alliance with university, department of ed. And Better business bureau. Character education

Grant writers are needed.

Is this supporting factor in conflict with other supporting factors -- is there a need for a more sophisticated coordination strategy?

Coordinating parties. A more sophisticated coordination strategy.

Professional associations and challenge them to make quantitative studies.

Sociologists for example. Educating for a Global Society. Look at number is

other countries. Outcomes of learning. Impacted on by safety and wellness

issues. Does it impact reading. Lower rates of drop out, in jail. Scare them.

Army in Israel is worried is not getting quality people. So they are supporting

education. Make it their interest to support this initiative. Lowered standards.

Not graduating people to the level that we used to. Sciences are decreasing.

Resilience research.

Students are not achieving a previous levels, why is this? The capacity to learn is diminished because of the environment.

Is government the problem or is government the answer or is it the collaborative effort.

Art and films showing. Arts show this in a different way.

Cost benefit analysis. What will it take to convince you?

Real New research not just counting noses. Creative minds have been gone beyond quantitative. Content Analysis, focus groups.
What keeps you from Learning?
What helps your learning?
Media helps. State wide hearings. Getting out and doing a field study.
Look for the deepest bureaucrats and researchers because they will be here long after the politicians are gone.
Collaborations and research work.

Are there adequate substitutes to this supporting factor? If removed, is there another resource that could guarantee the same level of efficacy?

Testimonials and research. Evidence not testimonial. I have better chance to make a case to convince those don't agree with me.
Fake it until you make it.
Keep track of what you are doing. Focus groups, Qualitative research and other disciplines. But, if you are looking for funding from government you need the facts.
Create a champion. Need companies that can show the demand.
See this as a business with something to sell and have to have research to market, strategic plan, partnerships
Infrastructure is there.

Strategic coordination, UNESCO and talking to other ministries to support. They have many other things, but when we joined UNESCO it gave strength
Media can be advocates and talk about research and the need for research.
They have different lens they are looking through... must know that they care and where are they coming from. Everyone cares. Narrative to catch and numbers to convince.
September 21st is the World Day is an opportunity. Have events to bring awareness. Global holiday. Do it simultaneously.

Policy Supporting Factors

Supporting Factor Under Discussion:

Research on Effectiveness

How critical is this supporting factor to development and maintenance of CRE/PE policy?

Very critical. It generates knowledge about what is working and what is not. The outcomes are used to generate new policies, new paths. Research should be inclusive.

Pharmacy story from Mexico. Research should take in what is already in the system. Harm can be done if we don't carry out research.

However, research may not take place at all! And policy may be maintained... but in the USA the evaluation piece is very important.

Evaluation can have a negative connotation. It can mean punishment.

But evaluation is needed to be able to know what is working and what is not.

We need to promote that projects include indicators of success. This also has to do with accountability.

There are countries where democracy can be easily forgotten. Increase awareness and participation.

It is critical because it makes visible issues that are usually hidden, like gender, race and bullying issues.

Are there larger systems of support that can be leveraged to increase the supporting factor? If so, how might that be done most effectively?

Community involvement. What are the issues in your community? Empower the community. Ownership of the policy.

The support of another non-governmental institution which tells the community that the policy is not just of the particular interest of one specific political group... research done by this organization can add credibility...

Story from Mexico of children who are molested and no one believes them.

Another story of women who disappear and are found assassinated, raped, brutally tortured... and the community there sweeps it under the carpet...

So there is a balance, research is important, but sometimes we have to move quickly to address these grave problems, and can't wait for research...

We need to push to have this issue included in the agenda of key organizations. Such as research organizations. For instance, UN, World Bank, IMF. These organizations are not including this topic as a requirement in their agenda... they are not in the indicators! There should be indicators for CRE/PE in these international organizations. How is peace measured? How can the countries sustain these measures? This is hard because no country likes being told where they rank in these topics... hard for UN for instance... but perhaps Amnesty International...

We have to do all of this! The academics, the international organizations, etc... research institutions are isolated...

Mexico is researching gender for 15 years, and the voice gets lost and lost, the only one who listens is the community. The institutions may have no institutional support. They say the results are bias, other priorities, money for the research is over... there may be no political will to take the research into account.

We need money for research!

Research should be done to follow the principles and values of the community and spirit of peace and conflict resolution education – not impose your own design, talk to people...

Is this supporting factor in conflict with other supporting factors -- is there a need for a more sophisticated coordination strategy?

Champions in government may have their own agendas, they may not support the research results... the champion may not be a voice for the research. Legislation can help, it may be there or not there... but there may be more important things. It can be put up on a pedestal. If you can't enforce law. There is a gap between policy and practice... great policy, zero implementation. We need to raise awareness of the laws that exist and that work. Legislative bodies can pervert laws promoted by society. For ex. One regarding the indigenous people. It happened with many laws. Sometimes we have to revisit the laws themselves.

Partners: peace means many things, but this is not casual, it is rel. to the interest of the partners. Women organizations. Partners are touchy. Vested interest of the partners may affect research.

Governments are important, they give money for policy and then they don't think about what was changed by the policy. This is the role of the NGO's.

One person in the right place can be as effective as all of this....

They think about how knowledge can be turned into a technical thing... but not all knowledge needs to be turned into something "useful"... they don't see research as part of their agenda, they see it so separate from their daily lives, that they don't care...

Why do we need investigation if we already have Marx, Kohlberg... we already have this... why do we need more? Why do we need peace research if we already have Ghandi?

Let's not reinvent the wheel... they may say...

People doing research may not incorporate the policy agenda issues, and the activists want to push forward without the research.... And 'we' are caught in the middle... we have to put them together...

Media may focus on things that aren't the key issues... why aren't there more journalists interested in conflict resolution education? It's a good thing to have the media interested in these issues, to talk about it once in a while... however, will it hold the interest of the people? In general, people don't want to see these things... The media has it's own pressures. What people that have a cause need to do is make alignments, find allies, be the person that they go to... feed them ideas... how to make effective rel. with people in the media so that when there is an opportunity they will respond to it... plus, media is changing. At the level of tv or printing press.

Are there adequate substitutes to this supporting factor? If removed, is there another resource that could guarantee the

same level of efficacy?

You can always do anything without research!

But, NO! You can not...

The alternative to research is intuition, you can do things like this, but you may or may not achieve good results... but with research you can also make mistakes...

Or tradition, or cultures could also work...

It's not really a duality, either / or situation... you want to look at intuition, and traditional practices and also research it... to see if it is working... if we waited for research, we wouldn't ever try anything out...

Intuition can lead us to carry out research...

There are also several types of research... not just the one done by PhD's in a top university...

No! There is no substitute...

Appendix B

**Small Group Discussions
Factors That Inhibit CRE Policy**

Policy Factor -Inhibiting

Inhibiting Factor Under Discussion:

FUNDING- Visibility & Advocacy

How critical is this inhibiting factor to development and maintenance of CRE/PE policy?

- Funding is needed to bring individuals together to start policy discussions, mobilize support for policy, disseminate it to inform relevant agencies and perhaps the public, and to train individuals to implement the policy (there are other funding issues around implementation, but another group is considering this.)
- An implemented policy should not need much money to sustain it as a policy (except for implementation), unless there is not social support for the policy. Then it will need funding to support and maintain it, via a marketing/public outreach plan that advocates for the policy and increases visibility for the policy campaign.
- Timing of the project can affect whether one gets funding or not. It depends on funding time periods, elections, and the public discourse or current events that effect public opinions and the priorities of policy makers.
- Funding is perhaps less critical to the development and maintenance of CRE/PE policy than other factors that are being considered. Policies need to be able to survive funding periods and changes in government. There is additionally, some difficulty identifying sources of funding for policy-making in CRE/PE.

Note: A country at war is less likely to fund real CRE/PA. It is important at these times like in no other for CRE/PE to remain visible.

Are there larger systems that can be muted or leveraged to decrease this inhibiting factor? If so, how can that be done most effectively?

1) Champions- Getting a public figure, or well-known and respected organization to champion the cause. People give money because of emotional involvement- we need to identify and enroll spokes persons (with their stories) to advocate for and support policies for CRE/PE. This would greatly increase visibility.

2) Main strategy- To integrate peace education values, processes, curriculum and goals into other programs or work being done by other agencies that are *already seen as a priority and/or already have access to funding*. Civics and Citizenship, Character Education, Public Health, Human Rights, Family Violence, Suicide, Youth Violence, Substance Abuse Prevention, Literacy, Justice System- Diversion programs.

3) There are resources other than money that can be leveraged and donated free of charge- exchanges of information, existing communication networks,

volunteers!, direct small amount fundraising from concerned individuals, grants from NGO's, human resources, places to hold meetings, materials, etc.

4) Research- importance of gathering it and compiling it in a way that communicates indicators of results, impact and successes- when governmental agencies see these, they will be more likely to provide funding and support policy. Research focuses on what works to create positive results.

5) Media- In St. Lucia, for example, there was a Stop The Violence campaign that was taken on voluntarily by a media TV outlet. If we can get major media outlets to support the cause, we will have access to gaining more public awareness and support. Inexpensive ways to get attention include posters- images- websites and email- radio- individual and community efforts.

6) Visibility- by publishing success stories- spreading the word about what good has already happened, been achieved. So we can say to society- this is something good- you can support something positive.. They use the resource from the UN that publishes what good is happening- Title is "Dead End with an Exit"

Policy Factor -Inhibiting

Inhibiting Factor Under Discussion:

Lack of knowledge of CRE/PE what is it? Who does it? How? Why?

How critical is this inhibiting factor to development and maintenance of CRE/PE policy?

Very critical!

In conceptual terms: CRE, PE not same... CRE resonates more in USA, PE more outside... plus there is tolerance education, education for democracy, human rights education... how do they overlap or not... it is imp. To be aware of this, rather than assume that everyone is on the same page.

For communities that have gone through conflict, peace education has a different connotation.

Language is an inhibiting factor, even in our country... some think it's funny to present a Peace Dept., because the belief is to "be at war" or "at a defense". Attitudes and beliefs and behaviors that are not proCRE/PE... this is very hard to change at an adult level...

Diversity training in USA, in Australia multiculturalism...

Education for peace, educating about peace. They are different, and they should be taken into consideration. The way we name things has a political influence (Armenia)...

Colombia: cultural violence, we need a culture for peace, a good citizen that is for peace.

In a lot of countries, there is very little knowledge about CRE/PE and what has been reached... in Holland, for instance, when there were shootings, in congress they talked about law enforcement and others, not education...

Brazil: low preventive work. How do we disseminate?

Even in our own field, there is a failure to read the literature... part of it is that it is not geared towards practitioners. There is knowledge out there, but there is a bridge missing to connect the knowledge with the practice... we are the ones to blame!

It shouldn't be huge books, it has to be short, and powerful. A manual with key information for other countries.

The community needs to know basic skills which have been identified in the literature.

We need visible recognition for successful work that we do. The people that carry out the work are sometimes lost. Sometimes the work is even confidential! (for instance, mediation for companies).

There is also a language issue... what is available in other languages other than English? The USA could identify the needs in other regions and be able to deliver that info. as needed to global networks to help raise that level of knowledge.

Building education and building awareness is very different.

We need knowledge of the differences and challenges around the world.

Summary: The issue of multiple definitions and culturally sensitive language... what are we talking about?

Are there larger systems that can be muted or leveraged to decrease this inhibiting factor? If so, how can that be done most effectively?

Americans need to mute themselves sometimes, because there are other voices and diversity that needs to be taken into account.

Media reports what we want to know, and if people want to know different things, then the media will report it...

Do we want to see blood?

Government in Colombia is pro-war... literature pro-peace...

How do we maintain these conversations? Online? How do we continue?
Email newsletter?

Teachers College in Columbia Univ. represents the peace education group in the USA.

What's working in the field?

Metaresearch to be able to then present to practitioners!

Summary: media, usa vs. the world, what people want to see or the perception of what people want to see, government policies, the place where we work doesn't always support our work and sometimes people think they know but don't!, culture of violence, culture of individualism (looking out for our own benefit).

Policy Factor -Inhibiting

Inhibiting Factor Under Discussion:

Politicians and administrators turning over

How critical is this inhibiting factor to development and maintenance of CRE/PE policy?

This factor depends on who is changing and the frequency of change. Turnover is to be expected and anticipated. There's a need to bring all stakeholders to the table when developing a program, with bi-partisan support.

It also depends on the level of the person. There's a need for patience, time, and dialogue bringing a new leader on board; be mindful of his/her need to get up to speed on multiple policies.

This is less critical if systems are in place to institutionalize your program. Need to make it part of school evaluation, even informally, by creating an expectation just by asking what each teacher is doing.

There's a culture of blame among schools and administrators at state and local levels, so sincerely solving a problems depends on bringing everyone together with the aid of an objective facilitator.

There's a need to explain conflict resolution education in a way that makes sense from the perspective of that incoming administrator. Present it as a tool that will make his/her life easier, as opposed to something that takes away from another area.

This opens an important role for compelling research and presenting reasons in your favor to an incoming administrator. There's a need for concrete facts and evidence that a new leader would need to refute in order to not move forward with you. If there's a preponderance of evidence, then you cannot be ignored.

Acknowledge that we all have the same purpose – that we all share a desire to help children learn and develop life skills.

Need to anticipate changes, so you can prepare groups and compile information in advance for use within transition teams. Creates a need for a strategic change in the absence of a strong coalition.

When the program is largely the work of a strong leader, then there's a need for that person to think long-term to institutionalize knowledge and know-how. Strong leaders understand the need to have an "heir apparent" as well as a supportive environment for continuing the work.

Persuading a new governor creates unique challenges, especially if the state superintendent of schools remains from a prior administration.

Obstacles to creating institutional memory include a lack of documentation, research, clarity, creating bureaucratic hurdles. There's a need for keeping ideas out if front of people with clear messages and visuals. Build certain systems and procedural checks into regular documentation, reporting requirements, etc., at the school or local jurisdictional level.

Sustainability through longer term and diversified funding. Promote five-year grants so incoming people have obligations when they arrive. Look for private sector grants and non-conventional funding sources to support long-term plans.

Analogy is good teaching. This requires buy in and support, so teachers "do" rather than "being done to."

There's a need to manage political dynamics. Everyone wants to reduce

conflict.

Are there larger systems that can be muted or leveraged to decrease this inhibiting factor? If so, how can that be done most effectively?

[Not discussed individually but, we hope, addressed by the above referenced discussion.]

Appendix C

Small Group Discussions Factors That Support CRE Infrastructure

Infrastructure Supporting Factors

Supporting Factor Under Discussion:

RESEARCH & DEVELOPMENT

How critical is this supporting factor to development and maintenance of CRE/PE infrastructure?

- We need research to support advocacy for CRE/PE. Without research to back up claims of improving society, it would be difficult to call for CRE/PE programming in schools and communities. Research and development factors can help us package CRE so that it becomes a mainstream issue. Universities can do research, publish informational books, curricula, AND disseminate it to reach many people at universities and throughout the public (especially the educational sphere).
- In the U.S., The research institutions have the ability to determine who is doing what- sort of a directory function- they can create information and have credibility with government. They have a big impact on developing and advocating for policy. A caveat is that they must do a balancing act between remaining “neutral” and doing policy advocacy work, based on study results. For example, they can’t advocate outright for peace education like the Hague Appeal for Peace did, because they are supposed to be politically independent. Currently, there is more research happening in the area of conflict resolution education, than there is in Peace Education (which is more holistic).
- **Note:** There is a real difference in the function of universities between Latin America and the U.S. Universities in Latin America are not necessarily seen as keepers of public opinion- or opinion makers- academics do not hold the same position as they do in the U.S. There are not as strong lines of communication and connection between universities and governments in Latin America. In Mexico university professors must teach (70% of their time) and do research (30% of their time). This leads to research getting privatized and those organizations must compete with one another to get funding and support. Additionally, in Mexico CRE is not a priority area for universities. There isn’t official support for engaging in CRE research and practice. There is the danger of applied research becoming the political arm of the government.

Are there larger systems of support that can be leveraged to increase the supporting factor? If so, how might that be done most effectively?

- 1) There could be an effort to link universities from various countries and to form collaborative research initiatives. Sharing research from different universities around the country lends credibility to research efforts.
- 2) Interdisciplinary research centers at universities, rather than academic departments, have more independence and try to really engage interaction with people who are practitioners, not just researchers. We could outreach to them.
- 3) Approach more private facilities with the idea of CRE/PE research. Private institutions in the U.S. have a great impact on policy making- such as independent think tanks.
- 4) Exchange programs- get young doctorate students to go to other countries to do research on CRE/PE there, for cross-cultural experiences, comparisons and perspectives.
- 5) Build partnerships with regional and professional organizations- Create panels of researchers to present at various organizational and professional meetings and conferences to help spread the word and advocate for CRE/PE. This is an untapped network right now.
- 6) Create a central information research source. We need to know about best practices and the state of the art work in different countries. We can support each other by teaching each other research practices and sharing tools for research.
- 7) *This* very network (the conference, policy meetings) can help Armenia (for example) get funds for research centers because it provides legitimacy to organizations and individuals within their country. (Armenia Women's Development benefited from the book- Kids Working It Out- they took it and ran with it)
- 8) Get the Inter-American Research Banks involved; they are active on several continents, including Africa, Asia, etc. The World Bank has a CRE division. Inquire about development institutes that are doing in-country work in education, such as the Canadian Institute, Swedish Institute for development.

Is this supporting factor in conflict with other supporting factors -- is there a need for a more sophisticated coordination strategy?

There is a need for a more sophisticated coordination strategy.

Issues:

- There may be funding competition between researchers and practitioners, when what we need is more collaboration.
- There is no avenue for teachers working in the classroom or other community-based practitioners to bring their knowledge and experience back to the university or think tank researchers. This is needed in order for research projects to be relevant and serve practitioners' needs.
- Studies need to be approved, and the agenda for studies is often set by larger agencies with their own agenda, that may be different from a community's agenda/needs. These funders and/or research agencies may not have a real commitment to the communities that provide research projects/contexts for them. What the study is completed, the researchers leave the community, and may not be involved in capacity building for longer-term violence prevention or peace education efforts.

Are there adequate substitutes to this supporting factor? If removed, is there another resource that could guarantee the same level of efficacy?

Infrastructure Supporting Factors

Supporting Factor Under Discussion:

Teacher leader networks and local school systems.

How critical is this supporting factor to development and maintenance of CRE/PE infrastructure?

It is critical! Buy-in of key people is critical, directors, school boards, families. Low-income families, people of color, etc. Include and invite all the people that should be involved, to be involved...

Are there larger systems of support that can be leveraged to increase the supporting factor? If so, how might that be done most effectively?

The parents. Involve them from the very beginning, in the planning process... not just when something goes wrong.

Is this supporting factor in conflict with other supporting factors -- is there a need for a more sophisticated coordination strategy?

All of these factors should be interlinked... there should be feedback between them.

Teacher training programs are driven by the professor's research interests and not by what the local school systems wants.

There are opportunities in departments to include these topics in legislature, etc... but advantage may not be taken of them.

John Hopkins has a center on school violence, and they are working with them to look at the data to tell them what they should do to change the climate...

Are there adequate substitutes to this supporting factor? If removed, is there another resource that could guarantee the same level of efficacy?

No! We need teachers! The question doesn't seem to fit the context. All these areas need to take place at the same time.

Infrastructure Supporting Factors

Supporting Factor Under Discussion:

Training, Curriculum and Coursework

How critical is this supporting factor to development and maintenance of CRE/PE infrastructure?

TRAINING

Preparing future teachers in this area is critically important. There's a sense that CR education is being pushed aside in favor of other priorities because of No Child Left Behind policy. It's really central to classroom management, yet far too few future teachers get training in this area while in college.

Efforts are underway in some American universities to embed CR education into overall curriculum in schools of education. University degree programs or course revisions typically go through a lengthy approval process – up to five years – making it a promising long-term strategy.

Emphasize so-called “experimental schools” or “lab schools” in which new approaches can be tested in the classroom. Also promising are partnerships between colleges and school systems that incorporate college professors and

students into the K-12 classroom. For example, one German lab school became a model school to promote reform. There are many similar “lab school” approaches in the U. S., but CR education and peace education are not always primary components.

In service training and teacher development in Armenia so that teachers are able to adapt to new approaches and learn how to create good climate in the classrooms. Teachers are monitored and some do change their practices based on the training. Research indicates that in-service training is more effective than pre-service training, possibly because the need is more apparent for experienced teacher or because its more specific than pre-service training.

There’s a sense that it is more difficult for us to insert ourselves in the in-service area because it’s planned so far in advance and is geared to the identified needs of individual schools/districts.

Training is a critical component as long as it’s relevant and well done. This requires building support from administrators and building leaders. Training needs to be transformative, meaningful, high impact.

Recognize that in some countries there’s no in-service, and in others there’s no pre-service, so we need evaluation to assess and meet needs.

Infrastructure support is needed for teachers at the classroom level. Teachers need non-threatening support to keep from reverting to business as usual. Need to take a collaborative approach with teachers that involves them in creating change.

Without money for training, there’s a need to build groups of teachers to support each other – coaching, mentoring, networking, workshops. Example in Mexico of collaborative and interactive teacher workshops at the school level, which have been well received but have not been evaluated. Schools have advisor that help them access materials and meet needs.

Of all the infrastructure issues, training, curricula, teacher training and coursework is where implementation occurs, making all of this critically important.

Colombia example makes the classroom student centered instead of teacher centered, which transforms entire environment of the classroom and schools. Teacher has what he/she need to implement the curriculum in the classroom and tools for self evaluation.

Teachers need new pedagogy – focus is on how children learn.

Guide in Colombia for teachers to implement conflict resolution education,

anger management, dealing with other people who are angry, peer mediation, etc., comes with a little library for every classroom. Other books for human rights education, constructing citizenship are also provided. Everyone gets training in conflict resolution. Indicators show that violence and complaints are coming to an end. The result is a culture of peace with students in school – reduced conflict in the classroom and improved classroom behavior.

Are there larger systems of support that can be leveraged to increase the supporting factor? If so, how might that be done most effectively?

There's a need for alignment among the training, curriculum and coursework. Can be complex but aided through collaboration. Timing is also critically important.

Example in the Caribbean: identified a set of qualities they wanted to see in people – the ideal Caribbean person – and then built a curriculum based on that. Brought teachers in from all over the region to introduce a new curriculum with life skills approach. Curriculum and training harmonized across member countries. Supports movement of people and teachers across the region so as not to disrupt child's education. Curriculum specialists included people from each island, brought back to the teachers for feedback, and developed a final version with various modules that all four countries are now implementing – currently assessing the product and the results. Evaluation is an "authentic assessment" based on application and practice and skills – if there is a conflict, what skills do they have to resolve and are they doing it.

In Armenia, NGOs have developed certain standards for teacher training. In Mexico, curriculum includes management and resolution of conflict as a life skill – want to be sure teachers incorporate this in students real experiences as opposed to using a lecture format. Developing/collecting curriculum materials, exercises etc. for them to use.

Is this supporting factor in conflict with other supporting factors -- is there a need for a more sophisticated coordination strategy?

Effectively delivering training and using a new curriculum requires broad-based support from parents, teachers, community, administrators, etc.

Changing practices takes time. Begins with in-service training, plus connection with new teacher, and ongoing support. Need to be aware of the "hidden curriculum" that says what really happens in the classroom.

Tend to get same results across the board in that lower economic students

consistently under perform those from higher income families. It may be that the curriculum is okay, but there are other social issues that need to be addressed for students to learn. Other supporting structures need to be in place – hungry children don't learn. Need to mobilize community to develop total support system. Poorer schools in Colombia have children and community governance attempting to meet needs not addressed in the classroom.

Are there adequate substitutes to this supporting factor? If removed, is there another resource that could guarantee the same level of efficacy?

No. In the interim, there's a need to introduce a healing environment. Playing and expression in the absence of curriculum. Other ways to promote conflict free classrooms depend on the skills of the teachers, students and principals.

Appendix D

Small Group Discussions Factors That Inhibit CRE Infrastructure

Infrastructure Factor -Inhibiting

Inhibiting Factor Under Discussion:
Non Implementation of (existing) policies
How critical is this inhibiting factor to development and maintenance of CRE/PE infrastructure? It is real. Not full implementation. Policy is very important. It is very hard to direct action without policy. Hard to provide support. Gives people leverage. Yes it is in the law. Helps with accountability. Having a policy gives you a place to draw. When no funding, that becomes on excuse for not implementing. Worse to have a policy that is not implemented than having no policy. The gap between the policy and lack of implementation creates a lack of trust and causes damage. Breaks relationships. Policy without funding sends a message about the importance of the policy. The policies come down for districts to implement and they must rearrange their priorities. If there is policy makers can remain there forever. Extended bullshitting. Policies must be built from the grassroots up. A Movement that is dealing with the issues. Then you have a structure for implementation. When no link for the grassroots. Functions in a vacuum among with elites. Starting with empowerment. Comes from a need that is identified at the local level. In Mexico there is a divorce between policy and the educators. No training for

educators causes non implementation. Divorce.
Lack of mechanisms for eliciting local needs.
Policy must be imposed from the top in specific cases.
In this case, must elicit how the policies should be implemented.
Measurement to demonstrate that the policies are implemented. Training and professional development. Help to implement.
Policies don't go directly to the people. There are levels.
Secondary schools in Mexico are very authoritarian and not created by conditions, but by the system in which they work. Discipline is terrible
How can policies be real when there is environment.
Resources and time allocated to implement policy dependent on the priority
Hold leaders accountable. Need to educate leaders on the importance of the importance. How it affects achievement. "Here is an add-on and if you find the time do it."
Formal schooling system is not going to give you the system to implement this. You have to involve community to use the school and involving the youth to change the system. No one expects the teachers to be a factor in change, because they are trying to survive.
No child left behind needs no room for creativity. Courage of conviction do what need to be done.

Are there larger systems that can be muted or leveraged to decrease this inhibiting factor? If so, how can that be done most effectively?

Recognition of good practice can mute
In Mexico, the government does not want to evaluate school environment only achievement. So, this affects ability to argue for
Classroom climate is one of the most determinate factors in quality of education.
Attitude of the teacher and Non-violence indices.
Good climate in USA – teacher is fair and does the teacher care. Inclusive and democratic. Will my teacher like me?
Clear Indicators

Teacher preparation. Administrator Preparation. Indicators of classroom climate.
In service education. The curriculum strength. Strengthen education of Administrators.
Principle education.
Learn for Success. Individuals that is rare. Counselors
Examples of good practice that will inform policy makers. Measured results.
The policies of evaluation are important to give importance. Doesn't see the importance of classroom climate, evaluations.

Teacher unions are opposed to the implementation of policies. The issue for

the teachers is fear. And that policies need to go to the unions and include them to develop a fair policy.
Labeling of people and then not willing to work with them.
Policy need to be reviewed, reviewed because conditions changed. How are people involved in
How do you initiate change? Models of change and tipping.
In Mexico, management of schools need give time and space for teachers to discuss these issues.
Good practices.
Shooting in Minnesota. Change is happening and but it is slow. A headmaster took two years to resign.
Creativity and crises and Trauma makes a space to capture peoples attention.
Triggers can help move.

Appendix E

Small Group Discussions Critical Research Needed

What kind of information would be most helpful in promoting CRE/PE in your country/region/state?

Study indicating that CR increases achievement; there's a study indicating that it takes 25 lessons to do that.

There's a need for research indicating that that CRE increases academic scores.

Studies that connect this work to lessening violence.

Study that is ongoing in Antigua, Granada, San Lucia and Barbados – includes control schools and treatment schools – demonstrating good results so far in second year of study.

Experience in Bulgaria working with politicians up to age 35 using case studies – need good case studies on CR from all over the world. Stories about conflicts that occur and get resolved – describe what happens in negotiations, etc. for role playing.

Experience in Chile replicating a city hall election using school children. Kids

organized campaigns, register to vote, etc.

Some school officials want to know what kind of program is “best” for them. There’s a need for clarity regarding the different types of program. Envision a research-based matrix that matches different types of program to different kinds of schools or different populations of students.

Research matching different kinds of programs to different outcomes would also be helpful.

There’s a need to increase the level of acceptance for this kind of program, especially in countries for which this is a relatively new approach. Consider then setting up an international research project to identify the needs in the various nations represented here and perhaps other countries. Then, over time, publicize the results of studies being conducted. Then, participating countries could have more promise approaching universities for conducting research. Can say, “we are participating in an international research project and would like to work with you on x, y and z.” Would enlarge that overall impact of our work and help in connecting related research.

Need some kind of mapping, assessment of existing data to identify needs and shape agenda for our collective research.

Need to look into the root causes of conflict – what’s behind the conflict and what kinds of things are there to address it? Economics, school climate, resiliency, connectedness, etc.

Need to identify relevant issues around conflict. In Mexico, there’s a recognition that people discriminate against each other, that people struggle with addictions, etc. Need to know what’s better for what kinds of problems.

There’s a need for research on how conflict resolution training might help redefine the identity of youth, with attention to differences in race and income.

What organizations/resources are available to conduct research and evaluations to generate this information?

Universities and schools of education are an obvious research in the U.S. Latin American colleges not devoting research resources towards this now, so there’s a need for support from international organizations.

Examples out there for training community members to collect and analyze certain data, which can substantially lower the costs. Could use graduate students in the states to assist communities in research design and data collection.

In Norway, there's plenty of money and research, but not in this area.

In Mexico, the education ministry puts out annual requests for projects and supports research through the national government. There's a need to stimulate research proposals in this area.

In Bulgaria, the United Nations Development Program stimulates proposals in a similar way. Resources are there but not readily accessible.

There's a need to identify all the organizations out there supporting this kind of research. Who are the funders? What international organizations out there are supporting this or could be approached to do so. Need to develop arguments in favor of doing research in this area – outline benefits and possible needs.

Consider regional partnerships to support funding request (e.g. all European folks here); use the new website as a forum for that kind of collaboration.

Norway has one of the best documents out there – major commitment/strategic plan adopted by the government – everyone else should shop it around to support similar efforts elsewhere.

Connect with University-based peace studies departments; use them to help generate interest, research, and encourage them to study this work in other countries.

International recognition indicates that Scandinavia is way ahead in this area.

Connecting this with resiliency might also draw an interest in research from the mental health research community. Examples that might be attractive relate to effects of this work in high trauma regions.

Sometimes assistance is needed framing the evaluation data or setting up a research agenda. Requires networking and building relationships.

What mechanisms for dissemination of this information are available and how adequate are they?

New website, proposed international consortium (see above).

What additional resources are necessary to obtain needed information?

We need to use this network. Link to other international institutes. Tap into other survey research related to youth/school issues worldwide (i.e. –

international ranking kinds of projects).

Create task for of this group with a focus on research and possible conference or e-conference. In some places, access to computers and the web is a limitation. Nokia is seen as company with an interest in youth related issues and could possibly help meet this need.

Create research task force before leaving today.

Critical Research Needed

What kind of information would be most helpful in promoting CRE/PE in your country/region/state?

Teacher retention- classroom climate

Critical thinking strengthened by CRE curriculum and test results

Success stories- evaluations from parents, students, teachers

Mexico- legislation dictates requirements for peace ed- it would be helpful to know what legislation exist in other countries

Special education mediation program in MI: Comparison of mediation with more adversarial types of CR in terms of the results- look at satisfaction of participants of the process- what would be a good way to assess if this is working

St. Lucia- 3 longitudinal research studies on the effectiveness of using a life skills approach to reducing violence- the process and the effectiveness of the approach- following same students –grade 7-grade-9 grade- social skills- halfway through and the results are looking good

They want to know if it is working to achieve the goals- 10 lessons per module and they do a unit assessment- self-report of behavior changes- quasi experimental

Transference skills to see if students use the skills they learn in schools or programs they apply to other settings outside of schools

How do teachers themselves manage conflicts- they have not necessarily been taught how to use conflict resolution skills

Michigan- they have an agreement with the educator's association to act as a mediator for non-union teacher disputes

Ohio Commission on Dispute Resolution they are looking at that- start with interpersonal conflict management- classroom management and conflict resolution skills- and then activities they can do with students

Engagement with community- research that links communities with schools

Looking at other factors that affect behaviors, outside of school programs- the media, political parties, families, communities, justice system, etc. Colombia example- there is a violent context

School culture change- ways this interacts with community culture- etc.

Connection between drugs- guns and violence- what can we learn from community violence prevention initiatives?
Social norms around acceptable use of violence- try to have gangs make treaties- California Wellness Foundation started coalition- "Peace Over Violence"- looking at gang involvement and family violence
Small, qualitative study on educator's experiences with CRE
School climate and help-seeking behavior of students- school culture
Elevated levels of trauma in students and teachers- change interventions to look at what we know works with trauma (L.A.-Philadelphia)

What organizations/resources are available to conduct research and evaluations to generate this information?

Where are the resources?- money-organizations

IPRA-

Private organizations that study conflict- but they aren't looking at youth

Stanley Foundation- Carnegie-Rockefeller

Hewlett Foundation in CA is now closed

UNICEF supports study in St.Lucia

INCREPE could put together an inventory

Universities are doing research already

Hamilton Fish Foundation- Kroc Foundation- OJJDP- DOE-Safe and Drug Free Schools-

We need to make an agenda explicit

Armenia- it is a combination of agencies, organizations, universities that provide support

There are private and multi-national organizations that are conscious of their social responsibility- there is a company that is in a poor neighborhood- they approached this international company and they said we give money, etc.- but they are not embedded in the community- Unilever example

There is a long list of these types of organizations that need t be asked to do particular work

There is a need to have a list of organizations that specifically would give support out internationally

Problem- of whose money to take? "dirty money"- promoting "clean investing"

What mechanisms for dissemination of this information are available and how adequate are they?

Organization that "translates" research into common language for practitioners- at UCLA

Get newspapers to report god news

Website used to share information

Radio- TV might reach more people

Clergy- religious communities

What additional resources are necessary to obtain needed

information?

Need point person in each country to help disseminate the information
This network would have its own news endeavor- to compile information and help disseminate

Development of talking points, support literature- like sample letter sot the editor

Critical Research Needed

Research Topic Under Discussion:

Research cited by group:

Chaux, Enrique / Universidad de los Andes” studies on aggression, empathy, and development of competencies (conflict resolution, communication, self-regulating, etc.) through schooling

Johnson, David / studies and meta analysis of cooperative learning

Reisnick and Blum : Add Health Findings / longitudinal study of adolescent health / schools make a difference /

Krick, Nicky / Relational aggression

Morrison, Brenda Research on bullying and restorative practices

International Institute of Restorative Practice

UK / Mark Battel,

University of Edinborough

Department of Ed Minnesota / studies on suspensions

Umbright, Mark / work on restorative justice / 10 year database

Minnesota / focus research on positive youth development

Special education / Linda Hansen / comparative effectiveness of mediations

Mexico current study on Conflict Resolution/ choose the 100 worst public schools / mostly rural / a diagnostic was made / 20 schools were selected / the social behavior was an issue / kids that are not favored are the one with the

most conflicts / and they are also the ones who receive less attention from the parents/ attention span / higher

10 schools chosen / 5 schools as a control and 5 schools to receive a conflict resolution program / 3 year study and reporting of findings/ targeting children in low socio economic settings for that length of time / findings to be used to design new programs to work with teachers / and also with the youth / areas / in the patio / areas of the school /

Add Health study finds that in order to increase students health / teachers should smile at students and know them by name

Mexico study will look at 4 dimensions Power / self knowledge /

Brazil : Government does not make use of the research / Sao Paulo University

Journal on children in Media

Sesame Workshop does formative and summative evaluations of programs / tolerance / project in Kosovo / Albanian and Kosovian versions of the program / teaching understanding of the other / South Africa program focuses on acceptance of those with AIDS / how media can support conflict resolution and tolerance / Search for common ground research / Pamphlets that publish findings / Fantastic books / G is for growing /

KASLE University of Illinois, Chicago .. teaching social and emotional skills,

Minnesota: Research that is culturally relevant / Research that was specific to their culture / newsletter section

Interdisciplinary group research / project came out by researchers together with primary students, in regards to peace education / successful / became a Program

Lot of research that has been done in the US / couple of research articles that summarize that work / depending on what you look / some areas better researched than others / bullying prevention has a gap in research / importing models and using them badly / no good research that shows strong impact

Differentiation between student groups / race

Restorative practice strong / research base in the schools /

Maryland has a legislative mandate to report bullying and harassment / broken down by gender, race

Internet based survey instrument /Dennis White from Hamilton Fish Institute/
Kevin Hogan / on line school climate survey /

Research utilization

Brazil

How research is disseminated / Problem of how it is disseminated / and
language it is disseminated in /

Policy briefs / identify who could be an advocate /

Researcher will look at work of government and reach out to NGO /

Research done by researcher is interpreted by Government / researchers don't
think like programmers /

Mexico: in order to sell this to government / we said we would be looking at
school environment / program of English / technology use of schools/ use of
libraries / quality programs /

Research is presented to policymakers / xyz / good at press release / savvy
with the press /

In terms of the mechanism discussion / researcher don't know how to present
research / don't know how to present ideas / huge gap between researchers /
policymakers / very small studies in controlled environment /

Talk about some mechanisms / Howard Werner from Harvard / how to
present data /
Incumbent to make research translatable to others

Disincentives in Universities / applied versus theory

NGOs influence in research / Guide that looks at tapping into NGO work

Mexico model / NGO formed by an ex politician / researchers/ and activists...

Critical Research Needed

What kind of information would be most helpful in promoting

CRE/PE in your country/region/state?

Information that links Peace Education with Academic Achievement.
Reduction that shows reduction in fights, violence
Money saving. Administrator's time dealing with bad behavior.
Innovative programs
In Mexico politicians like things that are dramatic
Things that give teachers to work with
Linked to evaluation of a certain type and linked to proven data
PBS, PBIS (Oregon) and classroom management – data connected to that – #
office referrals. Changes teacher behavior. Incentives. Swiss Data allows.
OBEIS – high school – (Norwegian Bullying Program) extra police officers to
deal with gang fights. Not helping, just containing. Character education.
Looking for a curriculum. Student surveys and Parent Surveys.
Image of Programs – Research is not welcome in Mexico. Because evaluation
is generally critical and looks at the negative and not any positives. Must
improve image of the programs and more balanced evaluation
Channeling energy in Armenia. Cooperative learning.
Results of research are too technical and no body understands the results and
must make accessible to teachers and administrators.
Results are given but methodology of the investigation is not shared. Must
make methodology available to teachers. No participation of teachers in design
of research/evaluation
Not capturing the knowledge and theories that teachers are producing.
Knowledge is not valued and recognized as creators of knowledge, techniques.
Teachers need to systematize their knowledge and techniques.
In service training need to research laboratories.
Teachers go inside their classrooms, don't talk to each other. In service
training are preaching sessions by administrators.
In Colombia, school summits are held to review topics of concern. Cali (?) had
teacher specialization program (post graduate) in human rights

What organizations/resources are available to conduct research and evaluations to generate this information?

Partnering with Universities. Universities will write that grants. They need the
access to the schools and state institutions can help give that access.
51 accessible studies linked to achievement – A New Wave of Evidence: The
Impact of School, Family and Community Connections on Student
Achievement. Southwest Educational Development Laboratory. National Center
for Family and Community Connections with Schools. Ann Henderson and
Karen Mapp.
Hired professionals to develop data collection resources (forms)
In Mexico, no transparency of grant making for research (corruptions). UNAM is
the biggest research institute. Politecnico is the alternative.
NGOs are more innovative that state institutions – capacity to socialize

supported by international funds. But, their result do not get institutionalized channels. Gender investigation in particular.
No long term research.
Johns Hopkins University. Professors have made themselves available.
NGO and CSO do some small research.
UNESCO and other UN agencies.
Catholic Universities are developing conflict resolution centers.
In Colombia - Teachers Room – place where teachers share research with students and others. ACER
Student Organized Conferences – students share research

What mechanisms for dissemination of this information are available and how adequate are they

Internet. Is not too reliable. Not everyone is able to publish on the internet.
Database will be nice thing
Publications don't have large distribution. Not a big business for publishing houses
Meeting like this conference are useful and cost \$.
OAS Website is collecting research summaries from.
Conflictresolution.org. and oas.org
Personal connections and referrals. Credibility of the disseminator.
Language of the research is too complex and does not get to the teachers in a manner that they can use. Repackage for use. Develop a training program based on the research.
Network meetings with clear agendas and very specific.

What additional resources are necessary to obtain needed information?

Need a Network with a clear set of goals and action plan
What time is saved?

Appendix F

Action Plan Templates Country, State or Region

Action Plan Template – Policy
Country/State Team: LATIN AMERICA and CARIBBEAN

Task/Action to be Taken

1. OAS – Support you efforts of the countries in CRE/PE education.
2. OAS is a Political Organization. The Ministers of Education gave this issue a priority. Citizen Education/Peace Education and CRE. Mandate to help the

counties with regard to research, professional development, curriculum resources, exchange of information. With experts and ministers developed a plan and have this network to define projects that are pertinent. We have developed mechanisms like the Portal, Academic Journal. Seed money for something in each area for the next two years. You could form a subgroup in to help define. We have convening power. This is an alliance of all who are working in this theme. The content you could influence. Create synergies that can help with infrastructure

3. Ministers of Education committed to this. What follow-up and verification and how to confirm compliance. We can do more. We have mechanisms to follow up. In the Summit of Americas Comision Interamericana de Educacion. To Follow up on Mandates. They meet once or twice a year to inform them about implementation. You can disseminate upward what you are doing. You can use this mechanism to inform the ministers about what you are doing.
4. St. Lucia. The ministry contacts with OAS, but no NGO to support to help implement. Violence in the schools and in the Communities. School and Community connection.
5. OAS can influence the government, but is not the only one. UN has programs. UNICEF has offices in each country. UNHCR in places of Crisis. Multilateral coordination is needed. But, with a perspective of crisis and extreme poverty. Broader multilateral vision. Try no to avoid duplication of forces.
6. For follow up this organization with a meeting between practitioners and the multilateral organizations working.
7. The UN agencies have a different perspective than those of NGOs and research institutions that need to be more critical of the conceptualization of things by the international organizations.
8. Roles of various actors to advance.
9. How to include other actors in the policy formation
10. Strengthen international networks
11. Public policy not participatory. We want more dialogue on policy formulation.
12. Support initiatives
13. Support a policy that would support innovation to expand and recognize local initiatives and support dialogue and experience sharing.
14. Channel experiences and share.
15. Need a directive that they do something innovative, his way and then have a way to share these experiences, so that good practices could be replicated.
16. St Lucia seems to have a different relationship between governments and NGOs
17. Identify the gap and determine what the action
18. A declaration from the conference to the countries and to remind them of their responsibility to take into account the view of the practitioners. As a result of the conference. To take into account the role of NGOs. To be disseminated on Website, to the Ministry of Education.
19. Individual meetings with Ministry of Education

20. The OAS can do more to remind the countries to give
21. The OAS could have a consultative meeting between ministers and practitioners in November.
22. Caricom Secretariat and OAS communicate to disseminate the results of this conference.
23. Communities and other actors of Ministry of Justice, Human Rights not just Ministry of Educations
24. Puntos para una agenda de consulta
25. What are the main preoccupations of this group, who are the actors that.
26. A Call to Consultation
27. Promote

Action Plan Template – Infrastructures

Country/State Team: LATIN AMERICA AND THE CARIBBEAN

Task/Action to be Taken

1. Synergies between Multilaterals, governments and NGOs

Action Plan Template – Research

Country/State Team: LATIN AMERICA AND THE CARIBBEAN

Task/Action to be Taken

1. Research to create indicators of the competencies obtained
2. Determine the State of the Art – innovation.
3. Give privilege to practice and not theoretical examples.
 - a. Person in each country to gather information of what is being done
 - b. Define Criteria for the which cases would demonstrate the state of the art. School and community initiatives.
 - c. Develop Case Studies
 - d. OAS website would warehouse the cases.
4. Build justification larger to demonstrate broader impacts to convince the politicians and policy makers. Translate the result for decision makers to have the justification necessary to design policies and implement programs that expand and give incentive to innovative programs.
5. Define some specific areas: Discrimination or positive discrimination
6. Publication of best, innovative practice
7. Premio by the OAS to give incentive.

State Team Ideas – U.S.

Encourage US Department of Education to be the point agency for international anti-bullying organization, like the International Network on School Violence and Bullying Prevention.

Focus energy on pre-service

Disseminate conference materials and summit documents in home states.

Engage university education programs to encourage pre-service coursework in this area, particularly in the area of special education.

Ohio has a parent advocacy person there for engaging parents. Some funding requires parental involvement in various projects, so see if your state has such a person or office. Find out what's inside the agency to support parental involvement.

Special education services often have parent liaisons; Iowa model is based on trying to resolve concerns at the earliest possible level.

Idea in Maryland to create a CR certificate program in a school of special education. Similar track at Temple and Cleveland State.

Similarly, tap into Degree programs in conflict resolution to create education tracks and/or provide them the education certification or other credential in conjunction with the CR degree. This could look like a dual degree model.

Recent meeting with 3M corporation that Nancy had during which 3M folks started talking about various online training models in use for their employees. Consider a similar approach for training teachers and other stakeholders in conflict resolution education. Online training requirements for teachers to complete annually.

Model – Ohio Resource Network – provides “wrap around services” for children. Took a healthy workplace presentation and used to create an online training module (currently under development via contract with an outside service provider).

Online modules for teacher training are in use already for things like sexual harassment prevention, substance abuse, etc. Precedent exists for e-learning approach. Word of caution because there's no interaction and teachers cut a lot of corners; they log on and walk away for eight hours and then take the test. It still creates accountability by saying that this is something that teachers are expected to know.

Need to allow multiple avenues for learning to reach teachers with different learning styles and different levels of interest.

Iowa requires multi-cultural and gender-fairness training for all teachers.

There's a sense that holding teachers accountable is tremendously difficult. It's a systemic problem and teacher shortcomings are tolerated because of a lack of teachers.

There's a sense that the U.S. doesn't value teachers, especially compared with other countries.

There's a need to emphasize restorative practices in response to concerns about teachers. Example about a teacher dismissed for shoving a chair at a student; there was no restorative approach, and the principal won't talk to anyone about the decision. Wouldn't be better not to have an all or nothing response and let kid know that adults make mistakes too. Model good practice.

Nothing is one size fits all. There's a need to ask "what problem is it we want to solve?" Answering that question requires engaging students, teachers, parents in dialogue.

Research is needed. Can we get funding to get graduate students to conduct five-state studies at the regional level. Promote opportunity for collaboration on research. Pool research and write federal grant to get funds to multi-state research.

Beware of incident reporting paradox – schools and jurisdictions that report everything look bad on paper while those that a lax look better.

Weakest part of American democracy is foreign policy. We basically do nothing until there's an emergency. Now, there's a renewed emphasis on peace studies. There are so many ways we as individuals and communities are linked to the rest of the world. Given that way of thinking, then consider how people do this kind of work in schools links with global momentum toward creating a new peace culture.

Research needs – longitudinal study to see how CR education affects the decisions young people make later in life. Try to figure out long-term effects on students and the world. We often hear from people who say, "I was a peer mediator in high school and..." which attracts students to courses and programs at the college level.

Encourage creation of principal's academy for conflict resolution education. Should also bring in the other youth-related agencies, juvenile justice, mental health, etc.

Three Prioritized Ideas

Collaborative Research Across States – Eric -- Pool resources for research at the regional level – involves hiring graduate students and developing research agendas. Conduct research on effectiveness of various programs with various audiences. Could also tap PBIS – positive behavior interventions and supports – data. PBIS is an incentive based program that is about teachers taking control of their classroom and not making the principal a disciplinarian. There's lots of positive reinforcement throughout the school. It's a punishment and reward system that requires teachers to make real connections with the kids and say hey you did a very nice job this week.

Pre-Service Training Project – Dee Ann -- Gathering information on what institutions are doing and how can it be advanced. Where are we nationally on this? Need for collecting information on this; post information on new website highlighting the actual courses out there. Find out where the programs are and what are the best practices. Highlight what's going on so other universities can replicate it. Are we able then to distill it into standards because many universities think they are already doing this.

Mapping Partners and Content – Nancy -- there's a need for some effort to help people find useful tools from other disciplines. Encourage uses of circle processes and other restorative justice models in the classroom and in schools. Asking researchers to broaden research. Connecting CR education to other areas of interest such as sexual assault prevention, drug abuse, etc., again with aide of the new website. Combine this with the notion of mapping national partners. Mapping National Partners -- -- involves identifying all the national partners and support organizations.

Appendix G

Core Areas of Collaborative Action and Initial Task Forces

Information and Advocacy Group

Create an Identity for our Network -- Idea in the European group was to have a name and a logo. Create some branding and awareness. Recruit a celebrity spokesperson (Antonio Banderas) or more who can be out front on this. Who can serve as our spokesperson? Maybe Rosalind Carter could connect us to the international group of spouses of national leaders. Need for a poster we could all use; display in classrooms.

Create an identity for our international network of CRE/PE practitioners. There's a need to collaborate on areas of common interest. Website creates a forum and place to store information.

Will need to develop a brochure and action sheet, plus identify ambassadors.

Create Interest in Joining the Network -- There's a need to get more people in this network at conferences talking this work up and promoting policy/legislation that seems promising.

Try to get a practitioner, a researcher and a teacher from as many regions of the world as possible onto the network. Use website to find out where all the programs are and map them globally.

Emphasize the importance of regular communication to group members.

Share Information to Help Each Other with Awareness Events in Schools and Communities -- Sept 21 events – International Peace Day – need to encourage people to promote/highlight good practices in CRE/PE. Also, Conflict Resolution Day, Oct. 19 or 20 through the Association for Conflict Resolution. Stress the use of community activities to raise awareness at the local level. Could use website to learn about each other's work, swap success stories, etc., share ideas about how to raise awareness, connect with each other, find partners, etc.

There's a need for a resource package for use in this area, for example someone who can write a play that can be put on in different areas. There are also poster contests, so why not share the products and use it as a way to raise awareness regarding conflict resolution in schools.

Task Forces

I) Information and Advocacy

Logo, Graphic, Power point Presentations, Poster, Public Representatives (renown figures).

Logo design: Judy (submitted drawing [scanned] attached herein); Poster depending on logo's acceptance/approval before proceeding further.

Power Point Presentations: Nancy Riestenberg

Public Representatives: Search, Contact, Inquires, Follow-up, Designation
Nancy Riestenber (US)
Suzette Rodriguez (Hispanic/Latin Countries only)

Advocacy: Margaret Hovland
Herbert Barros (Brazil – South America Region)
Gary Shaw (Australia-Europe Region)
Lou Gieszl (US – [Maryland] Area)
Arthusa Simei (Ministry of Education, Caribbean-French)
Suzette Rodriguez (Caribbean [PR only]- Spanish)

Communications: Dissemination of Information within and outside (Mass Media)

(Proposed name) Conflict Resolution Teaching Network

Arthusa Simei (Caribbean- French Speaking Areas)
(arthusas@hotmail.com)
Suzette Rodriguez (Caribbean-Spanish Speaking Areas [Puerto Rico])

II) Identify Funding for Research and Evaluation

Identify Organizations that are currently doing Research

Greta Papadimitriou (grepaca@hotmail.com) (Mexico)
Sinu Romo (Sinu55@yahoo.com) (Mexico)
Maria Eugenia Luna Elizarraras (maeluna@sep.gob.mx) (Mexico)
Janet Murdock
Eric Moore
Herbert Barros (Brazil)
Judy Den Ezra (Israel)
Sarah Wallis
Gohar Markosyan (also to Identify Group Research Needs)
Ann Chafin (Identify Group Research Needs Specifically)
Svetlana Lomeva (Identify Group Research Needs Specifically)

Translation: Research, books, programs and other from Spanish to English.

Suzette Rodriguez (Please, submit communications, research, work and related information, guidelines, deadlines to: hopelovejusticeforall@yahoo.com).

III) Networking

Sharing Information and research ideas to strengthen awareness & events in the community.

**Artusa Simei – (Caribbean Ministry of Education- French, Creole)
Rita Dyer – Caribbean
Jorge Baxter
Janet Murdock
Malin Brenk
Charlotte
Lou Gieszl**

Mapping the partners within our communities/incorporating them into the Conversation.

**--Sharing within our own communities
--Connecting with related interest groups (i.e. violence prevention, restorative justice practices.**

**Ramiro Ovalle Llanes (rovalle12@hotmail.com)
Sarah Wallis
Rita Dyer
Arthusa Simei
Dee Ann
Madelyn C.
Sharon B.
Barbara Ct.
Christa
Judy
Ilana Umansky
Janet Murdock
Jen Batton
Herbert Barros
Suzette Rodriguez (Caribbean) [Ohio: Summit/Portage Counties]**

Fundraising/building financial support/partners

- Mapping out these resources
- Support of CRE Website

Jen Batton
Narine Bayatyan

Utilize the new website as a tool for sharing best/good/promising ideas and practices, and exchanging ideas.

Sinu Romo (Mexico)
Alvaro Sepulveda (esciu@hotmail.com) (Colombia)
Janet Murdock
Maria Eugenia Luna (maeluna@sep.gob.mx) (Mexico)
Malin Brenk (ECCP)
Ali Yaman
Charlotte
Lou (Maryland)
Jen Batton (Global Issues Resource Center)

III) Networking (continued)

Generate interest in the Network

- Regular Communication
- Identifying Regions/Contacts, New Contacts, Coordinated Website

Jen Batton (Global Issues Resource Center)
Lou (Maryland)
Barbara Grochal
Nancy Riestenberg
Janet Murdock
Abby
Christa
Suzette Rodriguez (Caribbean Spanish/English-Temporarily
Ohio Summit/Portage [possibly Wayne and Tuscarawas]
Counties ONLY)