

**GPPAC PEACE EDUCATION WORKING GROUP (PE WG)
MEETING REPORT**

**Legacy Hotel, Jerusalem
18-20 May, 2009**

I. WELCOME & INTRODUCTION:

The meeting of the Peace Education Working Group (PE WG) started with a welcoming note from Lucy Nusseibeh (Director of MEND) and Zahid Movlazadeh (GPPAC ECCP). After the introduction of participants¹, the main objectives of the meeting were outlined as followed:

- to exchange and update each other on recent Peace Education activities and projects carried out in the regions during the last 6 months;
- to review projects planned for the rest of 2009, and to discuss strategic and administrative details of cross regional and global Peace Education activities;
- to be introduced to the regional conflict context, in particular learn about various Peace Education activities addressing several aspects of conflict dynamics in the region and to meet with the local actors working in the area of Peace Education as well as with their beneficiary communities in order to gain and share experiences².

To introduce the purpose and development of this meeting to the new participants joining the group: Aleksandra Kalezic, a representative from the Ministry of Education in Serbia, and Jae Young Lee (GPPAC Northeast Asia Regional Steering Group) a key organizer for the upcoming Peace Education Conference in South Korea as well as Peace Education Program Coordinator at Korea Anabaptist Center, a discussion on the Nairobi Conference took place. The Nairobi meeting resulted in the decision that bi-annual meetings were needed with a desire to learn more about the specific regional conflicts in which the members of the PE WG work. Nabil Shibly expressed a desire to host the meeting and this resulted in the current meeting in Jerusalem.

II. SHARING OUR EXPERIENCES, PE PROJECTS IN 2009

As part of the process of achieving the broader goal of Knowledge Generation and Sharing/Peace Education, the members of the PE WG shared information about the Peace Education Projects that are being implemented in 2009 in the various regions of GPPAC.

During this session the participants shared information not only about GPPAC-supported and facilitated PE projects, but also had a chance to discuss some other PE initiatives taking place in various regions. After brief presentations from each region, the participants agreed to share their PowerPoint's and notes with the group upon conclusion of this conference.

GPPAC Middle East and North Africa

¹ - please see Annex I for the list of participants.

² - please see Annex II for the agenda of the meeting.

Lucy Nusseibeh, Director of MEND, began the knowledge exchange by describing the political climate between Israelis and Palestinians. Commenting on the increasing polarization of the conflicting parties she discussed methods of introducing conflict resolution in schools including drama, psychodrama, films, and more. She expressed that a focus on training for teachers to introduce alternatives to violence as a form of discipline in schools requires increasing the involvement of school counsellors. Violence in school exists both between peers as well as from teachers to students.

Success stories were shared about summer camp programs meant to bring children together to catalyze a mutual understanding of struggles. It was found that sustainability of empathy and understanding was not achieved between Israeli and Palestinian children once they returned to their neighbourhoods, however a program that brought students from South Africa together with children from the region allowed for a non-threatening sharing of conflict and associated feelings. Lucy shared that MEND has found that bringing people together that are in similar situations creates an environment of empathy rather than allowing these people to feel isolated.

GPPAC Western Balkans

Ivana Gajovic, Nansen Dialogue Centre Montenegro, gave an overview of her region and the projects/activities taking place. She began by discussing the challenge between Presidential support and the lack of local implementation of Peace Education/Conflict Resolution curriculum in Croatia. In post-conflict regions a look at Bosnia-Herzegovina showed a transformative version of Peace Education in the form of Reconciliation curriculum focused on the process of moving into the future. Closing the gap of ethnically divided schooling is being supported by the Nansen Dialogue Centre through the implementation of teacher exchanges. In Serbia, school mediation projects are gaining more prominence through multilevel involvement (this is discussed more thoroughly by Aleksandra Kalezic).

In September 2008, a school 'Fridtjof Nansen', was created in Jegunovce which brought together students from different parts of Macedonia with the goal of standardizing curriculum on languages in order to increase the level of interaction between the different areas of the country. This school was a project supported by teachers, students and community members to promote the exchange of shared values.

A signed memorandum of cooperation in Montenegro between the Nansen Dialogue Centre and the Ministry of Education includes funding for social studies teachers who are responsible for language education, a sensitive topic in the region. This has helped to decrease tensions. In order to support the goal of cooperation in the region, a pilot project has been introduced to facilitate the exchange of curriculum in the region, as well as a Southeast European forum focused on mediation formed.

Representative from the MoE Serbia

Aleksandra Kalezic added a dimension to the discussion on the Western Balkans by introducing some important documents that are being implemented in Serbia. In 2008 the development of the national strategy for the protection and prevention from violence became realized in a national document. 'Schools without Violence' is a partnership program between the MoE and UNICEF. It was first introduced in 2005 and now has the involvement of 165 primary schools. Now that the program is proving successful at the primary level, preparations for the involvement of higher levels of education are in development to begin in September 2009. The

program works with and on the involvement of teachers, principals, parents, as well as students. The incentive for school staff to participate in the training is certification and accreditation. Some of the curriculum in Serbia can be found at this website: www.mp.gov.rs, and more information on the 'Schools without Violence' can be found at: http://www.unicef.org/serbia/support_4696.html.³

GPPAC Southeast Asia

Loreta Castro informed the PE WG that there is much internal armed conflict in the Philippines and that the work of the GPPAC Southeast Asia region is to 'challenge the idea that war is a part of life,' because so many people believe that it is inevitable. The focus is put on the agent- the peace educator. Part of this focus works on engaging educators in the informal/community and in the MoE. This type of engagement occurred in January 2009 with a PE Workshop that brought together 8 countries and a few representatives from respective MoE's. A similar training is planned for November 2009 with the aim to build a core group of educators dedicated to institutionalising Peace Education⁴.

Loreta also discussed the Executive Order 570 that calls for the inclusion of Peace Education in teacher training. The process has yet to be systematized and teacher education is not implemented. The Centre for Peace Education in the Philippines is inviting members from the Department of Education into their workshops to introduce them to ways that this Order could be carried out. She remains optimistic, 'We will persevere and hopefully next time we meet there will be movement.'

INCREPE/GPPAC The Americas

Tricia Jones began the discussion from this region with the reality of the political sensitivities of using the term 'peace education' in their programs. The federal government of the United States recognizes the need for funding to address unsafe learning environments as these environments are leading to an increased loss of teachers in schools. In response to this is the initiative to include conflict resolution education (CRE) in teacher curriculum. Information including print materials on these courses is available at www.creeducation.org⁵.

When discussing the timeline for the introduction of CRE in teacher curriculum, Tricia explained that it took 10 years to get it on agendas, 3 years to get one school to introduce it into their curriculum, and within the last year there have been 18 new schools that have begun to implement this. Hope for sustained success was expressed with several schools introducing this curriculum without external funding⁶.

Adriana Cepeda gave an overview of the Organization for the American States (OAS) and its projects and programs. Under Youth and Democratic Values, Peace Education has been picked as a priority topic. Due to the same political sensitivities with the term 'peace education', CRE in the Americas are included as part of identity education, human rights education and citizenship education. The common theme of the difference between a mandate and its implementation was mentioned as a challenge for the region.

³- please see Annex III for a Power Point of the presentation.

⁴ - please see Annex IV for a Power Point of the presentation.

⁵ - Tricia sent 2 emails including more information regarding her presentation to the group on May 18, 2009.

⁶ - please see Annex V for a Power Point of the presentation.

Other important projects in association with OAS in the field of Peace Education include a project assessing the role of media for social change including an upcoming meeting in Brazil that will bring together artists, theatre, MTV, sesame street and others; a technical cooperation program with the goal to decentralize topics and promote dialogue and exchange; a series of policy briefs on early childhood conflict resolution education; a project on gang prevention including a look at the culture of violence and finding bridges between education and culture to teach nonviolence; and a portfolio of online courses for Peace and Nonviolent Education available in both English and Spanish⁷. More information can be found at: <http://www.ried-ijed.org/english/articulo.php?idRevista=4&idArticulo=13>.

Jennifer Batton began her update with a discussion on detention facilities and the use of prevention versus restraint through communication. Although all 50 states having some form of federally supported peace education it is still lacking in its curricular form. This common challenge of implementation between levels will be further discussed and examined in the meeting in Ohio in June 2009. The meeting is focused on bringing together civil society and respective representatives from MoE's to review the difficulties of implementing the policies and legislation in the local contexts due to varying regional conflicts that may involve histories of trauma and other sensitivities that inhibit its inculcation. Representatives from 34 countries will be participating in the meeting. Hopefully the meeting will result in an opportunity to discuss transferrable aspects of CRE and global Peace Education programs: for example how a program could be culturally conceptualized to implement CRE trainings for teachers⁸.

GPPAC Eastern and Central Africa

Caroline Owegi started her regional update with the good news that the Nairobi Conference not only attracted the MoE from Tanzania, but also initiated the current development of a Peace Education conference in Tanzania bringing together actors from different areas in the field. There has been an overall increase in the involvement of the MoE with the civil society on efforts for PE in the region and cross-regionally with a mention of contact between the MoE in Montenegro and the MoE in Kenya who are working on a study exchange. Efforts are also being made to expand the connection and discussion of PE from the Anglophone into the Francophone with the inclusion of the Peacebuilding Institute and its training⁹.

Caroline also announced that the Nairobi Conference Report was sent out in the week before this meeting and that she hopes it can be used as a manual for others who would like to hold similar conferences¹⁰. The NPI (National Peacebuilding Institute) wants make hard copies so that it can be disseminated to areas that do not have access to internet. Working towards GPPAC regional solidarity and a sharing of responsibility throughout Eastern and Central Africa, NPI is encouraging other countries to take on the task of planning and organizing activities that bring about more exchange and sharing of information.

GPPAC Western CIS

Iryna Brunova-Kalishetska stated that there is a focus in her region on making the peace education program a part of the school system, a common aim among all of the participants of the PE WG meeting. Together with the Integration and Development Centre for Information and Research (IDCIR) she is working to create an integrative course that involves both culture and language. The region is working mainly on the prevention of violent conflict with 300

⁷ - please see Annex VI for summary of Adriana's presentation and update of OAS PE activities.

⁸ - please see Annex VII for a Power Point of the presentation.

⁹ - please see Annex VIII for a full summary of Caroline's presentation.

¹⁰ - please see Annex IX for the Nairobi Conference Report.

schools involved in the Peace Education course. In 2008 teachers became involved in the training to become trainers of Peace Education both for other teachers as well as for parents. An official paper from the government, the MoE, recognizes the course however has not helped with funding for the materials or the courses. The current problem is finding a way for the MoE to engage in an 'appropriate way'.

A start to regional cooperation and sharing has begun with the want to integrate the PE topic in Romania and into Russia, but the challenge is that the region is large. She looked to Adriana for advice on how the OAS keeps in touch with the large region that they are involved with. The desired outcome of the programs/activities planned and that have already taken place is to bring many organizations together and encourage them to engage in several different ways.

GPPAC Northeast Asia

Asakawa Kazuya began the discussion on the Northeast Asia region by using a Power Point prepared by him and Kathy Matsui. First on the agenda was a discussion on the G8 platform for NGO networking and the citizen meeting that followed. He discussed the 2009 workshop on the evaluation for the Project Youth Training in Nepal. The goal of the three-year project that began in May 2008 is to empower youth through the developed model of practical peace education. This model has a built in function of sustainability where the PE tools that are developed and facilitated to the youth promoters then become the tools for those promoters to become the trainers for the future youth promoters. Other projects for 2008 include the translation of PE research, curriculum, and manuals that promote PE¹¹.

Jae Young Lee introduced himself as a new participant to the PE WG, and one of the key organizers of the November Peace Education Conference. His focus has been on the restorative approach to juvenile cases of violence by looking at the teacher's approach to Peace Education. He recognizes a need for creativity in ending school violence.

He introduced his new organization: Northeast Asia Regional Peacebuilding Institute and explained its purpose and plan to develop into the future (www.narpi.net)¹². The development of this institute will look at the need to deal with the past in order to move forward with the future. In relation to his own country's situation, South Korea, he says 'Walls are telling people that there is a fear- it's very clear what they symbolize.'

INCREPE/GPPAC The Pacific- Representative from the MoE Australia

Gary Shaw, a representative of the MoE in Australia, started with a video, 'kidz2kidz', that showed children of all ages, races, and ethnicities joining together in the want for peace. He discussed that the federal government is working around a national values initiative through values education. More information can be found at: www.valueseducation.edu.au/values using the access code: AtvKRqfQ¹³.

The Melbourne Declaration is a document that outlines the education goals for young Australians (http://www.curriculum.edu.au/mceetya/melbourne_declaration,25979.html). This includes global citizenship and community engagement. Not only is there a focus on a global understanding and the cultural diversity of children, but the Ministry is holding a MUN (Model

¹¹ - please see Annex X for a Power Point of the presentation.

¹² - please see Annex XI for Power Point explaining NARPI.

¹³ - please see Annex XII for a Power Point of the presentation.

United Nations) conference for teachers with the topic being Save the Children's 'ReWrite the Future.' This is to provide a more global perspective on what happens in education.

An update was given about the online forum that encourages schools and children around the world to talk about ideas and engage in discussions about what makes a school safe (<http://globalcitizenship.wetpaint.com>). As challenges were brought out, suggestions were given throughout the group on how to encourage usage. One such suggestion was to give time deadlines for submission to a discussion.

GPPAC West Africa

Although Francis Acquah could not attend the meeting in person he prepared an overview of events in his region to be shared with the group¹⁴.

III. PLANNING FOR THE FUTURE: PE CONFERENCE IN NOVEMBER 2009

Upon completion of the regional updates a discussion on the upcoming conference in South Korea revealed initial plans to hold it on Je Ju Island, the International Island for Peace, the third week in November. The conference would provide an opportunity to invite government officials and civil society organizations to interact as well as give the PE WG space to share and exchange ideas. The main objectives of the Conference will be to:

- Evaluate PE activities and policies;
- Build resources and create connections between peace builders;
- Engage and become knowledgeable with local peace initiatives;
- View joint projects; and
- Involve and include civil society in meetings and round-table discussions.

A discussion about the structure, location, timing, and objectives of the meeting took place. Issues such as how the conference would address the evaluation component and best time and location to include civil society in the discussions were taken into consideration. There was an agreement that the discussion would continue over the course of the planning period and that these as well as announcements about the meeting could be posted on the new Peace Portal website that is being developed.

IV. WHAT UNITES US?

Having had an opportunity to hear about the variety of PE initiatives each region has been engaged in, there were common themes that emerged:

- we all endeavour to build the capacity of Peace Educators as change-agents and see teacher training in PE as a viable avenue to promote conflict resolution methods and build safer schools and communities;
- we are all in favour of promoting mediation (school or peer mediation) and non-violent conflict resolution;
- we all aim for institutional support of educational authorities (MoEs and equivalents) in promoting PE;

¹⁴ - please see Annex XIII for an update from Francis.

- we are all engaged in the challenge of implementing official documentation into practical action;
- we are all interested in sharing and exchanging materials, curricula, manuals; and
- we are all interested in continuing the research on PE projects evaluation.

These themes and challenges are all in accordance with the six key strategic directions that were previously agreed and discussed for 2009¹⁵.

V. COMPOSITION, MEMBERSHIP & STRUCTURE

On the second day of the meeting the discussion was focused on the Terms of Reference (ToR) for the Working Group. The members had been sent the draft form of the ToR prior to the meeting and were asked to come with ideas and suggestions. The conversation centred around who the core group members/chairs would be, the responsibilities of this group and the qualities the members wanted from the chairs. It was agreed that the core group would consist of one member of the PE WG that is also a member of the ISG, one would be a representative from the ECCP, and two others would preferably come from different regions¹⁶.

Through anonymous ballot voting the three core group members were decided: Tantjana Popovic (GPPAC Western Balkans and member of ISG), Zahid Movlazadeh (ECCP representative), Caroline Owegi (GPPAC Eastern and Central Africa), and Jennifer Batton (ICNREPE/GPPAC North America).

After the Core Group was named, the suggestion was to discuss the Implementation Committees. In order to keep the groups small and focused, it was agreed that 3 groups would be formed and that the members themselves would choose which committee they wanted to be a part of. The results of these actions are:

- **Capacity Building For Educators**
 - Members: Caroline Owegi, Loreta Castro
- **Evaluation**
 - Members: Iryna Brunova-Kalisetska, Nabil Shibliy, Tricia Jones, Asakawa Kazuya
- **Lobby and Advocacy**
 - Members: Ivana Gajovic, Gary Shaw, Jennifer Batton, Adriana Cepeda

The members are not confined to the groups that they signed up for at the meeting, and should they feel they would better engage in a different Committee, have the flexibility to do so.

In addition to these Implementation Committees Jae Young Lee asked for a small committee to assist him in the planning of the PE Conference in South Korea. With evaluation being a main focus of the conference, the Evaluation Implementation Committee will assist Jae Young in the planning of the event. Caroline's recent experience with the Nairobi Conference also made her a valued participant of the committee as well as Zahid as a member of the ECCP who will be assisting in the funding for this event:

¹⁵ - please see Annex XIV for key strategic areas.

¹⁶ - please see Annex XV for a copy of the ToR.

- **Je Ju Conference**
 - Members: Jae Young Lee, Caroline Owegi, Zahid Movlazadeh
 - **Evaluation Committee**
 - Members: Iryna Brunova-Kalisetska, Nabil Shibliy, Tricia Jones, Asakawa Kazuya

The group agreed to review the ToR with the completion of this report and make aware of any minor changes that need to be made through email communication.

VI. COMMUNICATION: EVALUATION PROJECT, PEACE PORTAL, NEWSLETTER

1. **Research on PE Evaluation Project.** A discussion on the evaluation research project took place. Diana Chigas, and Tricia Jones, together with the graduate student were planning to analyse the content of evaluations (methodologies, lessons learned). Tricia Jones discussed the progress of the project, the challenges, and possible future plans¹⁷.
2. **Peace Portal.** This second part of the session was dedicated to the introduction of the Peace Portal and the brainstorming of how this site could better facilitate communication within the group. With the ToR in place, the Peace Portal was presented as a useful tool for virtual meetings as well as a space that could help in the fulfilment of the strategic goal of sharing and exchanging manuals and curricula. With experience in the start-up and successful launch of the CREducation.org website, both Tricia and Jennifer offered useful advice and encouragement on how this site could be developed further. Gary Shaw, with his recent launch of the wetpaint site, also offered suggestions and asked constructive questions such as how to ensure engagement. It was agreed that conversations on how these ‘portals’ could complement each other would continue as an ongoing discussion outside this session and beyond this meeting¹⁸.

A reflection followed on what is now being done and what will be done in the future to ensure conversations and communication continues.

3. **E-Newsletter.** This was a decision made at the conference in Nairobi and the task of facilitating the process and the dissemination of the newsletter was taken on by Gary Shaw. With this informative letter recently communicated to the group, the members were eager to discuss its success. Not only did it prove beneficial as an update to the members on PE projects and activities in the GPPAC regions implemented by the partners, but it also served as a great resource to share with other members in the Working Group’s respective regional communities. This method of communication was agreed to continue both through the posting of the newsletter on the Peace Portal and also through email correspondence. Gary will send out information on the next deadline for the newsletter.

VII. BEGINNING TO UNDERSTAND ASPECTS OF THE REGIONAL CONFLICT

With one of the goals of the PE WG being to learn more about the conflicts and the programs that the regional partners are involved with, the afternoon on the 19th of May and the day of

¹⁷ - please see Annex XVIa for a Power Point presentation Evaluation Project and Annex XVIb for a summary of its progress.

¹⁸ - please see Annex XVII for more details concerning the pilot and its goals.

the 20th was dedicated to further deepening an understanding and feel for the situation. On the 19th, the group made visits to Hebron and Bethlehem.

With a guided tour through the city of Hebron, reality sunk in regarding the complexity of everyday life with this ongoing conflict. This trip proved to be both educational as well as sobering with many of the members comparing what they see in the news to what they saw with their own eyes. Having an opportunity to speak with many different sides involved in the conflict added an extra component and dimension to our understanding.

On May 20th the PE WG group became part of a roundtable discussion that included speakers from universities, peace organizations, psychologists, charity's and aid works¹⁹. All well accredited in their field they brought a special insight into the situation both from an academic and professional point of view as well as from their personal life and experience. As active listeners and through interaction, the group began to understand further the dimensions and complexities of the situation between Palestinians and Israelis.

In the afternoon the group got the opportunity to meet with the Chief PLO Negotiator, Dr. Saeb Erakat, in Jericho. This was a very memorable experience and one that yet again gave the group a new depth and understanding to the Palestinian - Israeli conflict.

VIII. CONCLUDING NOTES, KEY MEETING ACHIEVEMENTS:

- The participants engaged in very fruitful exchange of information, knowledge and lessons learned about the PE activities. They also discussed the common challenges and some possible ways to address them.
- The commonalities and overlaps between the regionally implemented activities were re-assessed.
- The members discussed and agreed on the Terms of Reference. The Core Group Chairs were voted and agreed on. The 3 implementation committees were also decided and the members assigned themselves to a committee where they felt they could be the most engaged.
- Possible ways to further facilitate communication were discussed such as through the Peace Portal, CREducation.org, and the E-Newsletter.
- A greater understanding for the regional conflict and context was acquired.

¹⁹ - please see Annex XVIII for the biographies of the speakers.