



A Network of People
Building Peace

Peace and Conflict Education: Good Practices from the Field

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www.gppac.net

www.CREducation.net

Global Legislation, Mandates, and Requirements

- Peace Education
- Multi-Cultural Education
- Democracy Education
- Bullying prevention
- Democracy Education
- Social and Emotional Learning
- Violence Prevention
- Safe Schools
- Character Education/Values Education



(U.S.) Education Commission of the States (search by topic) www.ecs.org

Global Conflict Resolution Education Conference Presentations (search by country name)

http://www.creducation.org/cre/global_cre/conference_presentations

Social Emotional Learning

Knowledge, Attitudes **AND** Skills

- **Self-awareness and Self-management** – recognize/manage emotions
- **Social awareness** – empathize with others
- **Responsible decision-making** – set/achieve goals, make ethical/safe choices
- **Relationship skills** – caring & concern for others, establish and maintain positive relationships, handle interpersonal situations effectively



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GPPAC – Peace Education Working Group **Celebrating 14 years of Capacity Building in Conflict Resolution and Peace Education Through Collaboration**



Presented by: Jennifer Batton, MA, Co-Chair Peace Education Working Group and N.America Regional Steering Committee



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GPPAC PEWEG Methods



Create and/or Operationalize Policies

integration into curriculum standards: Australia, Costa Rica, Kenya, Montenegro and Serbia (joint agreement), Philippines, Ukraine, United States, and more...

Curriculum Development and Implementation

Australia, Ghana, Japan, Kenya, Kyrgyzstan, Lebanon, Philippines, South Korea, Serbia and Montenegro, Ukraine, and more...

Hundreds of regional/national/international trainings for Teachers, Administrators, Parents, Community Members, Government

Collaborative for Academic Social and Emotional Learning



Collaborating...

With leading educators, scholars, and policymakers to expand the field of SEL.
The missing piece in American education.

What is SEL?

SEL in Action

Research

Policy

Resources

www.casel.org

Good Practice

Better academic performance when teachers v. community members/researchers implement

4 recommendations for skill training

1. **Sequenced** – sequential implementation/step by step fashion
2. **Active** - learning through role-plays, behavior reversal, etc.
3. **Focused** – dedicated *time* to skills practice
4. **Explicit** – target specific skills

Introduction to Conflict Resolution Skills

Understand the Nature of Conflict

- Conflict Styles
- Basic Needs

Emotions and Conflict

- Cycle of Conflict
- Conflict Escalation
- Steps for Handling Emotions



Effective Communication Skills

- Verbal and Non-verbal Skills
- Perspective Taking/Perception Checking
- Effective use of Questions

Problem Solving

- Positions v. Interests
- Brainstorming
- Evaluating and Selecting Options

Curriculum Integration: Integrating CRE/Social Skills in Academics

Language Arts /Languages

- Speaking Skills
- Listening Skills
- Critical Thinking Skills
- Negotiation Skills
- Perception Skills
- Feelings/Emotions
- Communication Skills

Social Studies/History

- Role Play Mediations
- Evaluating News Articles/Points of View
- Practice Governance Models
- Problem Solving
- Diversity

(Bickmore, 2014) Curricular Infusion & Integration.

Integrating CRE/Social Skills in Academics

Math/Science/Arts/Counselor-Guidance

Science: Different Points of View, Problem Solving

Guidance/Counselor: Communication Skills,
Problem Solving, Anger Management

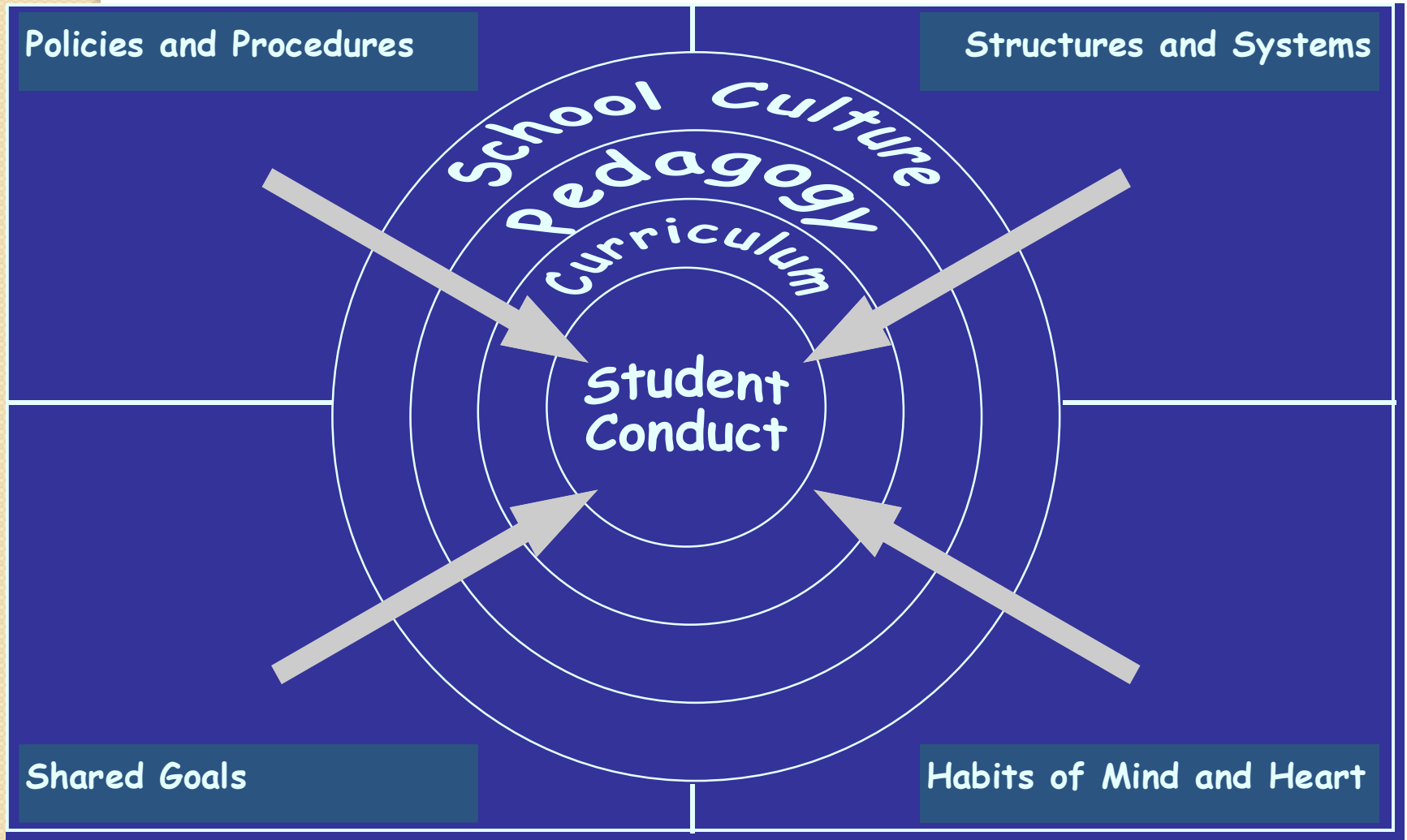
Math: Problem Solving, Diversity

Art/Music: Ideas?

(Bickmore, 2014) Curricular Infusion & Integration.



Conflict Management Applications in Schools



Adapted by Marina Pisolish from Ellen Raider 1987
Institute for International Conflict and
Cooperation, Teachers College, Columbia University,
NY, NY.

Sample Results



- 317 studies, 324,303 students
- In-school and after-school
- Students w/ and w/o behavioral problems
- Racially and ethnically diverse students
- Urban, rural, and suburban settings

Payton, J. Weissberg, R.P, et. al. (Dec. 2008). The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students. Executive Summary, Findings from Three Scientific Reviews. CASEL: Chicago www.casel.org

Sample Results

- Improved student achievement, 11 – 17%
- Increased social-emotional skills in test situations (decision-making, communication, problem-solving)
- More positive social behaviors (increased connection to school)
- Fewer conduct problems
- Less emotional distress
- Improved attitudes toward self and others

Safety, Resilience and Social Cohesion

A Guide for Education Sector Planners and Curriculum Developers



- Learning Outcomes
- Curriculum Review
- Curriculum Development
- Textbooks
- Teacher Development
- Assessment



United Nations
Educational, Scientific and
Cultural Organization



International Bureau
of Education



PEIC

PROTECT EDUCATION IN INSECURITY AND CONFLICT
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The Challenge: Modeling the Behavior!

The better we are at modeling these skills, the more effective our teaching will be in the classroom. The more likely the students will use and model the skills.

They won't always remember what you taught them, but they will always remember how you treated them.



Safety, Resilience and Social Cohesion: A Guide for Curriculum Developers (UNESCO, 2014)

If the teacher does not convey respect for members of all ethnic groups, lessons on respect for diversity and social cohesion will have limited impact.

Teacher Practices Support SEL

- Student centered discipline
- Language that encourages student effort
- Responsibility and choice given to students
- Warmth/Support
- Cooperative learning/group work
- Class discussions
- Self-reflection/assessment



Teacher Practices Support SEL

- Balance between instruction, group learning, independent work
- High expectations for students
- Competence building – modeling, feedback, coaching



Pre-Service and In-Service: Need On-Going Training and Support



Develop Master Trainers

Provide training across a period of time

Use Video of Expert Trainers

Use technology – mobile phones, skype chat sessions, podcasts, webinars, google hangouts

Follow-up regularly with recently trained teachers – on-line, social media, etc.

Provide mobile trainer who can provide feedback on lesson and delivery and self-assessment

Train in teams so can support one another

Teachers track lessons and outcomes

Pre-Service Teacher Training (UNESCO, 2014)

- Provide time during training for skills practice and to receive feedback
- Trainers vary training methods and model skills and lessons as they provide the training
- Prepare trainers to answer questions or concerns about content and methodology.
- Provide opportunities for the future teachers to practice in local schools and receive feedback



Methodology

- Learner-centred teaching – connect content to students interests/passions
- Cooperative learning - students work in groups,
- Relating content to real-life experiences
- Active learning - participatory teaching versus rote memorization
- Respectful/democratic classroom management/positive discipline
- Encouraging ‘positive discipline (which includes appropriate consequences as well as learning new skills or ways to help prevent negative behaviour from happening again) instead of punishment (which may or may not be appropriate or related to the misbehaviour)
- Building positive relationships
- Developing competencies in, and being able to teach the skills of analysis, perspective-taking, and advocacy

Methodology Guide:

A preparation manual for EHL Teachers

International Committee for the Red Cross/Red Crescent

Sample Teaching Methods



- Discussion
- Brainstorming
- “No Easy Answers”
- Using dilemmas
- Role-playing
- Using stories, photos and videos
- Writing and Reflecting
- Interviewing
- Small Groups
- Gathering Stories and News

Creating a Comprehensive Program: Beginning Stages

Assess Needs

- Identify the goals
- Assess interest

Secure Administrative Support

- Maintain that support

Orient Staff

- Give detailed information
- Have open discussions about utility
- Clarify staff expectations of involvement or support
 - (June, 2006). *Managing and Resolving Conflicts Effectively in Schools and Classrooms*. USDE



Creating a Comprehensive Program: Beginning Stages

Select Site Leadership Team (SLT)

- Identify staff
- Discuss time/
resource commitments

Orient Students

Select Students/Staff

Providing Training

- Don't overestimate the learning curve



Creating a Comprehensive Program: Beginning Stages

Publicize Program

- Manage expectations

Utilize Program

- Initiate and sustain the program
- Coordinate with other initiatives
- Refresh skills/knowledge
- Maintain a high profile in the school

Create a Comprehensive Program: Continual Process

Evaluate Program (Emphasize student assessment)

- Evaluate on an ongoing basis
- Feed information back to improve program



Free CRE Resources: www.CREducation.net

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CRE Program Research Strategies
learning module added

Greetings Friend.
[Login](#)



The Conflict Resolution Education Connection

People around the globe have started embracing conflict resolution as a key component of a quality education. We invite you to use this site to explore some of the wide array of available materials that support conflict resolution education (CRE as we like to call it). Perhaps you might even contribute some of your own content after you get to know us and see areas of need that you can help fill.

Finding Your Way Around

Our site is organized into a few broad content areas based on the primary users of that material. The basic structure provides for five user groups as noted below. Note that conflict resolution service providers will likely find content of interest in all areas, so please do have a look around.

Featured | **News/Events** | **Sponsors**



Featured Project
International Network on School Bullying and Violence

An international network is sharing information and resources focused on preventing school bullying and violence.

[Read more...](#)

Major Funding provided by
the **JAMS Foundation**



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