

First UNESCO/EURED In-Service Teacher Training Course "Human Rights and Peace Education in Europe" 2004-2006

Peace and Conflict Resolution Education at Schools of Shirak Region (Armenia)

Final Report



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This report thoroughly presents the experience stored up in Armenia in the field of peace education, gained successes, educational course developed by the authors, opinions of the beneficiaries and policy makers in the area of education to integrate the training course into school curriculum, future strategy, etc.

This report has been written following the participation of Dr. Armine Mikayelyan and Dr. Gohar Markosyan in First UNESCO/EURED In-Service Teacher Training Course "Human Rights and Peace Education in Europe" 2004-2006 programme.

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Armenia

“...Armenia is fully integrated into global economy, regional policies and common efforts to push development life and peace forward. Teachers and schools in Armenia are facing similar challenges as their peers in most parts of the world today...”

(Pasi Sahlberg, PhD - leading expert in educational issues, Human Development Department, World Bank).

Background information about educational reforms in Armenia

At present Armenia is facing fundamental reforms in the field of Education, particularly:

a) transformation to 12 years of study at school development, b) introduction of a new, more flexible system of grading, etc, and what is most important, reforms also assume revision of the educational content according to world-wide developments.

Globalization, which happens irrespective of the will of states and individuals, has rather increased the sphere of interstate, intercultural relations. A person appears in new surroundings more frequently, which demands such social skills as communication, collaboration, and getting his/her bearings in new situations.⁹

The existing social-economic difficulties, poverty, unemployment, polarization of the society, high rate of migration, Karabakh conflict, etc. in our country have created an atmosphere of tension and intolerance within society, which no doubt has its negative impact also on school life. A child from poor, unemployed family “brings” to school the inner conflict of his family as well. Automatically polarization of the society also brings to polarization at school. Conflict situations often arise among pupil-pupil and pupil-teacher relations, which pupils can’t solve on their own.

In this respect, the project suggested by the authors of the report is the following: include peace education into school curriculum, which corresponds not only to international requirements, but also is dictated by social-economic, political, democratic reforms ongoing in the republic. Taking into consideration the above mentioned and the large scale program of current educational reforms, at present it is the most favourable time to integrate peace education into educational system.

This is why the collaboration suggested by “Women for Development” NGO to the directorate of National Institute of Education of the Ministry of Education and Science, Republic of Armenia (NIE of MES, RA) received a positive reaction and the works on developing plans for joint activities have already begun.

1. Introduction

In 1991, after gaining independence, Armenia made substantial changes to its educational system. The Soviet educational system was revised, new subjects were added to the school curricula, such as Civic Education, Human Rights, etc.

In 1998 the Ministry of Education and Science in collaboration with UNICEF introduced Life Skills into the core school curriculum. Next to a range of skills, it also includes teaching of specific skills in Conflict Management. This was the first step in introducing peace education elements into RA educational system.

In the year 2002, the authors of the report came up with an idea to implement “Peace education and conflict resolution in schools of Gyumri (Armenia)” project. But during that period not everything was clear to us:

- What similar projects already implemented in different countries exist?
- What outputs and achievements have organizations working in the field of peace education gained?
- What is the attitude of the state bodies, policy makers in educational sphere towards introducing such education into school curricula like?
- What difficulties appear in including such education into school curriculum, etc?

Thus, the questions actually were much more than the answers.

In this regard, participation of the project managers and the working team members in trainings and conferences was very important:

- School for International Training Peace Building and Conflict Transformation Across Cultures (CONTACT), 2002. Brattleboro, Vermont USA.
- International Conference on Conflict Resolution in Schools: Learning to Live Together, Soesterberg, the Netherlands and Strengthening, 2003.
- Policy and Practice workshop, Practical Strategies for Agencies working in Areas of Tension and Conflict. Responding to Conflict. Birmingham, UK. 2003
- The First UNESCO/EURED In –Service teacher training Course “Human Rights and Peace education in Europe’ 2004-2006

2. Theoretical research on international experience

Before, as well as during “Peace Education and Conflict Resolution in Schools of Gyumri (Armenia)” project, the authors have studied the existing literature, information on the projects implemented by different organizations, activities about peace education, actions, contests, etc. available on the Internet.

In fact, there are multiple large international and state structures, networks, local organizations and projects in the world implementing a variety of activities in this field. Such works have begun from 1960s. Different approaches in spreading peace and peaceful conflict resolution ideas were developed - from organizing mediation trainings for different groups, teaching communication skills, up to conducting systematized educational courses and introducing similar education into school curriculum.

While paralleling the works carried out in the field of peace education, the authors were mainly interested in the issue, how such education was organized for school-age children in different countries, what alternative approaches existed in realizing such education in schools, what educational materials were developed, which countries had experience more acceptable for Armenia, that would be possible to adopt, etc.

2.1 Historical review

Since 1960-1970, different non-governmental organizations had included CRE elements in their projects not only in Europe, but in USA as well. For example: Society of Friends (Quakers), Education for Social Responsibility, National Association for Mediation in Education and etc.

At present subject of CRE is introduced in school curriculum in multiple countries of the world: “As early as 1991, Morton Inger, of the ERIC Clearinghouse on Urban Education, noted that in New York City more than eighty thousand schoolchildren had experienced CRE; over three – fourths of San Francisco’s public schools had student conflict managers; and all public students in Chicago took a conflict management course in ninth or tenth grade.² Today several states, including Ohio, Oregon, New Mexico, and Indiana, have made significant progress on state wide implementation of CRE.³

There are organizations functioning actively in Australia, Canada, New Zealand, Norway, Austria and in several other countries, which not only develop Peace Education Curriculum for Schools, but also organize specialized trainings for organizations, teachers and individuals interested in these issues.

Thus:

The ICRC researches and disseminates knowledge about the non-violent resolution of conflict in Australia and internationally, develops peace education curriculum for primary schools in Vietnam, Sierra Leone and for Victorian schools in Australia, and software-measuring children’s conflict resolution skills.

In Canada education is the responsibility of each province and territory. Because ministers of education needed a forum in which to discuss issues of mutual concern, they established the Council of Ministers of Education, Canada (CMEC) in 1967. CMEC is the national voice for education in Canada. With its support policy-makers, researchers, and teachers continue to develop citizenship education curricula to integrate peace, human rights, and global education into school programmes.

Public concern over the issue of school safety has been increasing in Canada. Nova Scotia, the League of Peaceful Schools has developed an effective Peer Mediation Program for non-violent conflict resolution. The Council also organizes trainings on Peace Education and Conflict Resolution for teachers.⁴

School Mediation Associates (SMA) was founded in 1984 in USA. The mission of Associates is to transform schools into safer, more caring, and more effective institutions. SMA became the first organization devoted to the application and promotion of mediation in the schools. Tens of thousands of students, educators, and parents have completed mediation and conflict resolution workshops conducted by them or participated in mediation sessions. (<http://www.schoolmediation.com/aboutus/ourstrengths.html>)

We have thoroughly studied SMA experience and have included a special topic on “Peer Mediation” in our “Peace and Conflict Resolution Education” training course. WFD has also subscribed to The School Mediator and periodically receives on-line issues from Richard Cohen (Founder and Director, School Mediation Associates).

The mission of another organization “Canadian Culture of Peace Program (CCOPP) is to advance a Culture of Peace and Non-violence, at home and abroad. It is the key NGO with a mandate to advance the Canadian Peace Education Strategy across the country. It is the shorter term goal of CCOPP and the network of Canadian Peace Educators to place Peace Education prominently on the Canadian Agenda - "to cultivate public awareness and political support for the introduction of peace education into all spheres of education, including non-formal education, throughout Canada

and to promote the education of all teachers to teach for peace". It is the longer term goal to insure Peace Education is integrated into all curricula by the end of the decade - "the goal of the campaign is to assure that all educational systems throughout Canada will educate for a culture of peace". Peace education starts at home."⁴

"In 2004, the Ministry of Education of Colombia launched national standards of quality for citizenship education in schools as a component of the policy for the quality of education. Conflict resolution is a key component of the citizenship competencies standards. The Ministry recognizes the importance of working with NGO's, Universities and private businesses to create a national movement to promote citizenship education. The Citizenship Education team at the Ministry invited leading NGO's with high-quality educational programmes (conflict resolution, peer mediation, democracy, among others) to train teachers in 7 cities of the country from October 27-29, 2004."⁴

The Ministry of Education in Norway offers schools a range of programmes on CRE.

Among them:

- Anti-bullying programmes, almost 800 schools have made use one of those programmes. Evaluation has shown that the programmes are effective and reduce the incidence of bullying in the schools where they are used systematically
- "This is my choice" is a teaching plan about developing class environments and preventive work in primary and secondary schools. More than 21,000 teachers and 800,000 pupils in 1,066 primary and lower secondary schools and 2 upper secondary schools have used this programme since 1990
- Peer mediation is a strategy for understanding and dealing with conflicts in schools. The Ministry of Education and Research has funded the training of mediators, the establishment of a network of resource personnel and the development of material. 644 primary and lower secondary schools and 90 upper secondary schools have made use of this programme.⁴

CRE programmes are mainly directed to develop effective listening, perspective taking, communication skills among schoolchildren; they provide students understanding of the nature of conflict. In many CRE programmes, because the emphasis is on empowering students to handle their own conflict and help peers handle their conflict, students are taught basic problem –solving processes.³ Sometimes it is a negotiation process that enables students to handle their own conflict. Sometimes it is a mediation process in which the students act as a third party to help peers solve conflict. This is fully described in chapter 5 of Kids Working it Out, Stories and Strategies for Making Peace in Our Schools. In chapter 7 of the same book Richard Cohen and Paul I. Kaplan talk about peer mediation programmes as roots in conflict resolution.

All these studies show that the programmes implemented in different countries vary from each other, but as Tricia Jones writes in the book Kids Working it Out, Stories and Strategies for Making Peace in Our Schools - "But when we use the term conflict resolution education, we should remember that not all of these programmes are alike. There are a variety of efforts that fall under the general umbrella of CRE".

CRE is closely related to Peace Education and it is almost impossible to separate them. But how is "Peace Education" defined, and what do we understand when we say "Peace Education"? For example in "Peace Education in Schools An information pamphlet for teachers" produced by the Ministry of Education in New Zealand, Peace Education is defined in the following way: "Peace Education is about helping students to understand and transform conflict in their own lives, in the community and in the world at large". In the brochure published for teachers it states that Peace education aims to help students develop the following skills:

- solve problems and conflict in the positive ways including through negotiation and mediation
- communicate feelings and perspectives and transform anger
- understand others' feelings and perspectives
- cooperate with others
- think independently and critically
- take part responsibility in decision making

The government of Aotearoa-New Zealand has demonstrated its commitment to peace education nationally and internationally in many ways including: Producing Peace studies Guidelines for schools in 1986, producing a brochure to inform parents about peace education, and etc.

It is already the 5th year that “Women for Development” NGO is implementing “Peace and Conflict resolution Education in Gyumri Schools” project and fully accepts the programme and its particular elements being implemented in New Zealand’s schools in the field of Peace Education. Quite recently getting familiar with their experience, we noticed a range of similarities in our programmes, e.g. making origami cranes-the Japanese bird of peace in New Zealand schools, practising conflict resolution -children perform different conflict situations they have experienced and find peaceful outcomes for them, celebrating peace in the schools and etc.

During the training course implemented by us, schoolchildren get familiar with the story of Japanese girl Sadako and 1000 paper cranes, they learn to make paper cranes and spread their experience among other peers.

We also use mode of performing specific conflict situations by schoolchildren, which is one of the best ways for both concrete problem solution and theoretical knowledge consolidation.

Specific questions emerge as to integrating CRE subject into school curriculum. Different approaches are used by different schools, e.g. in one of Ohio primary schools the guidance counselor distributes lessons to educators for them to use and then models how they might be utilized by conducting monthly lessons in each of their classrooms. Teachers at a middle school were provided with a last one conflict management lesson at each monthly staff meeting. At another elementary school, each morning the principal reviews conflict management related skills and provides lesson on the morning announcements.

At one middle school, the physical education teacher incorporated CRE skills into her lessons plans. Another high school integrated CRE into their government classes where linkages are made to national and international political debates and current issues. A middle school holds conflict management classes every Friday for all 7th and 8th grade students to help them learn to deal with stress and conflict in their daily live and etc.⁵

By summarizing abovementioned, one might say that not only schools, but also teachers in Ohio are empowered to include peaceful conflict resolution skills into the teaching process.

Based on our experience, we should state that in Gyumri/Armenia/ schools PE&CRE course is held once a week, out of general timetable, for which special agreement is gained with the school administration.

Other programmes and activities are held in Ohio schools, too.

For instance, the week of May 1-7, 2000 has been designated by the Governor of Ohio to be Conflict Management Week. To conduct Conflict Management Week, schools were provided with list of activities to be held at school, in the classroom and community, as well as theoretical materials: “What is conflict?” 6 Steps for resolving Conflicts, Basic Needs are the Root of Conflict and etc.”⁶ High School Activity Guide is well-organized and can efficiently be utilized in school

curriculums of other countries both in teaching ways of conflict resolution and organizing Conflict Management Week.

It should be mentioned, that such wide activities, which are rather important and useful in our opinion, are organized in the frame of our project within a month and are called “Peace Months”.

2.2 International organizations and networks functioning actively in the field of Peace Education.

- Hague Appeal for Peace
- International Decade for Peace and Non Violence for Children of the World (2001-2010)
- EURED/UNESCO
- International Network for Conflict Resolution Education and Peace Education (July 2005)
- And etc.

- ***Hague Appeal for Peace***

In May 1999, 10 000 peace activists of all ages met in the Hague in the Netherlands, in pursuit of new strategies for peaceful 21st Century. At the end of the conference, the Hague Agenda for Peace and Justice for the 21st Century was presented to the UN Secretary –General Kofi Annan. The Hague Agenda, now an official UN document, is a 50-point plan for global action by governments and civil society. The first point of the Agenda is: Educate for Peace, Human Rights and Democracy.

What is Peace Education according to Hague Appeal and what does it embrace? “**Peace education** is a participatory holistic process that includes teaching for and about democracy and human rights, nonviolence, social and economic justice, gender equality, environmental sustainability, disarmament, traditional peace practices, international law, and human security” <http://www.haguepeace.org>.

The initiative of the Hague Appeal for Peace is Global Campaign for Peace Education, that has two goals. **First**, to build public awareness and political support for the introduction of peace education into all spheres of education, including non-formal education, in all schools throughout the world. **Second**, to promote the education of all teachers to teach for peace.

Hague Appeal for Peace has published series of books, brochures and educational materials. We are familiar with the majority of editions, particularly with the 3 books of **Learning to Abolish War Teaching Toward a Culture of Peace**, and which we have used during our courses. In particular, this range came to assure once again the importance of creating Peace Education Centers at schools as best tools of forming peace and a culture of peace among schoolchildren.

In October 2005, Armine Mikayelyan president of NGO Women for Development met with Cora Weiss, president of the Hague Appeal for Peace in New York. Borders of collaboration were established and information was provided about Peace Education project being implemented in Gyumri (Armenia) schools by the Organization. The information was published in Worldwide Activities Brief, Issue # 27, November 2005.

- ***International Decade for Peace and Non-Violence for Children of the World (2001-2010)***

By resolution A/RES/55/47 of 22 January 2001, the United Nations General Assembly designated UNESCO as lead agency for the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010). (http://www3.unesco.org/iycp/uk/uk_sum_survey.htm)

Large number of international and local non-governmental organizations, state bodies started to address Peace Education issues more deeply after International Decade for Peace and Non Violence for Children of the World (2001-2010) announced by UN.

For the year 2005, UNESCO has been entrusted with the drafting of a mid-term report, evaluating the contributions and activities of all participants and outlining possible approaches for the next five years of the International Decade.

A summary report has been received and commended at the plenary session of the UN General Assembly devoted to the midpoint of the culture of peace decade that took place on October 20, 2005. The global movement for a culture of peace is advancing - says **CIVIL SOCIETY REPORT AT MIDPOINT OF CULTURE OF PEACE DECADE**. Nearly 700 organizations from 100 countries, NGO “Women for Development” among them, are freely available on the website <http://decade-culture-of-peace.org/cgi-bin/ib3/ikonboard.cgi>.

In the Midterm Global Review of the International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010 it is written: “Education for a culture of peace was promoted at the formal and non-formal levels. At the formal level, respondents reported that training was offered to assist teachers in promoting a culture of peace; university programmes and research projects were developed on themes such as human rights, peace education and gender studies; and in some countries national plans and policies were adopted to integrate culture of peace education into the national curricula. Peace education guidelines and manuals were also developed in or translated into local languages and disseminated to schools and youth organizations. Teachers exchanged information and best practices in promoting a culture of peace through the UNESCO Associated Schools Network. It was also reported that art education proved to be a valuable means of developing cultural values and ideals for a culture of peace”.

We find that not only the summary report and the information available at <http://decade-culture-of-peace.org/cgi-bin/ib3/ikonboard.cgi>, but the Midterm Global Review as well, are very useful for the organizations implementing projects in the area of Peace, particularly Peace Education.

- ***EURED/UNESCO***

EURED is a network of academic peace educators, teachers and NGO representatives from (so far) eight European countries, established in 2000. Its aim is to promote peace education with a special focus on its European dimension.⁸

“For the first time, the UNESCO/EURED course offers teachers from all over Europe – not only from the European Union –the opportunity to get common professional in-service training in human rights and peace education.” (<http://www.aspr.ac.at/eured.htm>)

Theoretical and practical knowledge obtained during the trainings and seminars is used in Peace Education training course being implemented by us. In future, we intend to use the experience of “Gernika Gogoratuz” peace museum to create similar museum in Armenia.

- ***International Network for Conflict Resolution Education and Peace Education (INCREPE)***

In July of 2005, as part of a United Nation's Global Conference, a Peace Education (PE) and Conflict Resolution Education (CRE) working group was convened of 47 participants representing 25 nations from around the world. The stated objectives of the working group were: 1) to become informed about the current state of practice in PE and CRE and the level of collaboration between governments and non-governmental organizations (NGO) among the attending nations; 2) to identify best practices for advancing the use of PE and CRE in the prevention of violent conflict and the challenges to implementing those best practices; and 3) to develop recommendations to overcome these challenges and encourage NGO/government collaboration with specific action plans and assignment of responsibility where possible.

<http://disputeresolution.ohio.gov/cre/Working%20Group%20Summary.pdf>

Armine Mikayelyan from Armenia was also present at the conference and participated in the activities of the working group PE&CRE. Series of recommendations based on our organization's experience were presented, which were included in the recommendations of the working group.

On the initiative of Conference's PE&CRE working group, International Network for Conflict Resolution Education and Peace Education (INCREPE) was created. The mission of INCREPE is the advancement of conflict resolution education and peace education throughout the world. NGO WFD is also a Network member. After the Conference, information about Peace Education project implemented by WFD was sent for publishing in Post Conference Reader, which will include experience of different countries.

In New York Armine Mikayelyan had an opportunity to visit also Peace Education Center of Teachers College Columbia University. There she participated in the round table, seminar, got familiar with the Peace Education Center's activity; also borders of further collaboration were established. With the example of Teachers College Columbia University we aim to establish a Center in Gyumri State Pedagogical Institute, which will have possibilities for similar broad activities.

Innovations in Conflict Resolution Education: Early Childhood to Higher Education, Second Annual Conference on Conflict Resolution Education, which was held on September 28-October 1 2005, Columbus, Ohio, among participating 19 countries was also Armenia. Aleksan Hovhannisyanyan, Program Manager, National Institute of Education, Center of Educational Projects, Ministry of Education and Science, Armenia was participating in the conference and made speech about "Experience of Peace and Conflict Resolution Education in Schools of Gyumri, Armenia" project implemented by WFD in 2002-2005.

<http://disputeresolution.ohio.gov/cm05pdfs/Final%20Program1.pdf>

Conference helped once again put joint works of our NGO and the Ministry of Education on steady bases in the field of "Peace and Conflict Resolution Education".

2.3 Literature and Guides to Implementing Peace and Conflict Resolution Programs in Schools

Here comes a range of teaching manuals, modules, etc. published on Peace and peaceful conflict resolution, studied and later on used by us during the training course development.

- Conflict Resolution Education. A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings. Program Report. Donna Crawford and Richard Bodine, October 1996.

This Guide provides background information on conflict resolution education; an overview of four widely used, promising, and effective approaches; and guidance on how to initiate and implement conflict resolution education programs in various settings¹⁰

We may say that this is the first systematized course we became familiar with at the very beginning of our activity, and which we have applied to especially in developing materials on conflict definition, their causes and possible ways of solution.

- “Working with Conflict” , Skills & Strategies for Action, Simon Fisher, Dekha Ibrahim and others, Birmingham, UK, 2000.

This book is a practical tool. It offers ideas, methods and techniques for understanding and working with conflict. We have used “Tools for conflict analysis” section of the book in writing “Conflict analysis and mapping” theme for schoolchildren.

- **COPING WITH CONFLICTS CREATIVELY**, by: Janne Poort - van Eeden and Benyamin Chetkoy-Yanoov.

These books are meant to help you learn and teach resolving conflicts.¹¹

We would like to express our special thanks to Janne Poort for providing us with the online version of the book. Multiple examples, group plays and assignments available in the book have been used by our specialists in Peace Centers during the trainings.

- Students resolving conflict, Peer mediation in schools, Richard Cohen School Mediation Associates, 2005. The book will assist individuals at every level of experience and exposure to peer mediation.¹²

Book comprises drill exercises for developing listening skills that have been included in the module developed by us. Afterwards the book will help us in organizing mediation training program and in training peer educators.

Following training modules and manuals were also used in developing the training course:

- Training module for Education for a Culture of Peace. UNESCO/FAWE January 1999.
- Teaching Guide on Peace Education for English language learners. USIP, 2000.

3. Adjustment of the international experience on Peace education to Armenian culture and Armenian reality (Armenian situation)

3.1 Peace Education and Conflict Resolution in Schools of Gyumri, Armenia”. *Project background*

Study of the international experience brought us to the conclusion that PE&CRE among schoolchildren can have multiple manifestations; from organizing separate actions, events up to conducting a systematized training course. We decided to start with developing the training course and experimenting it among middle and high-grade schoolchildren. We had an idea of establishing “Peace education” centers, which would allow providing of the project’s sustainability and the spreading of the ideas on PE&CRE by the centers’ members first in the project school, then in other schools.

Thus, in the year 2002 in frames of “International Decade for a Culture of Peace and Non-violence for the Children of the World” announced by UN for 2001-2010, NGO Women for Development (Gyumri, Armenia) with the financial support of Church Development Service /EED/, Germany and Interchurch Organization for Development of Cooperation /ICCO/, The Netherlands organizations, launched “Peace Education and Conflict Resolution in Schools of Gyumri, Armenia” project.

The project was implemented with the following steps:

- a) 1 year pilot project – development of the training course and its conduction in the “Peace Center”, established in the pilot school (2002-2003)
- b) Research and analysis of the pilot school experience, and its spreading in the “Peace Centers, established in 4 other Gyumri schools (2003-2004)
- c) The program continuance in 10 schools and at Gyumri State Pedagogical Institute (2005-2007)
- d) Collaboration with the National Institute of Education of the Ministry of Education and Science, RA to integrate PE&CRE course into school curricula.

3.2 Peace Education and Conflict Resolution draft curricula

During the project implementation “Peace Education and Conflict Resolution” draft curricula has been developed, which comprises 4 parts:

1. Peace education and peaceful conflict resolution.
2. Information on international peace building organizations (UN, European Union, Red Cross, etc).
3. Participation in Armenian, regional and international peaceable activities, round tables, competitions.
4. Peer-to-peer education and networking.

1. *Peace Education and Peaceful Conflict Resolution*

- *Conflict definitions, their causes*

Children know about the Conflict definitions, their causes, in turn they are offered to give their own definitions, bring examples of conflicts in class, school, family and community, discuss them.

Children are told to draw “camomiles” defining the concepts of peace and conflict.

A poster with children’s definition of conflicts is prepared.

- *Conflict escalation*

Levels of conflict escalation and the changes taking place in people’s behaviour during the conflict are thoroughly explained.

Theoretical material is confirmed through the examples of conflict escalation that most often occur in school or community.

Children are told to analyze conflicts apparent in ancient Armenian fairy tails, discuss their causes, make performances, and prepare posters.

- *Conflict management*

The 5 possible types of human behaviour (evasion, compromise, reconciliation, competition, and collaboration), their causes and consequences are revealed through games. Analysis of various types of behaviour is also shown by drawings.

Exercises “Fighting over hands” and the game “Make your friend come to your side” are held.

- *Possible outcomes for conflict*

Possible outcomes for conflicts – win-lose, lose-lose, win-win are taught. Children are divided into groups of 2 people; each group is given a concrete example of conflict with 4-5 versions of resolution. Children should analyze what outcome follows each variant, then find their own version of win-win outcome. Examples of each group are discussed in class.

- *Conflict analysis and mapping*

Basic principles of conflict resolution and mapping as a separate means of conflict analysis are taught. Teacher brings a concrete example of conflict mapping and analysis. Children are divided into groups of 4 people; each group brings an example of its own (interclass, school, family, community, political, interstate, Kharabagh, etc). Mappings of each group are thoroughly discussed, children analyze and find the causes of conflict and define possible peaceful solutions.

- *Skills for peaceful conflict resolution*

Basic skills of conflict resolution are taught, children know about some simple principles, through which they can stop conflict escalation. Separate groups perform their own examples, others try to explain why in one case the conflict had a peaceful solution, whilst in the other case it was escalated.

- *Ways of peaceful conflict resolution*

General outline for the ways of peaceful conflict resolution (negotiations, mediation, arbitration, judgment) is presented, examples are brought.

- *Negotiations*

Elementary knowledge and skills for conducting negotiations are taught. Practice assignment.

- *Mediation*

The role of mediator in peaceful conflict resolution is thoroughly studied. Drill exercises are done to help become a mediator.

- *Practical assignments, games, etc. aimed to develop skills in peaceful conflict resolution*

The aim of the practical assignments is to develop skills in listening, asking questions, expressing their own needs and interests.



Additional classes/seminars

- *“The Role of Church in Peacebuilding”*
The lesson aims to teach children about the peaceable role of the Christian Church in the world in general, and the role of Armenian Apostolic church particularly. The class is held by Michael Ajapahyan, Bishop of Shirak Diocese.
- *“Health (personal hygiene) and Conflict”*
The aim of the lesson is to enhance children’s awareness on personal hygiene and the conflicts arising in the course of not following hygiene rules. The doctor - psychologist conducts the class.
- *“Unemployment, Social Problems and Conflicts”*
The unemployment rate in Gyumri particularly, and in Armenia in general leads to problems in the family, community, etc. The lesson is conducted by the invited economist and aims to familiarize children with the elementary knowledge that is necessary to initiate one’s own business in future and have a correct assessment of possessed mental and financial means.
- *“Peace and Human Rights”*
During the seminar children become aware of their rights and responsibilities that would help them solve conflicts more easily. At seminar the emphasis is put on the fact, that while possessing their rights, our children won’t forget the tolerance typical to Armenian mentality i.e. help the elderly and the youngsters, show respect to their teachers and parents, etc.



- *“Gender and Conflict”*
The aim of the seminar is to teach children elementary knowledge on “gender” and “sex”, gender roles and gender equality.
- *“Leadership “*
Lesson aims to teach basic qualities of a leader, as means of overcoming intrapersonal conflicts.
- *“Mass Media and Conflicts”*
Quite often conflicts arise due to subjective news reporting, misinterpreting of the information, etc. Mass Media play significant role in peaceful conflict resolution. The lesson aims to inform children about the role of Mess Media in the conflicts and their peaceful solution.
- *“Conflict and Development”*
As a rule conflicts/wars affect country’s development, but there are also cases when they promote country’s development.

- *“Armed conflicts and their impact on children” (round table)*

The negative impact of armed conflicts/wars on children living in the war area, on their health, psychology, physical development, social and economic conditions, etc. The role and importance of peace for children’s natural development was discussed during it. At the end of the round table, a “peace wall” is created.

- *Peace to the City Network*

Within 3-4 class hours schoolchildren watch video films produced by Peace to the City network, they are acquainted with the current situation in Network member cities and the peacebuilding programs implemented there. Discussions over the films are organized. The books and video tapes are provided by Peace to the City Network.



2. Information on international organizations carrying out peaceable activities in the world. (UN, European Union, Red Cross, etc.)

- *United Nations Organization, its peace activities all over the world, UN Armenian residency and its activities.*
Information on UN, its structure, activities and peace programs in different countries of the world, and particularly in Armenia, is provided. Didactic materials, information booklets, books, etc. are provided by UN Armenian residency. Children also know about UN web site.
- *European Union and European Council*
Children are told the history about the creation of European Union and European Council and the activities they are fulfilling. Armenia’s membership to EC, its commitments, etc. Didactic materials, information booklets, etc. are provided by the Armenian office of EU.
- *Red Cross International Committee (ICRC)*
Information is provided about the activities of Red Cross International Committee (ICRC) around the world and in Armenia, about international humanitarian right, the role of ICRC in creating respect towards humanitarian right, etc. Materials have been provided by Armenian office of ICRC.



3. Participation in international, regional and Armenian peaceable activities, round tables, competitions, etc.

Children get acquainted with several international non-profit organizations functioning actively in the field of peace education.

- **World Peace Project for Children**

Children learn about Japanese girl Sadako, who died several years after atomic bombing in Hiroshima. Children prepare paper cranes; spread their voice for peace in school, community, city, etc. Parallels are made with Armenian tail of crane, which is the symbol of peace and nostalgia. The song “Sadako and 1000 paper cranes” was translated into Armenian and was sent to World Peace Project for Children organization. Paper cranes made by Armenian children are on the bronze pedestal of Sadako in Seattle Peace Park.

- **Radiant Peace Place International**

Radiant Peace organization holds international essay writing and drawing contests. Our schoolchildren have participated in many of those contests through their essays, drawings and handcrafts. They have received certificates and souvenirs, while their works were exhibited at the International Museum of Radiant Peace.

- **Circles of Light**

Due to collaboration with Circles of Light, our schoolchildren have pen pals with their Hawaii peers; exchange cards and magazines.

- **The World Peace Prayer Society**

The World Peace Prayer Society organization holds International Peace annual arts competitions and exhibitions. Our Peace Center members take part in them, too.

- **“White Crane” magazine**

Our children actively cooperate with “White Crane” magazine published in Georgia and disseminated throughout South Caucasus.

Letters, essays and drawings of Armenian schoolchildren are printed in the magazine. They participate in competitions announced by the magazine and win prizes.

- **Pen pals within Armenian schoolchildren**

Peace Center members have established pen palling with schoolchildren in different parts of Armenia (Kapan, Noyemberyan, Gegharqunik region).



4. Peer-to-peer education and networking.

After special training, Peace education center members pass their peers the knowledge and skills gained during the centre's trainings.

Peace network of schools is created, which aims to spread peace and peaceful conflict resolution culture among a larger number of schoolchildren. Each school with peace center involved in the network cooperates with 2-3 other schools by organizing joint activities, peace classes (peer-to-peer), discussions, round tables, etc.



3.3 Teaching Methodology

The training is held in interactive method. There are visual materials, illustrated posters for each lesson, during which role games, team works, discussions, etc. are being organized. The trainer brings examples for each topic corresponding the age of the pupils and environment, specific for Armenia. Each following lesson starts with the analysis and overview of the previous one, discussion of the team work. Trainers pay attention to discussion of conflicts occurring in school, classroom, and daily life, as well as finding peaceful ways of resolution. A special attention is also given to conflicts in different corners of the world, between different countries and to their peaceful resolutions.



3.4 Evaluation methodology

Project evaluation was implemented in several directions:

- Actuality of the themes covered in the training course
- Level of material understanding by schoolchildren
- Impact of Peace education project on schoolchildren, teachers and school life in general, etc.

The main objective was to answer the question “whether schoolchildren became more peaceful after peace education? “

Evaluation was conducted among all the beneficiaries; school principals, teachers, schoolchildren and parents directly involved in the project.

For evaluation purpose, testing were conducted through questionnaires prepared for separate target groups, through interviews, opinions, joint discussions, essays, drawing contests on certain themes, etc.

3.5 Selection order of the schools and Peace center members

Distinguished selection of schools and schoolchildren was done for more efficient experiment of the developed training course, teaching methodology, reaction of schoolchildren from different social and age groups, etc.

Thus:

- Schools, not only elite, but also community based, especially from socially insecure communities and one from rural community are included in the project.
- Schoolchildren aged 13-15, who are in 6th, 7th and 8th grades, became Peace center members.
- In some of the schools, selection of the center’s members was done due to teachers recommendations, testing and interviews held by us.
- Following school administration’s advice, separate whole classes were selected in other schools.

Such mode of selection made it possible to not only see the positive sides of the training course and the selected methodology, teaching efficacy, but also record the existing shortcomings.

Thus:

1. Activities for Peace Education centers were more effective from organizational point of view, when schoolchildren from the same class were included in the center. In this case,

whole teaching process and methodology was experimented among schoolchildren with different ability and capability. Such study would later allow us make necessary changes both in educational materials and in methodology by adjusting it to the possibilities of a “medium-level” schoolchild and “medium-level” school. Those outcomes would assist us in providing the Ministry of Education with appropriate suggestions and conclusions when introducing Peace Education subject into school curriculum.

2. Those centers with schoolchildren from different grades, made it possible for their members to spread obtained knowledge among other peers, classmates in everyday contact. This was a privilege in the sense, that great deal of schoolchildren from different grades indirectly became aware of the taught topics. If we also consider the fact that schools generally and classes in particular, where a number of schoolchildren are Peace center members, were very interested in Peace Center activities, then we might say with conviction that the goal of the project: build peace culture and conflict resolution ideas among schoolchildren is realized to a certain degree.
3. The involvement of various elite, community and village schools in the project, which was also a subject of special study, turned to be valuable too.

Thus:

- Knowledge level of schoolchildren on the taught subjects, their skills in using computer and Internet, command of the foreign languages in elite school, allows them to more easily understand topics covered in Peace education training course, moreover pass them to their peers not only in their school and class, but also in other schools. While computer and Internet skills help to tell about their activities and exchange thoughts with their peers in other countries.
- The need for peace education and conflict resolution in community-based schools is much more obvious, as conflicts are more frequent in those schools; schoolchildren not only study together, but also live next to each other. In addition to interschool conflicts, everyday community conflicts are also added.
- Village schools are most often deprived of the opportunity to be included in similar projects. For those schoolchildren this project is a chance to not only obtain knowledge on peace education and conflict resolution, but also mature as an individual, gain self-confident and leadership skills.

Therefore, at the end of the project, the afore-mentioned approach would enable us to do a systematized analysis of finding efficient ways for introducing peace education and conflict resolution subject into school curricula.

3.6 Peace network of schools

Creation of school peace network aimed to get a larger number of schools, school principals, teachers, parents interested in PE&CRE issues.

Network member schools were selected on several criteria; schools that are nearby our basic schools, are located in socially insecure communities, villages, and schools, where the directorate is interested and ready to assist the implementation of similar projects.

Classes conducted by the peace center members at network member schools by peer-to-peer method, joint activities, thematic discussions, etc. promote the formation of culture of peace among schoolchildren.

3.7 Peace Months, Presentations, Contests, Exhibitions, Pen Pals.

Presentations, contests, exhibitions are periodically organized in schools included in the project, with the goal of raising awareness on peace culture both in and outside school. Parents, teachers, representatives of Mass Media and NGOs, employees of the Ministry of Education and other guests are invited to the presentations and events.

Center members participated in Essay and Drawing Contests organized by NGO Women for Development, Caucasian and other International organizations (The Radiance Technique International Association, The World Peace Prayer Society, The Goi Peace Foundation, etc). Besides taking part in international contests dedicated to peace, Armenian schoolchildren establish contacts with pen pals from the similar centers in different countries of the world; they share skills and knowledge gained in the centers with each other.

We think that such cooperation is extremely important for the formation of peace culture among schoolchildren.



3.8 Newsletter "Peace Bridges"

"Peace Bridges" newsletter, issued with the efforts of Peace Center members from ten schools, has a huge role in spreading peace culture education and peace concepts. The newsletter is published and translated into Russian and English languages.

The newsletter publishes the expressions and opinions of the members from Peace Centers of 10 schools, information about the events organized in schools, meetings, round tables, pen pals, etc. Pupils' compositions, poems, essays and pictures of the center's activities are also published. In their compositions pupils express their desire to see peace all over the world, in their own specific childish ways they are against the violence and wars, they analyze the causes and outcomes, they also propose peaceful ways for their resolution.

In each issue there is a brief report about the accomplished works in the reporting period.

"Peace Bridges" is disseminated both in Armenia, and NIS countries, as well as Europe and the USA and it aims to promote peace culture among the readers, to value peace and create the ability to maintain it. It also strives to teach the reader how to resolve each conflict in a peaceful way.

8 issues of the newsletter have already been printed, translated and disseminated.



3.9 “Peace Education” Center at Gyumri State Pedagogical Institute

In frames of the project, “Peace Education” Center was established at Gyumri State Pedagogical Institute. 16 students from Psychology department of the Institute became members of the Center. Selection of future psychologists aimed to teach them profound knowledge on PE&CRE, which they would later on apply in their work.

The second important step at the Pedagogical Institute was the training of students as peer educators. After special trainings, Peace Center members could teach more than 225 students from various faculties through spreading their knowledge and skills on PE&CRE by this method.



3.10



Collaboration with the National Institute of Education of the Ministry of Education and Science, RA

In November 2005, NGO Women for Development and NIE of MES, RA signed a Memorandum on collaboration. Memorandum ratifies compliance of the parties to contribute the implementation of “Peace Education and Conflict Resolution in Gyumri Schools” project in the Republic of Armenia by NGO Women for Development.

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

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

A plan of actions has already been developed, and RA NIE of MES started monitoring of the project progress, realized activities and gained successes.



4. Views and attitudes of school principals, teachers, students, parents and schoolchildren regarding peace and conflict resolution education in schools

4.1 School Principals and teachers

In each project school, a teacher and school principal are selected, who are directly responsible for “Peace Education” center’s activities in their schools. School principals and teachers know about the project process, and they have participated in Peace Education trainings held by the Organization. Participation of the teachers and school principals in the project is also important, as being near to intra school conflicts particularly and school life in general, they can give their valuable remarks and suggestions regarding the training course, its process and achievements.

Testing was held among the school principals and teachers of 10 target schools to evaluate the effective functioning of “Peace Education” centers in schools, the noticed positive changes in school environment generally and among peace center members in particular.

Respondent teachers and school principals have expressed positive opinions on the necessity of including Peace Education into school curricula.

“Peace Education” Center has become a stable functioning system, which spreads peace and consolidation in school. Despite the fact that the Center has a limited number of members, 25 schoolchildren total, its work, daily functioning is available for all the teachers and schoolchildren of the school.

Each step of the Center, beginning from the first day of its functioning up to date, has found its reflection in wall newspapers and educational posters. Center’s specialists also invite schoolchildren, teachers and parents to take part in school activities and peace months that are periodically organized.

Seeing the positive changes in the behaviour of “Peace Education” Center members, and hearing opinions of teachers, schoolchildren and parents, I am sure that it’s necessary to teach “Peace Education” subject in all schools...

G. Harutyunyan – principle of
school # 20 after G. Byron, Gyumri

“Peace Education” Center at school #30 has been functioning for 3 years. School staff welcomed the project with great enthusiasm. As a community school, it really faces conflicts among schoolchildren. Conflicts among teacher-pupil are not less either...

It’s my wish that all schools comprise those trainings, for they have a very positive and educational impact on the formation process of present generation. While as school principal, I’ll do my best to provide functioning of the “Peace Education” Center in our school even after the end of the project, and make peace and conflict resolution part of schoolchildren’s lifestyle.

L. Manukyan – principle of
school # 30, Gyumri

One can't deny the necessity of "Peace Education" Center's periodic functioning at school not only in the chosen grades and for the limited number of schoolchildren, but also for schoolchildren in 6-9th grades.

I believe that peace education and formation of peaceful living culture among schoolchildren would contribute to the development of Civic society in Armenia with power of law and benevolence.

Gagik Grigoryan – vice principle
of school # 9, Gyumri

"Peace Education" Center was established in Meghrashat village school in 2005. Center's member schoolchildren found it very interesting to participate in the trainings. As a teacher of Mathematics I found it a pleasure to teach schoolchildren such topics, which are closely related to everyday situations. Life is full of conflicts and you might encounter conflicts at every step; while this training course gives knowledge and skills to peacefully solve the existing conflicts and helps to have a more comprehensive approach to the situation, analyze it, and be able to negotiate trying to find a peaceful solution...

Haykush Mkhoyan –vice principle
of Meghrashat village school,
teacher of "Peace Education" center

4.2 Opinions expressed by "Peace Education" center members and their parents.

Parents greatly value their children's membership to Peace Centers; they mention with joy especially those positive changes that are obvious among their children.

"...I am really very glad, that my boy participates in Peace Center's trainings. He has learnt not only the skills of peaceful conflict resolution, but also is able to "successfully" apply the gained knowledge and skills in solving small conflict situations in our family. I would be eager to participate in Center's trainings with my boy..." (Mother of Hovhannes, Peace Center member of School #26).

Starting this academic year, due to the optimization process the number of schoolchildren in classes has increased reaching average of 33-35 pupils each class. This is why we were not able to involve all the pupils of the same class in the Center's activities. But almost after two trainings parents of those (especially boys) not involved in the Center turned to us with such request; "Please include my son, too".

The knowledge gained in Peace Education Centre, helps us to avoid conflicts, teaches us to mediate and resolve the conflict and the most pleasant fact is that none of the parties suffer. The Center teachers taught us that we can be wrong and the best way in that situation is to ask for an excuse. We understood that everyone has his own values and we have to respect them.

Hovhanissyan Rima
9 grade student, School #2

... We have learned skills of conflict resolution and Peace keeping, which is very useful in our everyday life.

I went to this Center out of curiosity, and now I am very glad that I am the member of Peace Education Center. I like the Center trainings very much, which help to keep peace around me.

*Shakhbazyan Sahakanush
9 grade student, School #29*

Peace Education Center provided me with much knowledge and skills for conflict resolution. That knowledge I already use in our class and street. I even teach others to resolve conflicts correctly and peacefully. I learned not to have decisions with “hot head” and not to say unnecessary words.

*Tigranyan Khoren
8 grade student, School #2*

The biggest estimate of the project we received lately from Inga Danielyan - “Peace Education” center member at school #7, who is studying in a high school in Spoken city, Washington state, USA and is living in an American host family for already a year.

She is writing:

Hi there,

This is Inga Danielyan, from #7 school. I hope you remember me. I am e-mailing to you to tell to you how thankful I am for all that I learned last two years. Your classes about conflicts and peace helped me a lot this year, because I was far away from my family, friends, culture and everything else that I was surrounded many years. I was out of my comfort zone and plus homesickness and feeling of being alone making you be more stressed out are great for getting depressed and have a lot of the conflicts with people around you. I would always remember your things that we learned during our classes and it will help me go through my year much better and gets much more life changing experiments. I want to say thank you one more time and hope that we will work together after I will be back in Armenia.

Miss you a lot Inga Danielyan

4.3 Opinions on the project expressed by students trained in peer to peer education

After peer-to-peer training of students, a testing was conducted to clarify what their opinions were on Peace Education as teenagers, as future teachers, etc.

Here come some examples:

“...Conflict situations really exist in our lives and it’s very important to find optimal ways for peaceful resolution without offending the other and listening to his/her opinion...”

“...the Course was great and would be very useful in future. I would like it to be taught as a separate subject both in school and at the Institute...”

“... The material was very interesting and was presented well; as a future teacher, I think it’s necessary to conduct such classes frequently: it will help us make right decisions in the right place...”

Institute administration and lecturers’ staff highly appreciated “Peace Education” Center’s activities and made suggestions to involve students from all the faculties into the Center’s activities.

Emphasis was put on the effectiveness of peer-to-peer education in PE&CRE and the introduction of it as a separate subject into the curricula of different faculties.

Thus, not only our experience, but also the concrete suggestions of students and lecturers once again prove the importance of teaching “Peace Education” subject to future teachers.

It is obvious, that we need time and efforts for the solution of such problem, but it is as well interlinked with the future projects suggested by us, that is: include “Peace Education” subject into school curriculum.

5. Project Evaluation

5.1 Evaluation of realized activities, outcomes and achievements

The authors have periodically held monitoring of realized activities, outcomes and achievements during the project implementation.

Analysis of the testing results, interviews, study of the Peace Center members’ behavior, conduct, and decisions made in different situations, etc. by our specialists, school teachers, parents show, that there are really quantitative, cultural changes among schoolchildren. They became tolerable, respectful towards each other, relationships among colleagues, in the family and community have changed, and they more easily find peaceful solutions for everyday conflicts. Center’s members take the initiative to help their friends solve conflicts, they are more confident in performing Mediator’s role, while their peers listen and follow their advice and opinions.

Established “Peace Education” centers have also made positive changes in everyday school life. “Peace classes” conducted in peer-to-peer method by Centers’ members, peace months, school events, etc. have contributed the spreading of peace and conflict resolution ideas among a larger number of schoolchildren. Truly, it is too early to say that peaceful atmosphere is created in our target schools, but there is concrete progress. Moreover, when teachers with different specialties, parents address with a request to include their classes, their pupils and children into the Center’s activities as well, it means we are on the right track and need to continue and deepen our work.

If the works with schoolchildren on Peace Education have given noticeable results and the realization of the projects goal - formation of peace culture and conflict resolution ideas among a group of certain schoolchildren is obvious, then we can’t say the same for teachers.

In this regard, there is much work to do with teachers to confirm peace education and conflict resolution ideas and create culture of peace among them. Often teachers are not ready to listen to the pupil, consider his/her opinion, coming out of the accepted stereotypes that “if he/she is a teacher, he/she is right”, “if he/she is a teacher, the child ought to obey him/her in all matters, etc.” In many cases, teachers themselves make causes for school conflicts.

Teachers involved in our project confess that they see positive changes in their relationships with schoolchildren, but still there is much to be changed.

For instance H. Mkhoyan, teacher in Meghrashat village school, who has been trained by our specialist for almost one academic year and directly works in “Peace Education” center, says, “... I see that my participation in the project and the work at the center has changed my attitude towards schoolchildren; my relations with them have changed a lot. If I was hard on my pupils for the wrong or incomplete answers before this, I could even offend or scold them, now I behave more

calmly, I try not to make conflict and tension during the lessons. It would be nice if all teachers passed such training... ”

The work done by us for future psychologists at the Pedagogical Institute is also very valuable. Though their number is small now, 16 students in total, the fact that there is a trained lecturer, a functioning “Peace Education” center at the Institute, and the Institute administration is ready to support the Organization with the participation of great deal of students in the Center’s work, is a reality.

Best achievement is that after peer-to-peer education multiple students from different faculties, highly valuing the existence of such Center especially at the Pedagogical institute, expressed willingness to become Peace center members and actively participate in the trainings and events. We especially appreciated the fact that during their teaching practice in schools, Center’s members conducted Peace classes on their own passing their knowledge and skills to schoolchildren in different schools. This means, that today’s teacher or psychologist emphasizes the importance of such education in schools.

The biggest challenge of the project the authors think is the Memorandum signed together with the National Institute of Education of the Ministry of Education and Science (NIE of MES, RA). It has turned from document into a concrete plan of action. First steps are being made due to jointly developed plan of actions:

- more detailed study of the experience in various countries of introducing Peace Education into school curriculum
- monitoring of the educational materials by NIE of MES working group and development of specific suggestions

We are sure, that until June 2007, we’ll have a more realistic conception of the possible ways of including “Peace Education and Conflict Resolution” subject into Armenian school curricula.

Therefore, after 5 years’ work estimate, we can mention the following achievements:

- Developed “Peace Education and Conflict Resolution Education” (PE&CRE) pilot training course;
- Established “Peace Education” centers in 10 schools of Gyumri;
- Trained 20 teachers and 250 schoolchildren of 7-9th grades on PE&CRE
- Trained 50 peer-to-peer educators
- Established Peace network of schools
- Issued 7 newsletters: “Peace Bridges“
- Functioning “Peace Education” center at the Pedagogical Institute
- Trained 16 students from Psychology Department of Gyumri State Pedagogical Institute on PE&CRE
- Educated more than 225 students by peer-to-peer method
- Signed Memorandum on collaboration and joint work with NIE of MES, RA

5.2 Lessons learned on planning and carrying out activities

All planned activities; development of the training course, establishment of Peace Centers in schools, education of schoolchildren, organization of events, peer-to-peer education, etc. were successfully implemented during the project. Analysis of the implemented activities and the outcomes showed that it is important to involve a larger number of teachers into Peace Education project by organizing profound trainings for them.

It is true that meetings are organized with parents of Peace center members, testing are held among them to find out behavior changes apparent among their children, it is true that they know about project goal and objectives and are familiar with materials taught, etc., nevertheless project outcomes will be more noticeable, if greater attention is paid to periodical organization of seminars and discussions specifically for parents.

Thus summarizing the experience available, it is possible to say that only combined involvement of pupils, teachers and parents in the project would provide noticeable results in formation of peace culture and in creation of peaceful atmosphere in schools.

6.Conclusion

The analysis of “Peace Education and Conflict Resolution” project results implemented in 10 schools of Gyumri, Armenia for five years once again proved the necessity of similar projects and teaching Peace Education in our schools.

As far as 2001-2010 is the International Decade of Peace Culture and Non-Violence against Children of the World, we think that our activities and results are investment in this decade and the most important thing is that we join the global movement to build and sustain Culture of Peace through Education

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