Examples of School-Based Programs Involving Peaceful Conflict Resolution and
Mediation Oriented to Overcoming Community Violence

Ying Ying (Joanne) Lim and Morton Deutsch
International Center for Cooperation and Conflict Resolution
Teachers College, Columbia University

INTRODUCTION

UNESCO asked ICCCR to “propose a study which identifies in different parts of the world examples of approaches to overcome violence in urban communities through school-based programs involving peaceful conflict resolution and mediation.” The primary focus of the study was to be on such programs outside the United States.

To fulfill this contract with UNESCO we generated an extensive list of names of potential knowledgeable respondent and informants and mailed out questionnaires to each of them. The questionnaire was constructed so as to obtain responses which would provide detailed information about the school-based program which was being described.

The contract with UNESCO specified that the study would be completed by mid-December 1995 even though we were only able to start in mid-September. It also provided a very modest funding. Given the time and financial constraints, it is well to recognize that the study is best viewed as exploratory rather than as a systematic sampling of existing school-based programs of conflict resolution and mediation in different parts of the world.

METHODOLOGY

The questionnaire. Our means of collecting information about the school programs that we were able to contact was through a questionnaire. Appendix A contains a copy of it. In the questionnaire, we sought to obtain a detailed picture of the program being described. Deliberately, we phrased most of the questions so that they required only simple answers such as check marks. Some open-ended questions were also included to give us a fuller and more qualitative picture. We wanted the questionnaire to give much information but not to be so demanding and time-consuming that the typical, overworked respondent would find it too burdensome to fill-out.
Our questionnaire contained questions relating to such topics as: the staff of the program; its history; its source of funding; how many schools have been served by it and the characteristics of the schools and its students; the type of clientele being trained; the nature of the training program - its objectives, its frequency, its methods, the types of skills that it seeks to develop, and the kinds of evaluations that it has obtained. We also sought to obtain information about the qualifications of the professional staff.

**The list of potential respondents.** There was and is no existing list of school programs throughout the world that are employing conflict resolution and mediation programs to prevent community violence. Within the time limitations and financial constraints of this study, we knew that it would be impossible to generate anything which would resemble such a list. We used an “opportunistic” rather than systematic sampling. We developed our list of potential informants from a variety of sources.

Membership and participant lists from a number of different relevant organizations and conferences were examined to identify potential respondents and/or potential informants who could identify potential respondents in their country. Our emphasis was on identifying people from countries other than the United States. We decided not to include any wide sampling of programs in the United States since there are several thousand and the main thrust of the present study is not directed toward programs in the United States. However, we have included several United States programs (including our own) to provide a picture of a few of the better-known programs.

Our list of potential respondents and informants were drawn from such organizations as the National Association of Mediation in Education, The International Association of Conflict Management, the International Society of Political Psychology, the Division of Peace Psychology of the American Psychological Association, the various conferences on conflict resolution sponsored by the Committee in Psychology and Peace of the International Union of Psychological Science. In addition, information about potential respondents were obtained from Ake Bjersdtedt, Di Bretherton, Morton Deutsch, Ellen Raider, Betty Reardon, and Gita Steiner-Khamsi. Although we tried to limit selection of names and our mailings so that they would go only to potential respondents or potential informants, we undoubtedly did not fully succeed in doing so.

We mailed our questionnaires to 216 people. The breakdown by countries of our mailings as well as the list of addresses is presented in Appendix B.

**Completed questionnaires.** As of March 5, 1996 we have received 32 filled-out questionnaires. Some questionnaires are still drifting in: a number of potential respondents did not receive their questionnaires until late and the mail has been slow during the Holiday season. Table 1 indicates the countries from which we have received questionnaires.
RESULTS

Quantitative results

The distribution of programs. Table 1 presents a summary of the responses we received in response to our mailings. We expect some additional responses to drift in.

Although the limited number of responses reflect, in part, the limited time that we have had for the study, it also undoubtedly reflects the true state of affairs. Namely, in all likelihood there are not many such programs outside the United States. Most of the programs that we have been able to identify outside the United States so far are of very recent origin, having been started within the past two or three years. Our impression is that we are at the start of an emerging movement of school-based programs of conflict resolution which will develop rapidly during the next five to ten years. We had few contacts in South and Central America and received no responses from these areas. We sent out only a few questionnaires to programs in the United States and Canada and thus we have only a few responses from these areas.

Table 1 does not accurately reflect the state of existing Conflict Resolution Programs in Schools. Thus, there are a number of high quality Centers in different parts of the United States which have existed for at least a decade. These Centers have stimulated many teachers and administrators to initiate programs in their schools and about 2,000 to 5,000 exist currently in U.S. public schools. The quality and effectiveness of most of these programs are unknown. Also, we are personally aware of Centers for Conflict Resolution in Melbourne and Sydney in Australia that are quite active in training educators (as well as others) in this area. The Conflict Resolution Network in Sydney is doing much work in education. Unfortunately, we have only received limited information about the programs that exist in the Australian schools. Additionally, our impression is that Israel has many school-based programs of cooperative learning in which skills of constructive conflict resolution are taught. These programs are not represented in our survey results.

In Europe, a number of Centers have emerged recently in various European countries and in 1990 a European Network for Conflict Resolution in Education was formed. The founding members of this network are from institutions in Brussels, London, Moscow, Belfast, and Berlin with recent additions from Hungary, Serbia, Croatia, Rumania, among others. A report "Violence and Conflict Resolution in Education," authored by Jamie Walker was prepared for the European Commission. We have not been able to contact all of the institutions represented in this network.

Apart from several very active conflict resolution centers in South Africa, our impression is that there are few, if any, conflict resolution and mediation programs in other countries in Africa. Also, our informants in China, Hong Kong, Thailand, and Singapore have as yet not identified potential respondents with information about programs in their countries. This leaves us with the
impression that few well-established programs exist in these areas. We have received a response from Japan which suggests that there are peace education programs but they contain little training in the knowledge, attitudes, and skills of constructive conflict resolution.

**Staffing and funding.** The programs very considerably in the amount of staff and funding available to them. They range from a volunteer staff with little or no funding to fairly extensive staffs which include educators, trainers, and researchers. Among the programs we have listed, the ones in the United States, Northern Ireland, and South Africa appear to have the most extensive staffs and funding. Our impression is that almost all of the programs feel that they lack stable and adequate funding and have to be constantly in the fund-raising mode. The sources of funding vary but most include some support from the schools they service, from private foundations, and the government.

**Schools served.** Although some of the programs in the United States have served hundreds of schools, most of the programs elsewhere have served less than ten so far. Most of the programs cover a wide range of student age, from elementary school through high school and beyond, and a wide range of school size. Rarely are all the students or the teachers in a school involved. In the typical program less than half of the students are participants, either a small or large percentage of teachers are usually involved. Most programs tend to take place in urban, suburban, and rural schools and with children from different socio-economic backgrounds. Typically, the schools are supported by the national and/or local governments.

**Training.** Most of the training programs train educators and staff as well as students. Very few train professional trainers but more than a third train students to train other students. All of the programs use role playing and most also use real conflicts, games, group discussions and demonstrations in their training. Videos, case studies, observations and simulations are also employed but less frequently. Lectures, information search and computers are used least.

Most of the programs indicate that they try to teach all the skills listed in our questionnaire. Several did not indicate teaching “brainstorming,” “controlling anger,” “understanding own conflict style,” “type of conflict,” and “cultural differences.” Based upon our own experience in doing training, we think it would be overly optimistic to expect trainers to become well-skilled in the usual amount of time available for training.

Respondents indicated that the number of hours devoted to training, the number of trainees, and the number of trainers employed depended considerably on the nature of the trainees, the contract with the client, and what was feasible. However, the modal member of trainees in a given training

was between 15 and 20; the amount of training time was typically between one and three days; the number of trainers was usually one or two; and most often, training occurred at the school.

**Evaluation.** Questionnaires were used most often to obtain evaluations, although some programs also used observations, interviews, and school records. The results of evaluations by the trainers, teachers, parents, students, funding agencies, and the community were all uniformly positive for each of the programs. The self-ratings about the program's fulfillment of its most important objectives were also quite positive for each program. In other words, each of the programs felt that it was being rated favorably by its "consumers" and relevant publics and it also felt that it was doing a good job in meeting its self-defined objectives.
CASE STUDIES

The eight case studies are taken from Australia (Conflict Resolution Network Schools Development), France (Centre De Mediation Et De Formation A La Mediation), Israel (Psychological and Counseling Services of the Ministry of Education), Japan (Kansai University), Macedonia (Ethnic Conflict Resolution Project), Northern Ireland (The Education for Mutual Understanding Promoting School Project), Norway (Konfliktrådet Pa Romerike Mediation Board), South Africa (Community Conflict Management and Resolution), and the United States (International Center for Cooperation and Conflict Resolution). The case study of ICCCR is considerably more detailed than the others because of our personal knowledge and direct involvement in it. We were only able to rely on information taken from the questionnaires for the other case studies.

Institution

Conflict Resolution Network Schools Development (CRNSD)
P.O. Box 860, Noosa Heads
Queensland 4567, Australia
Phone: 074-480-719
Fax: 074-480-801

Contact

Christina McMahon, Director

History

The Conflict Resolution Network (CRN) was established in 1986 with the purpose of training individuals in conflict resolution skills. Christina McMahon, the Director of Conflict Resolution Network Schools Development (CRNSD) was trained by the Network in 1986 and for 2 years taught part-time night courses and full-time high school. In 1988, she became a full-time independent training consultant of conflict resolution skills and carried out training mainly in the education sector but also in governments and business organizations. In 1992, under the directorship of the Conflict Resolution Network, Conflict Resolution Network Schools Development was created with the aim to expand nationally the network of educators being trained in conflict resolution skills through yearly time-tabled programs plus in-house conferences.
Staff

The project is staffed by 1 full-time secretary and many full-time trainers, the majority of whom have professional qualifications and years of training experience, and some who work on a part-time sub-contracted basis to CRNSD.

Funding

The total annual budget for conducting conflict resolution training in schools was approximately $70,000 in 1994 and $92,000 in 1995. An amount of $130,000 is budgeted for 1996. While 80% of funding is derived from schools in which the programs are being conducted (such as where teachers run external courses to earn funds), school central officers account for the other 20%.

Schools

The Conflict Resolution Network Schools Development has conducted programs in more than 50 schools nationwide. Students' socio-economic backgrounds range from upper class to disadvantaged and students range in age between 7 and above 25 years of age. The typical school is rather large, may be located in urban, suburban or rural setting, and financed by the national government, a religious organization, or tuition from students, or a combination of the three. With the number of students averaging more than 500 and teachers ranging between 31 and 100 in a typical school, 5% or less of students and 81-100% of teachers are involved in the CRNSD programs.

Training Program

The trainees of the program consist mainly of school staff, administrators, and educators who teach students, as well as occasionally of students and parents. Currently, 4-90 trainees are being taught by 2 senior and 8 assistant trainers. External training usually occurs for 20 hours, while internal training varies in length of time. Training can take place in a school, university, training center, community center, motel, or any other suitable venue. A variety of methods is used to teach conflict resolution skills in the programs. They include role play, lecture, simulation, video/audio, observation, mental imagery, guided teaching, case study, demonstration, games, group discussion, and work on real-life conflicts of trainees.

Objectives

The Conflict Resolution Network Schools Development has the following objectives:

1. To provide an understanding of the skills of conflict resolution and peer mediation.
2. To increase the knowledge and skills of course participants so that they can develop and motivate their students.

3. To utilize a variety of communication skills in an appropriate manner in the school.

**Evaluation**

The Conflict Resolution Network Schools Development has made significant progress in its first two objectives and thinks progress in the third objective is hard to determine since it is more difficult to gain evaluation of practices after training sessions.

Questionnaires, interviews with trainers, interviews with trainees, and school records (sometimes) are employed for evaluation. Besides, the program also makes recommendations to schools to link with universities for formal evaluation from researchers. So far, the program has received extremely favorable responses for its training from trainers, school administrators, teachers and parents, and lukewarm-favorable ones from students and community leaders.

In developing its programs, the Conflict Resolution Network Schools Development has been influenced by its parent organization, Conflict Resolution Network, and the knowledge and cooperative effort of trainers involved. The training approach is one based on experience and past training, such as Eagen, Glassel, and Drieukus.
Institution

Center de Mediation et de Formation a la Mediation (CMFM)
24 rue Tournefort
75005 Paris, France
Phone: 47-076-715
Fax: 43-367-007

Contact

Jacqueline Morineau, Director

History

The Center de Mediation et de Formation a la Mediation (CMFM) was established in 1983 and started its training programs in schools only in 1994. The CMFM was formally charged with the responsibility for penal mediation for the Court System of Paris which led to the creation of a training program for mediation. Many teachers became attracted to the training program, which led eventually to the school program training not only teachers but also pupils. The Centre is now involved in the development of a European network of mediation for adults and young people in particular.

Staff

The staff consist of 1 director, 4 part-time trainers, 4 part-time volunteers, and 1 part-time secretary who are not members of the Centre but only of those involved in school work.

At least 3 of the professional staff, including the director, have academic backgrounds in mediation training and graduate degrees.

Funding

CMFM has an annual budget of $79,340 in 1994, $85,280 in 1995, and a forecasted amount of $87,240 for 1996. All of its funds are contributions made by the French government.

Schools

CMFM has conducted programs in less than 5 schools which average more than 500 students and between 51 and 100 teachers. These schools are either located in urban or suburban areas and are usually financed 100% by the national government. Students typically fall between 10 and 14
years of age, with most coming from working as well as disadvantaged households. About 5% or less of students and teachers in each school get involved in the programs.

Training Program

The recipients of CMFM's training programs are students, educators who teach the students, administrators, parents, and school staff. Currently, 20 students are being trained by 2 trainers. Training usually takes place for 45 hours over a number of sessions either fortnightly or monthly in the school. Besides role play, trainers make use of simulation, observation, mental imagery, demonstration, games, group discussion, and work on real-life conflicts of trainees.

Objectives

The following are CMFM's primary foci:

1. To offer an open space for discussions of difficult issues and problems experienced in schools so as to help identify and better understand latent and manifest conflicts.

2. To prevent escalation of conflicts and to transform violence and in the process allow participants to change into agents of this transformation.

3. To provoke a "snowball" effect that will allow more members into the organization to benefit from the training.

Evaluation

CMFM has made significant progress in all of its training objectives, especially for provoking a "snowball" effect of initiating membership. This is apparent in instances where trainees have initiated mediation orientation during instituted meetings between students and professors.

Methods used in evaluation include questionnaires, interviews with trainers and trainees, and school records. In addition, teachers and principals keep trainers updated on the progress of students, both in terms of school work and personal behavior. Teachers and trainers have all responded extremely favorably to CMFM's programs, while lukewarm responses have been elicited from students.

In the beginning, the program for adults was influenced by the Community Board of San Francisco. In later stages of development, it was influenced by the result of field work conducted with evolution and analysis by CMFM. The training program for children has developed from this experience.
Institution

Psychological and Counseling Services of the Ministry of Education
2 Dvora Hanevia Street
Lev-Ram Bib.
Jerusalem, Israel
Phone: 02-292064
Fax: 02-293256

Contact

Aryeh Rokach, Supervisor of Violence Prevention Programs

History

Before the program could be established, the Ministry of Education in Israel relied on research on mediation programs in schools from sources within the United States and Europe. The programs that were found to be relevant to the context of schools in Israel were quickly adapted by the Ministry to the needs of those regional schools. They eventually evolved into a master program known as "Peace Makers" (Maskene Shalom). Workers were trained in the application of the program before it was launched in 1994 and implemented in regional schools in the following year.

Staff

The programs, which run in most regional elementary and junior high schools, are staffed by at least 2 teachers in each school. Besides Aryeh Rokach, Supervisor of the programs, 11 supervisors and 1 school counselor work in the local school system.

Funding

The total annual budget for conducting the programs was approximately $1,500 in 1994 and $3,000 in 1995. The amount for 1996 has not yet been determined. The cost of each program is paid for by each school, while the Ministry of Education covers only the cost of in-service training.

Schools

The number of schools in which the programs are administered range between 21 and 50, with students numbering between 301 and 400 and teachers between 11 and 30 per school. The
typical student comes from a middle-class family and is between 7 and 16 years of age, whereas the typical school may be located in rural, urban, or suburban areas and is financed by either the national or/and local governments (e.g., the Ministry of Education and local municipal annual school funding budgets). In every school, about 21-40% of students and 61-80% of teachers are involved in these programs.

**Training Program**

The trainees of the programs comprise students, educators as well as students who teach other students. Usually, 2 trainees from each school are trained weekly in programs which take place on school grounds. In addition to role play, observation, simulation, video/audio, case study, group discussion and work on real-life conflicts of trainees are methods employed in the training programs.

**Objectives**

Briefly, the key objectives are:

1. To reduce violence as a response to stressful situations.
2. To teach students how to resolve conflicts constructively.
3. To train students in listening skills.

**Evaluation**

Significant progress has been achieved in all 3 objectives and teachers, trainers as well as students have responded most favorably to the training. Questionnaires are the only evaluation tools used.

Since this is the first year that the program has been implemented in regional schools, evaluation of the training in 1995 will only be conducted at the end of 1996.

The Ministry of Education stresses that the key approach of its programs is the use of mediation as a way to resolve conflict peacefully.
Institution

Kansai University
654-01, Kobe-shi, Shitoku
Minami-choi 3-3-9, Japan
Phone: 06-337-9920-9924
Fax: 06-389-6640

Contact

Akira Yamano, Teacher

History

The program at Kansai University was established in 1980 with the teaching of War and Peace in social studies classes. Basically, the program is geared toward the prevention of violence and of war crimes, helping individuals to be aware of who the victims of war are and what war can do to the human race.

Staff

Akira Yamano is the only instructor of the program.

Funding

There is no budget for the program since it is part of Kansai University's curriculum.

Schools

The program has only been conducted in one junior and senior high school, with the students numbering between 101 and 200 in the junior and 301 and 400 in the senior levels. The number of teachers in both schools is less than 10. The typical student comes from a middle class family and is between 13 and 16 years of age in the junior and 17 and 19 years of age in the senior levels. The typical school is located in an urban setting and is financed by tuition from students. About 81-100% of students in the junior high and 41-60% in the senior high schools are involved in the program. In both schools, only 5% or less of teachers are involved.
Training Program

The trainees comprise students and educators who teach the students. Usually, 1 trainee from each of the junior and senior high schools is trained in fortnightly sessions of 3-4 hours on school grounds by a trainer. In addition to lecture, readings, guided teaching, video/audio, writing task, case study, and group discussion are methods used in the training program.

Objectives

Briefly, the key objectives are:

1. To uphold the teaching that "we must create a foundation of peace in the human mind," a philosophical statement by UNESCO.

2. To make students be aware of who the victims of war are and how war can make people behave.

Evaluation

The program has not been evaluated; however, students have personally expressed extremely favorable responses to the training in interviews with the trainers.

The program has not been influenced by any existing training model or theoretical approach to conflict.
Institution

Ethnic Conflict Resolution Project
University St. Cyril, Faculty of Philosophy
Bul. Krste Misiruov 88
91000 Skopje, Republic of Macedonia
Phone: 383-91-222-558
Fax: 383-31-420-357

Contact

Violeta Petroska-Beska, Director

History

The Ethnic Conflict Resolution Project was established in 1994 with the help of the International Center for Cooperation and Conflict Resolution (ICCCR).

Staff

The staff consist of 1 director and 1 secretary on a full-time basis as well as 3 educators, 2 researchers, and 7 trainers on a part-time basis.

At least 3 of the professional staff, including the director, have graduate degrees and academic backgrounds in Psychology.

Funding

The Project has an annual budget of $5,000 in 1994, $10,000 in both 1995 and 1996. All of its funds are contributions made by private foundations.

Schools

The Project has conducted training programs in 5-10 schools for students ranging in age between 7 and 19 and 21-50 schools for staff ranging in age between 25 and above. On the average, a typical school has more than 500 students and between 51 and more than 100 teachers. These schools may be located in urban, suburban, or rural areas, and are entirely funded by the national government. Students are generally from upper, middle, and working classes. Between 5% or less and 20% of teachers as well as 5% or less of students get involved in the programs.
**Training Program**

The recipients of the Project's training programs are students, educators who teach the students, administrators, students who teach other students, parents, and school staff. Usually, between 40 and 100 trainees and between 3 and 7 trainers are involved in between 6 and 20 hours of training in weekly sessions in a school, university, or a hotel. Generally, hotel venues are preferred for intensive training. Periodically, training may occur once in three months on the average depending on the available time and funds of the trainees' organizations. In addition to lecture, role play, work projects, simulation, writing task, case study, demonstration, games, and group discussion are the training tools employed to convey the concepts of conflict resolution.

**Objectives**

1. To increase the awareness and sensitivity for conflicts through understanding the factors which cause, support and maintain conflict resolution.

2. To train individuals in negotiation and mediation skills so that they may prevent and resolve conflicts in any type of situation.

3. To train trainers in conflict resolution so that they may be able to train others.

**Evaluation**

While the Project has made significant progress in all three training objectives, these objectives are still very much in process since the Project is a relatively new one.

Methods used in evaluation include questionnaires, interviews with trainers and trainees, and observations of real life settings and simulations. Students, funding sources, and teachers have all responded extremely favorably to the Ethnic Conflict Resolution Project's training programs.

In developing the programs, the Project has been influenced by Ellen Raider's (the Training Director of ICCCR) training model to resolving conflict.
Institution

The Education for Mutual Understanding (EMU) Promoting School Project
University of Ulster
Magee College
Northland Road
Londonberry
Northern Ireland BT48 7JL
Phone: 01504-375225
Fax: 01504-375410

Contact

Jerry Tyrrell, Director

History

The EMU Promoting School Project was established in 1995 to succeed the Ulster Quaker Peace Education Project (QPEP), whose goal was to support teachers working in the area of Peace Education generally and Education for Mutual Understanding specifically. With an orientation toward action research and teaching conflict resolution skills to children, the Ulster QPEP introduced peer mediation to Northern Ireland in its final year (1993-94). It is the belief of Jerry Tyrrell that conflict can be resolved when there is mutual understanding amongst groups, thus the EMU Promoting School Project will continue its predecessor's work by positioning Education for Mutual Understanding at the heart of relationships in schools throughout Northern Ireland.

Staff

The project is staffed by 2 full-time and 4 part-time educators who are professionally qualified to teach and conduct workshops, 1 full-time secretary, and 1 part-time researcher.

Funding

The total annual budget for conducting Conflict Resolution and Mediation training in schools was approximately $80,000 in 1994 and $128,000 in 1995. An amount of $160,000 is budgeted for 1996. While 60% of funding is derived from the Northern Ireland government, private foundations and schools account for 33% and 7% of funding sources respectively.
Schools

Because the EMU Promoting School Project is newly established, it has only conducted programs in fewer than 5 schools. Students come from working-class or disadvantaged backgrounds and range in age between 6 or less and 19 years. The typical school is medium-sized, either located in urban or rural setting, and financed by either religious organizations, the national or local governments, or a combination of the three. With the number of students ranging between 301 and more than 500 and teachers ranging between 10 or less and 50 in a typical school, 6-20% of students and 81-100% of teachers are involved in the EMU programs.

Training Program

The trainees of the program comprise students, school staff, ancillary staff (e.g., lunchtime supervisors), and educators who teach the students. In the future, EMU Project is also planning to train students who teach other students. Currently, 140 children are being trained by 7 trainers. Training usually takes place for 16 hours over a number of sessions either monthly or fortnightly in the school or university. Besides role play, mental imagery, simulation, writing task, games, and group discussion, trainers also make use of storytelling (e.g., fairy tales) and draw on real life conflicts of the children to teach the concepts of mutual understanding. Workshops are predominantly experiential with written class work.

Objectives

The EMU Promoting School Project has several training objectives:

1. To train children in mediation skills so as to empower them and to provide them with a peer mediation service in school.

2. To train teachers in exercises of affirmation, communication, and cooperation so that they can introduce conflict resolution skills training to their classes.

3. To train teachers and older students to train children in mediation skills.

Evaluation

The Project has made significant progress in its first two objectives but only slight progress in the third. It aspires to train more teachers and older students to train children in mediation skills as its programs and clientele develop overtime.

Questionnaires, interviews with trainees and trainees, observations, school records as well as action research, such as evaluation by participants and trainers at every workshop, are employed for evaluation. So far, the programs conducted have received very favorable responses from
trainers, students, teachers, and funding sources.

In developing its programs, the EMU Promoting School Project has been influenced by the training models established by groups such as The Nonviolence Children program of Philadelphia, PA, U.S.A. as well as Kingston Friends Workshop Group of Surrey, United Kingdom. These models, which emphasize the need for communication, affirmation, and cooperation, identify conflict as being on the tip of an iceberg and what lies beneath the surface determines how the conflict should be handled.
Institution

Konfliktredet Pa Romerike Mediation Board
Postboks 401
2001 Lillestrom
Norway
Phone: 6380-2325
Fax: 6380-2335

Contact

Gro Rossland, Director

History

The program started in 1995 after discussions about violence and bullying amongst students between the Mediation Board and 4 Norwegian schools resulted in actual formation and implementation. In alignment with this concept are several programs of school mediation, sponsored by the Ministry of Justice and Police, which are still in the development stage.

Staff

There are 2 full-time educators and volunteers, one of whom is a lawyer and another a social worker with 14 years of professional experience, manning the programs.

Funding

The total annual budget for conducting the programs was $18,050 in 1995. An amount of $16,000 is being budgeted for 1996. All these funds are derived from the government of Norway.

Schools

Since the project is relatively new, it is not surprising to find that it has only conducted its programs in fewer than 5 schools. Students generally come from middle-class households and range in age between 7 and 16 years. The typical school is small- to medium-sized, located in suburban settings, and financed by the local government. With the number of students ranging between 201 and 300 and teachers between 11 and 30, 21-40% of the former and 41-60% of the latter are involved in the programs.
Training Program

The trainees comprise students and educators who teach the students. Training always occurs in school and involves 12-16 hours over a number of weekly sessions with 2 trainers per session. Lecture, role play, mental imagery, demonstration, games and group discussion are the methods used in the training program.

Objectives

The board has 3 primary objectives in training:

1. To train students to respect each other through discussions and role play.
2. To train students in active listening and to have positive focus on each other.
3. To train students in mediation process.

Evaluation

All 3 objectives boast significant results and favorable responses from trainers and teachers. Questionnaires, interviews with both trainers and trainees are the evaluation methods used.

In developing the programs, they have been influenced generally by existing models from both the United States and Denmark, by ideas from the English organization, LEAP, and specifically by the Conflict Resolution: An Elementary School Curriculum from San Francisco, CA, U.S.A.

A full evaluation of the programs will be accomplished later this year.
Institution

Community Conflict Management and Resolution (CCMR)
Box 32162
Braamfontein 2017
Johannesburg, South Africa
Phone: 011-4033258
Fax: 011-3393434

Contact

Pat Mkhize, Director

History

CCMR was established under the directorship of Pat Mkhize in order to provide conflict-related services to black communities where none had been offered in the past. He felt that black communities, instead of depending on other communities to empower them, needed to be empowered on their own so that black individuals would be able to take charge of their lives. After having conducted some research at Stanford University, CA, U.S.A in 1989-90, he initiated CCMR and tested it at a workshop convened under the auspices of the Black Lawyers' Association in May 1991. The initial purpose of CCMR was to offer divorce mediation services, but gradually it branched out to focus on peace education.

Staff

The staff consist of 1 director, 3 educators and trainers, 2 researchers, 1 peer mediator's coordinator, 1 secretary, 1 administrator and 9 part-time volunteers.

At least 2 of the professional staff, including the director, have law degrees and at least 3 are professionally qualified mediators.

Funding

CCMR has an annual budget of $90,000 in 1994, $110,000 in 1995, and a forecasted amount of $150,000 for 1996. All of its funds are contributed by private foundations.

Schools

CCMR has conducted programs in 21-50 schools which average between 401 and 500 students.
and 11 and 50 teachers. These schools are either located in rural or urban areas and are usually financed by the local government, communities, or/and tuition from students. Students typically fall between 13 and 24 years of age, with most coming from working or disadvantaged households. About 21-40% of students and 6-20% of teachers in each school get involved in the programs.

**Training Program**

The recipients of CCMR’s training programs are students, educators who teach the students, students who teach other students, parents, and school staff. In many cases, students themselves organize training in their own communities and explain to trainees why it is important that youth should be trained. Also, they have managed to form associations of mediators. Currently, 25-30 trainees and 20 trainers are involved in 8 hours of training per day (2 trainers per session). Training usually takes place 3-4 times a month in school, training or community center. Besides lectures, trainers make use of role play, video/audio, writing task, case study, group discussion, work on real-life conflicts of trainees, and sharing to convey the concepts of violence prevention.

**Objectives**

The following are CCMR’s primary focus:

1. To train students and out-of-school youth to be mediators/trainers and to form associations of youth mediators.

2. To train parents and conflict management so as to empower them to impart such knowledge to children and youth.

3. To establish a peace school where trainees can broaden their knowledge of conflict resolution.

**Evaluation**

Methods used in evaluation include questionnaires, interviews with trainers and trainees, and observations. Evaluation is also conducted by a program evaluator (independent person) where seminars are held.

Trainers, parents, students, funding sources, and community leaders have all responded very favorably to CCMR’s program, while lukewarm responses have been elicited from teachers, career centers, and school administrators.

In its developing stage, the program has been influenced by the traditional African method of resolving conflict and by other methods used in Western countries.
Institution

International Center for Cooperation and Conflict Resolution (ICCCR)
Box 53, Teachers College, Columbia University
New York, NY 10027, U.S.A.
Phone: 212-678-3402
Fax: 212-678-4048

Contact

Morton Deutsch, Director
Ellen Raider, Training Director

History

ICCCR was established in 1986, under the direction of Professor Deutsch, with a grant of $10,000 from the President of Teachers College. Its general purpose was to advance the fields of cooperative learning and conflict resolution through such activities as theoretical analysis, research, education, training, and consultation. Its first activity was to hold a conference for School Superintendents and representatives of various foundations with a series of mini-seminars on such topics as: conflict resolution, mediation, cooperative learning, the constructive use of controversy in the classroom, peace education, and evaluative research. Seminar leaders, in addition to Deutsch, included David and Roger Johnson of the University of Minnesota, Gail Sadalla of the San Francisco Community Board, Pamela Moore of the Victims Service Agency, and Betty Reardon of Teachers College.

This Conference led to a sizeable training and research study, "The Effects of Training in Cooperative Learning and Conflict Resolution on Students in an Alternative High School." Before its start, Ellen Raider joined ICCCR as its Training Director. The study extended over three and a half years (1988-1992) and was funded by grants from a private foundation and the national government. Its results are summarized in Cooperative Learning, 1993, pp. 2-5. They can be briefly characterized as follows: The results of our study indicate positive effects on students. In brief, our data show that as students improved in managing their conflicts, (whether due to the training in conflict resolution and/or cooperative learning), they experienced increased social support and less victimization from others. This improvement in their relations with others led to increased self-esteem as well as a decrease in feelings of anxiety and depression and more frequent positive feelings of well-being. The higher self-esteem, in turn, produced a greater sense of personal control over their own fates. The increases in their sense of personal control and in their positive feelings of well-being led to higher academic performances. There is also indirect evidence that the work readiness and actual work performance of students were also improved. Our data further indicate that students, teachers, and administrators had generally positive views about the training and its results.
The above study was conducted in the New York City school system. Partly as a result, the NYC Board of Education made a contract with ICCCR, in 1992-94, with Ellen Raider as the Training Director. The contract specified that ICCCR would train two key faculty or staff people from every high school in New York City so that one would become sufficiently expert to be able to train students, teachers, and parents in constructive conflict resolution and the other would become sufficiently expert in mediation to be able to establish and administer an effective mediation center at the school with students functioning as mediators.

Ellen Raider and staff conducted the training. The training took place for 50 hours over 10 sessions for a total of 300 people in cohorts over a year and a half. The training methods that were employed was based on a training model and manuals developed by Ellen Raider and Susan Coleman. The principals of the various high schools also received training on conflict resolution and mediation in 3 day workshops which was an abbreviated version of the foregoing.

ICCCR was unfortunately not provided with funds to conduct a research evaluation of its training. However, the research division of the Board of Education as well as the Dispute Resolution Center of John Jay College were able to conduct some relevant research.

The research indicates that, within two years of training, almost all of the more than 150 high schools who participated in the training had established mediation Centers in their schools (less than 5% had not). In addition, most of the schools had introduced education in constructive conflict resolution into their curriculum and thousands of students had exposure to such education. All participants in the research believed that the program has had a positive impact on personal relationships and school climate, overall. Cited were improvements in the way students deal with anger and resolve conflicts, heightened respect for differences, better communication skills, and increased understanding of students' needs on the part of school staff. Some people noted that the school atmosphere was calmer and more collaborative. Peer mediators, disputants, and students who had participated in lessons in cooperative negotiation all commented on positive changes in their own interactions with others, both within and outside of school. Most telling, perhaps, was that disputants had enthusiastically recommended peer mediation to their friends, and curriculum students believed that all students should be required to take lessons in conflict resolution.

A study of the mediation centers indicates that 87% responded that they handled cases which involved the threat or actual use of force or violence. About half of the respondents who handled cases which involved the use of force or violence indicated that such cases constituted at least 25% of their case load.

During the period from 1993 until now, Ellen Raider and the trainer-network that she has established under the auspices of ICCCR have conducted training in many different school systems in the United States. The emphasis of ICCCR's training is on training "trainers" - i.e., on people who can train other educators, students, parents, etc.

In line with this emphasis, ICCCR for the past several years has been successfully working to establish Graduate Studies in Conflict Resolution and Mediation as a "track" or concentration in
the Masters and Ph.D. degree programs at Teachers College. In addition, a certificate program in Conflict Resolution and Mediation for nonmatriculated students is due to start in the summer of 1996. We are also attempting to influence the Teachers College faculty so that they will support the view that all educators and administrators be required to have a basic course in the theory and practice of conflict resolution. More than a dozen faculty members have taken ICCCR workshops given by Ellen Raider so far.

Staff

The key staff are Ellen Raider and Morton Deutsch. In addition, we have a part-time administrative secretary. There is also a network of seven experienced trainers who have worked extensively with Ellen Raider. Further, there are four research associates, all Ph.D. and former students of Professor Deutsch, who are seeking funding for basic and applied research in this area under the auspices of ICCCR.

Funding

Teachers College expects ICCCR to be self-supporting through research and training grants or contracts as well as through the tuition generated from new students attracted to ICCCR course offerings. Our funding has been quite variable. It has ranged from our initial grant of $10,000 from Teachers College to start ICCCR to over $300,000 per year from outside agencies funding our research and training activities, to our current level of between $50,000 and $100,000 per year based upon income generated from teaching, training, and small grants.

Our initial research was well-supported, sufficiently so that six Ph.D. students were supported as research assistants and did dissertations connected with this study. The NYC Board of Education contract provided support for our training staff as did considerable training and consultation in other school districts. Some minor financial support from a foundation has been helpful during the more recent period as we are beginning to demonstrate the financial value of our academic program.

Schools

Under Ellen Raider's leadership, ICCCR trainers have conducted training for many different schools and school systems of various sizes and characteristics and in many different locations. Our emphasis is on training the trainers rather than training students or educators (unless they are going to serve as trainers of others).

Training Program

The training program used by ICCCR was developed by Ellen Raider and Susan Coleman. It
consists of three basic modules or courses: "Conflict Resolution: Strategies for Collaborative Problem-Solving," "Mediation Skills," and "Culture and Conflict." The training modules can each be taken on 3-day weekends or in some other more stretched-out time format. A course is also given on theory and research, "Fundamentals of Cooperation, Conflict Resolution and Mediation."

The contents of a brochure describing the first module is presented in some detail. Brief descriptions of the second and third modules, from course descriptions, are also presented.

Our Graduate Studies in Conflict Resolution is given at two levels. Level One (Basic Theory and Practice) consists of the three modules described above, the theory and research course, and Advanced Practicum in Conflict Resolution and Mediation, and an Independent Study or an Approved Elective. Level Two (Train-the-Trainer) consists of Level One courses and a "Train-the-Trainer" practicum as well as an Organizational Internship in which the student does training under supervision.

The Graduate Studies in Conflict Resolution can be taken either as a component of a degree program in Social and Organizational Psychology or of some other degree program at Teachers College. It can also be taken separately by non degree students to obtain a certificate.
Overview

This training, Conflict Resolution: Strategies for Collaborative Problem Solving, is designed to teach school professionals effective collaborative negotiation and conflict resolution skills. If negotiation is competitive and the climate is hostile, individuals are not likely to reveal their underlying needs or provide the flexibility to come to an agreement. This training provides the skills for achieving a collaborative climate for decision making.

Session One, Overview of Conflict Resolution, will help you understand the differences between competition and collaboration, as well as the differences between specific methods of resolving conflict.

Session Two, Elements of Negotiation, will describe for you the six fundamental structural elements of the collaborative negotiation process—world views, positions, needs or interests, climate, reframing, and alternative bargaining chips and bargaining chops. A fundamental objective of the collaborative negotiator is to seek to understand the other party’s real needs or interests underlying their position, and to find creative ways of satisfying that need.

Session Three, Negotiation Behaviors, provides a different angle on the negotiation process. Five categories of human communication behavior witnessed during negotiation and conflict resolution are described—Attack, Evade, Inform, Open, and Unite. Through practice exercises, you will become familiar with different styles of dealing with conflict and how to respond appropriately to these styles in the decision making process.

Session Four, Stages of Negotiation, will help you develop a sense of the rhythm and order with which
negotiations should proceed. We will describe five stages of negotiation with a prescribed sequence. The first is "ritual sharing," the preliminary relationship-building conversation between parties. The second is "identifying positions and needs" in which each party reveals their opening demands or requests and subsequently communicates their own needs. The third is "prioritizing issues and reframing," a stage three in which each party reframes the conflict at the needs and interest level or sets an agenda for all of the issues if there are more than one. The fourth is "problem solving" in which parties brainstorm alternative solutions. The final stage is one of "reaching agreement" and entails reviewing the alternative ideas generated and picking the best solution for all involved. Included in this session is a "Bare Bones" model for negotiation, including the most basic steps needed to conduct collaborative problem solving.

Session Five, Dealing with Anger, will explore the basics about the causes of anger, how to deal with someone who is angry at you, and how to handle yourself when you feel very angry about a situation.

Training Objectives

- To learn how to use cooperative negotiation skills as part of the school improvement process.
- To understand the stages of the negotiation process.
- To learn and apply models for collaborative problem solving.
- To become aware of what causes anger and how to handle it constructively in conflict situations.
**TJ5340-002**  
Part II: Mediation Skills

**Course Description**

When negotiation breaks down, the parties may seek help from a mediator. The mediator acts as a neutral third party aiding the disputants in listening to each other despite their feelings of anger or perceptions of irreconcilable differences. Through readings, video demonstrations, lectures, discussion, audio taped role play and peer feedback, students will learn basic mediation concepts and skills and reinforce and deepen their understanding of the negotiation process learned in Part I: Collaborative Negotiation.

**Learning Outcomes**

As a result of this course, students will understand the difference between negotiation and mediation, identify the stages of the mediation process, learn how mediators use Informing, Opening and Uniting behaviors to model good negotiation for disputants and deal productively with emotions that arise during a mediation.

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**TJ5340-003**  
Part III: Culture and Conflict

**Course Description**

Conflict resolution styles differ from culture to culture. Cross cultural misunderstanding can inadvertently escalate conflict. Bias, prejudice and stereotyping block people from engaging in constructive conflict resolution processes. Through lecture, discussion, role play and video, participants will explore culture's impact on the negotiation and mediation processes.

**Learning Outcomes**

As a result of this course, students will understand the culture-bound nature of conflict resolution models and develop culturally sensitive negotiation and mediation skills.
Objectives

ICCCR has several major objectives:

1. To advance the field of conflict resolution and mediation through theoretical analysis, basic and applied research, and systematic study of practice.

2. To develop a leading educational program that will develop experts who are sufficiently proficient in both practice and scholarships to educate other experts.

3. To develop effective and efficient models and methods of training in conflict resolution and mediation.

Evaluation

As the earlier "history" section suggests, we have made progress toward our three ambitious objectives but are a long way from reaching them.

With regard to evaluating the effects of our training, the history section indicates what we have been able to do in a more systematic form. In terms of "consumer satisfaction" (i.e., the participants in our training as well as its purchasers), there has been a very high degree of satisfaction with it. Questionnaires, diaries, and interviews have been the main methods employed for such data.

The training model employed by ICCCR primarily reflects the theoretical work of Morton Deutsch and the extensive training experience of Ellen Raider. Additionally, it is indebted to the excellent work of many others who have contributed to the development of this area.
CONCLUSION

In the 1980s there was a rapid upsurge in the development of conflict resolution and mediation programs in schools in the United States. An important stimulus for this upsurge was a significant increase in violence among youth. It has been the hope of many who have supported such programs that they would result in a lessening of violence in the schools and communities in which these youths live. A similar upsurge in such programs now appears to be starting for similar reasons in other areas of the world—Europe, Australia, South Africa, Israel, Northern Ireland, etc.

There is considerable evidence from questionnaires and interviews that these programs are well-regarded by teachers, students, parents, and administrators. There is also many anecdotal reports that they reduce violence in schools. In addition, there is a very small body of systematic research which indicates that the students who participate in such programs develop better social skills, more self-esteem, a greater sense of personal control over their lives, higher academic achievement, etc. However, it should be noted that the amount of high quality, systematic research of long-enough duration has been very small. So far as we know, there have been no systematic studies of the effects of such programs on youth violence.

Clearly there is a need for such research as well as much other research on conflict research training. But it would be mistake to define the research issue in terms of whether such programs can have an effect on the incidence of violence. The research issue is not whether such programs can reduce violence but rather what are the conditions under which this is likely to happen, what kinds of programs are most effective, etc.*

Our survey of the different programs suggest that they have much in common. They use similar methods of training and are oriented to the development of similar social skills in their students. However, there appear to be significant differences among them in their models of training. It would be valuable to have systematic comparisons and discussions of the major models of training by leading practitioners in this area.

* In an Appendix, we include a paper that discusses needed research more fully, "A Framework for Thinking About Research on Conflict Resolution Training."
APPENDICES

A. The Questionnaire

B. The Mailing List

C. Table 1 - The Distribution of Programs

D. Table 2 - Questionnaire Responses from Programs

E. "A Framework for Thinking about Research on Conflict Resolution Training"