

# ICAR News

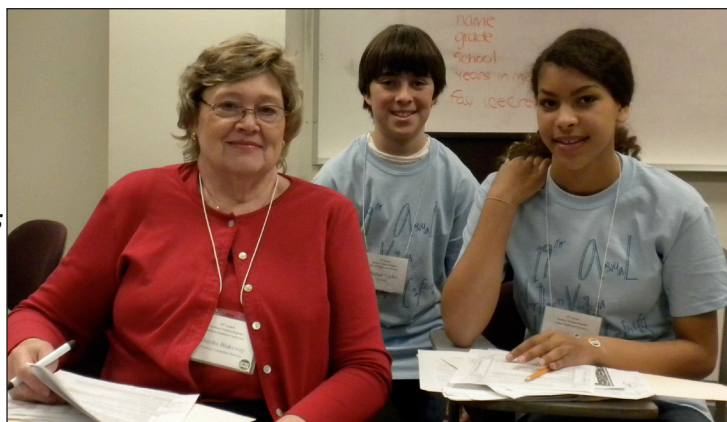
A Publication of the Institute for  
Conflict Analysis and Resolution

GEORGE MASON UNIVERSITY

## You've Got to be Taught Conflict Resolution Education in Washington D.C. Schools

By Marsha Blakeway, MSCM, ICAR Adjunct Professor, mblakeway@igc.org

Rodgers and Hammerstein wrote a heart-wrenching song for their musical South Pacific in 1949 with lyrics such as these: "You've got to be taught To hate and fear; Before you are six or seven or eight, To hate all the people your relatives hate". (See lyrics, page 5.) What we really should be doing, of course, is to carefully teach children to love and care about others and to treat everyone with dignity and respect. Rodgers and Hammerstein were right on about the age framework. Early childhood – up to



Marsha Blakeway, ICAR Adjunct Professor, with Alice Deal Middle School student facilitators Michael Vigdor and Sarah Mack. Photo: M. Blakeway.

about age eight – is when we learn most of our patterns of behavior especially those behaviors that have to do with relationships, and, indeed, we learn most of those patterns from our relatives. Fortunately, learning occurs throughout the human lifespan and, no matter what we learned as children, we can all learn to treat others as we wish to be treated ourselves.

Conflict resolution (CR) educators have taken on the task of teaching children and young people to care about each other, to treat others respectfully, to be able to work together and communicate in nonviolent, productive ways to resolve the everyday conflicts that occur in their lives. The role that conflict plays at each developmental stage from early childhood through adolescence into adulthood influences how and what we learn about ourselves and others – children's conflicts play a key role in cognitive and identity development.

*"If we wish to create a lasting peace we must begin with the children."* - Mahatma Gandhi

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Commentary

# Fellows' Follow-on Activities: Benjamin Franklin Institute with Asia

By Thanos Gatsias, ICAR Ph.D. Candidate, [agatsias@gmu.edu](mailto:agatsias@gmu.edu)

One of the inherent challenges to educational exchanges is ensuring that individual transformations during an intensive experience can be sustained and new learning integrated and used in the home context. To address this concern, the Benjamin Franklin Summer Institute with Asia has included a follow-on component to its U.S. based program. The Institute is hosted by ICAR and the Alliance for Conflict Transformation and sponsored by the Bureau of Educational and Cultural Affairs, U.S. Department of State. In the summer of 2010, the program brought together thirty six teenagers from Afghanistan, Pakistan, Tajikistan, Turkmenistan and the U.S. to help participants develop a deeper understanding of global issues, a sense of civic responsibility, and leadership skills that would allow them to become agents of positive action within their communities.

Recent follow-on activities helped Fellows put into practice the knowledge they acquired and provided a bridge between their time overseas and their home communities. The objectives of the follow-on activities included: to examine the insights acquired by Fellows throughout the Institute take shape in the projects; to enable Fellows to see the relevance of what they learned to the reality in their respective communities; to allow Fellows to demonstrate leadership skills and become `ambassadors` of positive change; to allow Fellows to



BFSIA Fellows at the World Bank. Photo: M. Schoeny

become familiar with the challenges of moving from action planning to implementation.

During the four-week U.S. program, the Fellows with the help of their mentors gradually `built` a project to be implemented at home, including a diagnosis of existing needs and exploration of possible courses of action. As part of the process they were asked to identify strategic goals, the specific steps they needed to take, resources needed and ways to acquire them, potential partners, challenges they might face, as well as a timetable for completing their projects. The result was an interesting bouquet of small-scale initiatives that ranged from community service and campaigns to increase environmental awareness, to fund raising for less privileged fellow citizens and organization of educational workshops. Illustrative is the case of Rokhan Shafi, who, in the aftermath of the catastrophic floods in Pakistan in August, 2010, was able to put his newly acquired skills into practice and utilize the network of his BFSIA colleagues in order to raise funds and provide relief to families affected by the floods.

Of course, a number of challenges emerged during the implementation of the projects, including difficulties in communication between mentors and fellows (e.g. lack of regular access to internet), time constraints as many Fellows found themselves caught between their projects and school work, and insecurity on the ground (especially in Afghanistan). Nevertheless, a high number of fellows did successfully carry out their projects, taking their initial steps towards becoming active members of a vibrant civil society. ■

## BFSI-SCA is Seeking Volunteer Host Families

BFSI-SCA will be held again this year from June 30 to July 26. One of the keys to achieving the BFSI-SCA goals is providing the students an opportunity to live with a host family for ten days (July 8 – July 18) of their four-week adventure in the U.S. This is important for the foreign students, who may have never traveled abroad, befriended Americans, or experienced American family life. For the U.S. students, the home-stay is an opportunity to broaden their experiences, hopefully with a family that is culturally different from their own.

BFSI-SCA is currently seeking volunteer families to host foreign and/or U.S. students. All you really need to host a student is the ability and desire to share your home and open your heart to a guest family member. You can learn more about hosting by visiting our website, by email at [franklin@gmu.edu](mailto:franklin@gmu.edu), or by calling at 703 993 9405.

<http://bfsia.wordpress.com/host-family-application/>

# Conflict Resolution Education: Applied Theory and Practice in Washington D.C. Schools

By the Conflict Resolution Education Washington D.C. Schools Applied Practice and Theory Team



Conflict Resolution Education APT team. Catherine Ammen, M.S. Student, Cathy Wague, M.S. Student, Mary McGoldrick, M.S. Student, Hussein Yusuf, Ph.D. Student. Photo: C.Ammen.

When the time came to explore our options at ICAR as Masters and Ph.D. students for a capstone project, we struggled like many, with deciding whether to write a thesis, to under take an internship, or to join an Applied Practice and Theory (APT) team. For us an internship was not quite an option as it would have gotten in the way of already over-committed schedules and we were looking for the opportunity to be more engaged with the practice aspect of conflict resolution. Additionally, some of us were interested specifically in the DC school system, or aspiring to teach, and this APT resonated with those interests. Our respective APT course work had also exposed us quite a bit to the international dimension of ICAR and we believed that focusing on issues at a domestic level was more suitable to our needs.

Our APT is a diverse group of professionals with a wide range of ages and experiences coming all the way from West Africa, Somalia, and Montana. We had to learn to work and communicate as a team, bridging divergent communication styles, backgrounds, and schedules. However, our common interest in youth education and peaceful resolution of conflicts is what brought us together to pursue this APT.

We have been exploring the opportunity to revitalize conflict resolution education (CRE) in the District of Columbia Public Schools (DCPS) through an exploratory approach that includes academic research, interviews of key people in the field of CRE, and a model of sustainability inspired by theorists we encountered at ICAR. Additionally, we chose Washington D.C. because of practical reasons of proximity, and also our Professor, Marsha Blakeway's, knowledge of and experience with peer mediation programming

in the District. Nonetheless, the lessons learned in this APT can be transferred to other school contexts.

Our interest in conflict resolution education stems from our deep belief that every student deserves a safe environment that fosters their social and emotional growth. Our working theory of change is that when students are taught fundamental conflict resolution skills they will be better able to manage their own conflicts and contribute to a more positive school climate. The school environment is a prime platform for learning such skills as students spend much of their formative years in school settings.

Peer Mediation (PM) when implemented within the standards developed by Association for Conflict Resolution (ACR), has the potential to improve poor school climates and reduce anti-social behaviors. These factors have been identified as barriers to academic achievement and good citizenship. Moreover, significant challenges faced by CRE programs in school systems are sustainability, poor implementation, and lack of funding. To affect change at the system level requires involvement of political leaders, school administrators, teachers, parents, unions, students, and private citizens. To deal with these challenges, we are working to build a continuing partnership with ICAR to make CRE more sustainable in the District of Columbia. ■



Peer Mediation Logo. Photo: C. Ammen.

initiatives

# Civil Society and Peacebuilding: Book Launch with Thania Paffenholz

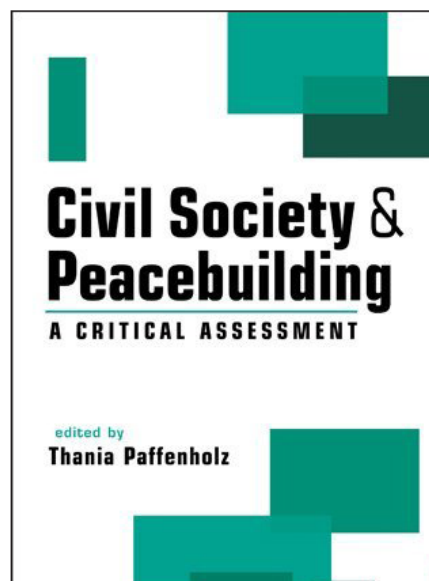
By Jacquie Antonson, ICAR MS Student and ICAR events coordinator, jantonso@gmu.edu

## EVENTS

On March 11, 2011, ICAR hosted Dr. Thania Paffenholz to discuss her newest publication, “Civil Society and Peacebuilding: A Critical Assessment.” ICAR Professor Dennis Sandole gave an introduction, praising Paffenholz’s work in the Peacebuilding field in general, and especially focusing on the benefits, both for academics and practitioners, of these newest findings. After these words, Dr. Paffenholz began a presentation on Civil Society and Peacebuilding, the impetus for the book, the research approach, findings, and policy implications for the field.

Paffenholz’s study was based on the idea of a meta-analysis, using a common analytical framework. Research teams carried out case studies in twelve countries: Guatemala, Afghanistan, Turkey, Cyprus, Israel/Palestine, Nepal, Sri Lanka, Bosnia & Herzegovina, Northern Ireland, Nigeria, Somalia, and the Democratic Republic of Congo. Projects analyzed the role of local and national civil society actors in each region, and lasted from 2005 to 2010. Paffenholz and her team then carried out a comparative assessments of all results collected, including identifying the functions of civil society actors in peacebuilding, assessing the relevance of all of these functions across phases of conflict, and analyzing their effectiveness. Results are presented both in terms of conclusions for single cases, as well as large-scale-cross-case conclusions and policy implications.

Perhaps the most interesting result of Paffenholz’s study is, in her own words, that it “contradicts a main paradigm in peace-



building:” that of the middle-out approach, popularized by the Conflict Transformation school. Paffenholz’s case study results did not support or confirm the importance of track two peacebuilding approaches in triggering action on tracks one and three. Instead, she concludes that the success of peacebuilding efforts is not dependent on these tracks, but instead on the phases of the conflict during which these efforts take place, the context, and the ways in which such initiatives are planned and implemented. On the basis of these findings, Paffenholz’s work calls for a new approach to peacebuilding, where context is seen as the main starting point, and the relevance of different functions is assessed long before proper actors are determined, which ever level they may fall into.

Although Paffenholz jokingly said that she’d already informed John Paul Lederach that he should take the responsibility of informing members of the peacebuilding field of his mistakes in focusing so heavily on the importance of track two peacebuilding, she does see very serious policy implications inherent in her findings, and hopes that they may lead both to further research and to some shifts in our approach to practice. Paffenholz’s talk was warmly received by the ICAR community, who engaged in further discussion over both the nature of the research and its implications, following her talk. There is no doubt that this will shortly become a text of great importance for our field. ■

### Upcoming ICAR Community Events

#### Thursday, April 7, 2011

Presentation: APT in South Africa  
7.00pm, 555 Truland Building, Arlington Campus

#### Thursday, April 14, 2011

Book Launch: Why They Die  
7.00pm, 555 Truland Building, Arlington Campus

#### Thursday, April 28, 2011

Celebration of Achievement  
6.00 - 9.00pm, 126 Founders Hall, Arlington Campus

<http://icar.gmu.edu/events-roster>

# Student Opinion - Demonstrations in the Middle East: Yemen's Got Talent

By Ibrahim Al-Hajjri, ICAR MS Student, ialhajjr@gmu.edu

Recent youth revolutions have created an unprecedented phenomenon in the Arab world. Who would have thought that throngs of young, irate Arabs would discover a powerful mechanism that rattles the toughest leaders? For the first time in our history, we are witnessing Arab dictators' humbleness. While the case of Libya is an exception, almost all Arab rulers are pledging an array of concessions and reforms. Will that work for all countries, or will the wave of discontent continue to flush out stubborn leaders? One would assume that if peoples' needs are met, then it is in their interest to shift positions and accept the reforms. However, the streets of countries like Yemen are still boiling and the revolutionaries are continuing their momentum. Layered onto the chaos are a number of political actors who have become skilled dancers, of a sort. They are shifting and gyrating, trying to win the dance competition. The Yemeni youth revolution has been hijacked by politicians with some very fancy moves.

President Ali Saleh is overwhelmed by a host of challenges. Even before the revolutions ignited, he was facing a number of structural and societal problems. Yemen is unique: It is tribal, the poorest and the most armed Arab country. Dwindling resources and an unforgiving security situation put Yemen on the international community's "bad list." Saleh previously expressed how difficult it is to rule Yemen: "Ruling Yemen is like dancing on snakes' heads." Saleh's grip on the situation is compromised by many of his former dance partners. Some of his strongest political and military allies have shifted positions to take advantage of the opportunity presented by the protests. The most shocking among these is General Ali Mohsen, a prominent commander, fellow tribesman, and friend of the president. Gregory Johnsen, a Yemen specialist at Princeton, said that Saleh is dancing his last dance. What he didn't mention is that other dancers are impatiently waiting for their turn to perform.

Who will be the next on the dance floor, and who will be able to rule Yemen while avoiding the snakebites? The best dancer is yet to be determined, but I'm confident that whatever the dances, they will be performed to the same old rhythm and beats. Changing the president of Yemen will not necessarily translate into the changes that the revolutionaries expect. Saleh's dance might be over, but the other performers

## Recent ICAR Articles, Op-Eds, Letters to the Editor, and Media Appearances

### Maltese Neutrality Still a Brilliant Idea

Rich Rubenstein, ICAR Professor  
*Times of Malta, 3/11/11*

### The Global Stage of Interfaith Relations: Religious leaders navigate new roles

Andrea Bartoli, ICAR Director  
*New Routes: A Journal of Peace Research and Action, 3/10/11*

### To No-fly or Not No-fly

Analysis by Aziz Abu-Sarah, CRDC Director of Middle East Projects  
*Russia Today, 3/7/11*

### Even a Weakened Libya Can Avoid Civil War

Ibrahim Sharqieh, ICAR Ph.D. Alumnus  
*Financial Times, 3/2/11*

### Shaping Unpredictable Past: National identity and history education in Ukraine

Karyna Korostelina, ICAR Professor  
*National Identities, 3/11*

<http://icar.gmu.edu/media>

are staying, and so will the corruption, disorder, and qat. My condolences to the Yemeni youth: Your revolution has been infiltrated by political performers. Be wary of applauding those dancers shimmying onto the bandwagon. We have seen their moves before and it's time for a new boogie. Snakes are all over Yemen, be careful. ■



Yemeni Protestor in Washington D.C. Photo: Flickr, CC.

press

## Nicole Grim, Conflict Analysis and Resolution Undergraduate

By Tom Richardson, ICAR M.S. Student and newsletter editor, trichar7@gmu.edu

Nicole Grim came to Mason in the Fall of 2009, she began her year as a Government and International Politics major. Nicole took her first government class in the spring, and the next semester decided to follow the Global Affairs track instead. While sitting in her International Relations class, Nicole realized that, "what had really drawn me to global studies wasn't just the politics- it was the problems." After considering Conflict Analysis and Resolution (CAR) as a minor, Nicole took her first CAR class and fell in love with the program. Now that she has changed to a double major, in global affairs and conflict analysis and resolution and anticipates graduating in May, 2013.

Recently Nicole was awarded the \$1,000 George Mason University Alumni Association Service Scholarship. In addition to serving as the vice president of events for the Mason Ambassadors, Grim chaired the advertising committee for GBAY during the auction's inaugural year in 2010, raising over \$10,000 for student scholarships. She was also named Best New Member of a Greek Organization for her work as the Director of Alumni Affairs with the Alpha Phi Sorority. Nicole hopes to pursue

a career in global post-conflict peace building after she finishes her studies.

In her most immediate future, Nicole plans on studying abroad this summer on CRDC's internship program within the Israeli and Palestinian territories. Nicole hopes that the experiences she will gain there will help me find a niche within the field that she can turn into a career, "I am particularly interested in the Middle East, and how cultural divisions, social structures, and economic development create conflicts." More importantly, Nicole has a strong belief that working with these issues can help promote positive peace, a concept she would like to work towards in her future. ■



Nicole Grim. CAR Under-grad Student. Photo: N. Grim.

## Greg Stanton, Research Professor in Genocide Studies

By Tom Richardson, ICAR M.S. Student and newsletter editor, trichar7@gmu.edu

Greg Stanton's life has been devoted to understanding and preventing genocide and other mass atrocities. He has alternated the settings for his work between academia, the State Department, and non-governmental organizations. His work has led the way to important advances in the field of international criminal law, and has helped develop the emerging norm of the responsibility to protect.

Greg was a voting rights worker in Mississippi in 1966, and joined the Peace Corps right after graduation from Oberlin in 1968, where he served in Côte d'Ivoire. He went on to Harvard Divinity School, Yale Law School, and got his MA and Ph.D. in Cultural Anthropology at the University of Chicago, returning to the same village where he had served in the Peace Corps to do his field research.

Greg first saw the aftermath of genocide in Cambodia in 1980 in Cambodia. He became determined to bring the leaders of the Khmer Rouge to justice for their crimes. His efforts have finally resulted in the Extraordinary Chambers in the Courts of Cambodia (Khmer

Rouge Tribunal), where he still plays an active role as a consultant.

In the State Department in 1994 he was given the job of coordinating US policy on Africa in the UN Security Council, where he wrote the Security Council Resolutions that created the International Criminal Tribunal for Rwanda. He also formulated his famous "Eight Stages of Genocide" model to help diplomats see the early warning signs of the genocidal process, so they could stop the process before it becomes mass killing.

Greg has concluded that the UN and governments will never have the political will to prevent genocide until a mass movement is built in faith groups and civil society to act at the local level to prevent genocide. Consequently, he founded Genocide Watch and the International Alliance to End Genocide in 1999 with that goal. Genocide Watch will become part of the Genocide Prevention efforts at ICAR this year. ■

## You've Got to be Taught

Continued from page 1

Beginning with the very young children, programs such as High Scope, a respected early childhood organization, teaches adults conflict resolution and problem-solving skills they can model for toddlers and preschoolers. There are many excellent nonviolent CR education programs – some begun in the 1970's - in schools across the country that are making a difference in the lives of children and the adults who live and work with them. Tom Roderick, a long-time CR educator, along with others at the Morningside Center in New York City (NYC), has developed a new conflict resolution and literacy curriculum for grades K-5: The Four Rs Program: Reading, Writing, Respect, and Resolution. Building on their very successful Resolving Conflicts Creatively Program, the curriculum was implemented and studied in third and fourth grade classrooms over two years in eighteen public NYC inner-city elementary schools. This important study looks at the school-based prevention of social-emotional, behavioral, and academic problems that hinder children from being successful in school and in life. The next issue of Child Development will include a report of the research done on this program by a well-respected team from Harvard University, Fordham University and New York University.

Here is why this is such an important study: The 4Rs Program curriculum is considered a “developmental intervention” in that it seeks to intervene

in children's lives to change the underlying social-cognitive processes that can lead to aggressive behavior. This research looks not only at correlations between the intervention and the outcome, but also at the causal mechanisms that influence behavior today and behavior in the future. Children who are exposed to harsh treatment in their homes, or to community violence, or to a violent peer environment, have an increased probability of committing aggression and violence now and in the future. Intervening in a child's “developmental trajectory” toward violence by teaching positive social and emotional skills (like conflict resolution) and academic skills (like reading) simultaneously is shown in this study and others to reduce the effects of exposure to violence, to reduce the likelihood of future aggressive behavior and to increase the chances of academic success.

*“One thing I like about being a peer mediator is that I get to help students solve their problems and I feel really good about that.”* Fifth grade student, Brooklyn, NY

In the mid 1980's there was a groundswell of activity starting mediation programs in public schools across the country based on the idea that if students learn to mediate, and participate in mediation, they will be able to use those skills for the rest of their lives. They will also be empowered to make decisions about their own lives. Community Boards in San Francisco and other community mediation centers began providing training for groups of about twenty students in elementary, middle and high schools across the U.S. to become peer mediators and training educators to set up and run peer mediation programs. ICAR Advisory Board Member, Ambassador John McDonald, then at the Iowa Peace Institute, created an early state-wide peer mediation program that trained educators in mediation so they could create programs in their own schools.

Twenty-five years later, peer mediation programs are in tens of thousands of elementary and secondary schools across the United States and around the world. In spite of the broad success of peer mediation program, the stability and sustainability those mediation programs is still an issue. Often a program is coordinated by one dedicated individual in the school and if that person leaves, the program may end. School-based programs with support from system-level central office staff devoted to conflict resolution and peer mediation, such as Fairfax County Public Schools, are more likely to succeed. State level support for school programs, such as the program

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### Carefully Taught

You've got to be taught  
To hate and fear,  
You've got to be taught  
From year to year,  
It's got to be drummed  
In your dear little ear  
You've got to be carefully taught.

You've got to be taught to be afraid  
Of people whose eyes are oddly made,  
And people whose skin is a different shade,  
You've got to be carefully taught.

You've got to be taught before it's too late,  
Before you are six or seven or eight,  
To hate all the people your relatives hate,  
You've got to be carefully taught!

*“Carefully Taught” is a show tune from the 1949 Rodgers and Hammerstein musical South Pacific.*

## You've Got to be Taught

Continued from page 7

coordinated by the Center for Dispute Resolution at the University of Maryland School of Law funded by the Maryland Association of Conflict Resolution Organizations (MACRO) also enhances sustainability. Acknowledging the importance to sustainability of having well run programs and well-trained students, the Education Section of the Association for Conflict Resolution, created Recommended Standards for School-Based Peer Mediation Programs in 1996 and updated the Standards in 2007.

CR educators work in four main ways in schools: teaching negotiation, mediation or other CR processes; establishing peer mediation programs; infusing CR concepts and skills into subject curriculum; using CR techniques to better manage classrooms. Schools that have begun with peer mediation programs often expand them to include diversity and anti-bias education; anti-bullying – including anti-cyberbullying programs; gender, relationships, and dating violence prevention; restorative justice programs for juvenile crime or other disciplinary issues; classes for parents on family conflict resolution strategies. Many CR educators also incorporate concepts of peace education related to social justice and equity, nonviolence, human rights, environmental and global issues.

New in the last few years is the project begun by Dr. Tricia Jones at Temple University and others to incorporate CR Education in Teacher Education (CRE/TE) to help new teachers constructively manage conflict, create positive learning environments, and develop students' conflict

competence and social skills. CRE/TE is now partnering with over twenty five colleges of education to infuse CR Education and Social Emotional Learning in teacher education curriculum and professional development programs. Dr. Bill Warters at Wayne State University created a great new web resource in conjunction with the CRE/TE: CReducation.org. The site provides a wide-array of resources in broad categories for researchers, teachers and trainers, policy-makers and administrators, and international programs.

ICAR has had a consistent role in K-12 CR education as a co-sponsor of the Fairfax County Public Schools Peer Mediation Conference for the past nineteen years. Many thousands of young people, supported by hundreds of educators and area mediators, from elementary and secondary schools have attended the workshops at the conferences to improve their practice of mediation. In addition, for more than ten years, Frank Blechman, former ICAR faculty, and other faculty members worked with the Youth Intergroup Conflict Applied Practice & Theory classes on projects that looked at gang-related conflict issues, inter-ethnic school and community conflict issues, peer mediation programing statewide, and other topics. The current Conflict Resolution Education APT continues and is building on this work. ■

*Marsha Blakeway, currently working with the ICAR Conflict Resolution Education APT and co-coordinates the Peer Mediation Program at Alice Deal Middle School, Washington, D.C.*



## Institute for Conflict Analysis and Resolution

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