Developing Education and Youth-Promotion Measures with Focus on Crisis Prevention and Peace-Building
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Preface

This study links two highly relevant challenges in the field of development cooperation today. The thematic complexes of crisis prevention, conflict management and peace promotion, along with the issue of how best to strengthen adolescents and young adults as the driving force behind social development, are of central importance for the future orientation and sustainability of Technical Cooperation. Thus, peace promotion and youth promotion are very closely linked and, taken together, can help prevent crises within given a social context.

Social transformation and development processes never pass off without some sort of conflict. Economic, social and political tensions and changes can trigger off or aggravate feelings of powerlessness and insecurity, leaving people without a sense of direction or heightening their fears of what the future may hold. In such situations of radical change and conflict, people are always more likely to resort to force to see through their interests and satisfy their needs. However, when peaceful and constructive approaches to managing conflicts in a society break down and conflicts escalate to internal crises and war, it is young people in particular who bear the brunt.

On the one hand, a great many young people are abused in the course of social conflicts and war by being made to take part in the fighting, or they become the victims of these violent outbursts. On the other hand, the use of force often exercises a great fascination on young people in particular, becoming an accepted means of conflict resolution for young offenders.

Furthermore, young people have an enormous potential for creativity and innovation, which is why hopes for non-violent conflict resolution, reconciliation and understanding are pinned on precisely this group.

Against this background, peace education with young people is a highly important component of crisis prevention and conflict-management activities, as discussed at the international conference Youth – Change Agents for Sustainable and Peaceful Social Development in Africa held in Nairobi in May 2001. More detailed information is included in the annex, for example two reports by young people, which convincingly illustrate this problem area.

We are pleased to present the English version of the Youth Study. There has been a great response to the German Youth Study, especially in view of the present discussions on the prevention of violence and the fight against terrorism.
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<tr>
<td>AMOSAPU</td>
<td>Mozambican Association for Public Health</td>
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<td>AJNC</td>
<td>Asociación Juvenil Nuevos Caminos</td>
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<td>CUP</td>
<td>Cebu Upland Project</td>
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<td>EMU</td>
<td>Education for Mutual Understanding</td>
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<td>EU</td>
<td>European Union</td>
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<td>GTZ</td>
<td>Deutsche Gesellschaft für Technische Zusammenarbeit GmbH</td>
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<td>IESP</td>
<td>Integrated Food Security Programme</td>
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<td>IFOR</td>
<td>International Fellowship for Reconciliation</td>
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<td>IGER</td>
<td>Instituto Guatemalteco de Educación Radiofónica</td>
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<td>MGPDD</td>
<td>Malawi-German Programme on Decentralisation and Development</td>
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<td>NICE</td>
<td>National Initiative for Civic and Voter Education</td>
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<td>NICRO</td>
<td>National Institute for Crime Prevention and Reintegration of Offenders</td>
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<tr>
<td>NRO</td>
<td>Non-governmental organisation</td>
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<td>PYP</td>
<td>Palestine Youth Parliament</td>
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<td>TZ</td>
<td>Technical Cooperation</td>
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<td>UN</td>
<td>United Nations</td>
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<td>UNICEF</td>
<td>United Nations Children's Fund</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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places between a chiefly conflict-preventive and a reconciliatory approach. However, since there are no static boundaries, everything is in flow. The approaches continually have to be adapted (4) in keeping with the respective framework conditions (group setting, conflict situation etc.) and positive as well as any potentially counter-productive effects (5) have to be taken into account. The findings obtained ultimately lead to proposals for the concrete integration of pertinent projects and measures in the GTZ’s ongoing service offer (6).

2. Context

2.1 Status and significance of the module within the scope of crisis prevention

Society does not develop without conflict. Social, economic and political changes make people loose their sense of direction, render them insecure and make them feel powerless to act, all of which can result in a greater willingness to apply force and to adopt a destructive approach to conflict resolution. Constructive participation in social development therefore calls for offers of youth promotion and education in which democratic behaviour and non-violent conflict management techniques can be learned and an active commitment to social cohesion experienced. Therefore, peace and conflict research emphasise the need for comprehensive educational inputs which cover all phases and situations in life and highlight the significance of youth empowerment. Corresponding measures are understood as the central components of sustainable peace promotion and as a contribution to the values underlying civil society and community building.

Within the scope of the three intervention and leadership levels in conflict management, as determined by John Paul Lederach, education and youth-promotion measures with a peace-building and conflict-preventive approach are generally to be found at the local grass-root level. Their particular potential is on the (re-)generation and strengthening of relationships and in confidence-building at community level.

A distinction is to be made between this local implementation level and the broader-scale planning level. Responsibility for the university-level, youth-promotion and education planning sectors, as well as for curriculum development, is generally assigned to mid-management level. Consultancy and cooperation with these decision-makers can be of great importance because, under favourable conditions, being able to provide support and to exert an influence at the planning level can lead to the dissemination and expansion of contents at the implementation level. It is up to the partner on site to exploit this structure-generating potential to the full. And development cooperation must investigate the extent to which it can support such cooperation ventures and alliances.
Education for Citizenship, which involves the active participation of some 14 countries, including many southern European states.

2.2.1 Peace-building and conflict-preventive approaches in various educational disciplines

In addition to peace education,\(^1\) other disciplines have, since the 1990s, increasingly emphasised the need for an education empowering people to handle conflict situations. Besides human-rights, development and environmental education, other approaches in this vein include intercultural, feminist, historical and political education as well as community-oriented social and trauma work. Different aspects are stressed in terms of the level of specialist competence aimed for and the model teaching and learning materials used. Put in concise terms, we can speak of a cultural, gender-specific, historical or development-policy viewpoint or "angle".

The extent to which politics and bias play a role varies depending on the degree to which the discipline is traditionally anchored in political movements. Feminist education is, for example, deliberately biased. In intercultural education, it depends on whether arguments are based on the perspective of anti-racist education or international understanding. The degree of politicisation is determined by the areas of activity (formal, non-formal, informal education), the different actors involved (state, international organisations, local NGOs) and the country-specific framework conditions.

In view of the growing awareness of global interdependencies, theoretical principles increasingly overlap content-wise or demonstrate similar objectives.\(^2\) The common starting point is the conviction that conflicts do not just happen, but that humans are always involved in some way, whereby sitting on the fence and watching what happens or the failure to make a pertinent decision are to be regarded as relevant influencing factors. The gap between being affected personally and acting politically is, thus, a key problem of educational work. All of the areas referred to wish to promote knowledge, attitudes and practical skills that will empower individuals to make their own judgements and consciously take on an active role and position in society. To do so, they must first change their attitudes and behaviour, something that cannot be achieved by just passing on cognitive knowledge – as is usually the case - or by launching moralising crusades. The fundamental personal and social skills as well as the specific conflict-management competencies needed to bring about such changes require different methodological approaches, as described in more detail in section

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1. Questions relating to an adequate handling of conflicts and the sustainable promotion of peaceful co-existence have been a core component of peace education since the 1970s, cf. Nicklas 1999; Wulf 1973; Minssen 1970.

2. The proximity of peace education to social work, environmental, development and human-rights education is dealt with by Gugel/Jäger 1997. Interrelationships between intercultural, feminist, development-policy and peace education are explained by Auernheimer 1995. Since networked thinking, an awareness of responsibility and transnational action are required, reference is made frequently to global learning which is to be realised in all disciplines as a general principle.
key component at least of those disciplines that are the products of social and political movements. However, structural changes leading to a growing capacity for social peace have to be initiated by people who, in turn, are not held back in their actions by their own conflicts and the significance they have for their own lives. There is no way of eliminating the tension between behavioural patterns at the micro-level and social and political activities at the macro level. There is, equally, no way around the fact that conflicts have to be dealt with at all levels. It must be remembered, however, that education measures are geared to individuals and therefore only have direct influence at this contact level, not at the level of political or social structures.

(4) Plurality versus value indoctrination
Thanks to psychological research on moral development, it is known that humans’ values and their capacity for moral discernment are the result of their interactions with each other. Therefore, to go from perceiving a problem to changing one’s own behaviour and subscribing to humanitarian convictions is something that can only be done, if a corresponding scope for decision-making and action is actively sought and if various options for action are tried and tested in practical context. To this end, it is necessary to generate learning environments and social space which facilitate interaction-based experience and discovery-based learning. Opinions differ as regards the need and possibilities for teaching ethical values. The question arises as to just what form ethically-oriented education should take in an increasingly pluralist society. Of utmost importance here is the principle of openness, whereby no attempts are made to indoctrinate individuals with unbending norms. If conflict management methods are not to be degraded to mere application techniques, then people have to discuss and exchange views on their particular set of values.

(5) Deficit approach versus cultural determination
Along the lines of help-for-self-help, critical trauma work in particular has gone to great lengths to incorporate cultural resources into its approach for dealing with conflicts and recollections of violent events. However, cultural traditions are thoroughly contradictory and, in the course of history, have been produced arbitrarily. Thus, in education work, the question constantly arises as to how cultural resources can be mobilised without falling into the trap of cultural and ethnic stigmatisation and determination. This implies, inter alia, that the principle of self-determination should be given a great deal of scope in youth-promotion and education work.

(6) Culture versus gender versus power
The area of conflict between gender-related, intercultural and conflict-preventive education is virtually overlooked. Whilst approaches geared to the empowerment of minority groups are becoming more important in educational fields too, the gender aspect

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3 Former colonies in particular have hybrid cultures with diverging sources of influence, cf. WFD 1999; Dawes/Honwana 1997.
Key personal and social competencies include:

- Strong sense of personal value (ego-strength)
- Frustration tolerance/ambiguity tolerance
- Heightened self-perception and perception of others
- Capacity for empathy and ability to look a issues from a different perspective
- Critical and creative thinking
- Capacity for communication and interaction

This catalogue of learning objectives and contents does not correspond to any specific order of importance. However, fully developed ego-strength is the basis for conflict resolution and can be termed as the central component of peace promotion, since aggressive and selfish behaviour is often triggered off by frustration. A lack of self-confidence, prejudices and ingroup-outgroup thinking patterns all promote this.

To be able to deal with a conflict situation in a peaceable manner and in order to be able to withstand tension, it is necessary to strengthen the individual's sense of worth, and to concomitantly enhance tolerance of ambiguities as well as assertive capacity and civil courage. However, a stronger ego should not result in others having decisions made for them. It is the conscious perception of one's own and others' advantages, interests and emotions that facilitates self-assertion and critical self-reflection. Being aware of oneself and others enhances our capacity for empathy. Being able to put ourselves in someone else's position can turn a conflict into a complex, internal (decision-making) dilemma. Friend-enemy categories and corresponding physical responses are thus called into question and new, creative alternatives become feasible.

Thus, by promoting social and psychological competencies, such as self-awareness and a capacity for empathy, communication and criticism, an important basis is established for peace and conflict competency.

Different priorities and foci are set in terms of contents depending on the target group and context. In an intercultural context, the focus is generally geared to the way in which we perceive our own identity and that of others. In educational work with women and girls, it relates to gender-specific roles. Ego-strengthening and assertive capacity take on a different meaning here compared to work with boys and men.
The principle of "attitude instead of method" is to be understood in a similar way. Practical competencies, for example, exercises in active listening or reflections on statements, should be applied in a clearly defined context and not become an end in themselves in learning processes.

The principles of active participation, resource orientation and holistic learning are greatly emphasised in development cooperation, and in youth promotion in particular. This is based on the following insight, namely: the more the situation of children and young people is characterised by misery and need, the greater the existential importance of strengthening their coping strategies in life, of generating tangible changes and expanding their actual scope for action. Experience gained with drug-abuse and AIDS prevention have confirmed the appropriateness of holistic and gender-specific approaches. Corresponding initiatives must always be geared to the socio-economic and family situation, the cultural background and to gender-based role expectations. The same applies to conflict-preventive measures.

In conclusion, it can be said that, the more they are in line with people's existential needs, the greater chance conflict-preventive inputs have of securing far-reaching impacts. It is not just about testing peace education, but about firmly securing these inputs in real-life, every-day situations and actions. Whereas this approach is an obvious choice in the non-formal education sector, and in community work in particular, it does pose certain problems in the formal education sector. All of the forms of learning and work described below have to be evaluated in terms of the target group's age and gender. Again, it is vital that not only cognitive alternatives are selected, especially if differences in speech and expressive capacity can be assumed.

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**Forms of learning and work**

- Case studies/work on dilemmas and perspective-based writing
- Biographical learning (own history and model biographies)
- Eye-witness interviews
- Role play/simulation/planning game
- Interactive theatre/psychodrama
- Open, same-gender and intergenerational rounds of discussions
- Games and exercises geared to problem resolution and the promotion of cooperation
- Artistic work, creative expression
- Audio-visual and communicative media work

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5 The Centre for Conflict Resolution (Kapstadt) has drawn up a useful check list for the implementation of efficient youth programmes which, in addition to the principles named above, also emphasises, permancy, contribution to community development and the promotion of independence/self-help, cf. CCR et al. 1998, pp. 5-9.
As far as content is concerned, the respective priorities can be said to be extremely conflict specific, i.e. context specific. Intervention options are conceivable in nine fields:

3.2.1 Scaling down a segregational education system in favour of an integrated one

In countries in which ethno-political lines of conflict also manifest themselves in the education system, it is of decisive importance to gradually soften this divide. In this context, establishing and promoting integrated model schools is just as important as promoting encounters between schools in the given community conflict area. Examples from Israel and Northern Ireland illustrate the various forms such encounters can take and their respective differences.

Through its Education for Mutual Understanding approach (see box), Northern Ireland has already gained in-depth experience of how to bring together conflicting communities through school contact programmes. Since the EMU became a statutory feature of the curriculum, the number of schools participating has gone up. The pressure being exerted by integrated model schools is also the reason why the system is gradually opening up.

Education for Mutual Understanding (EMU) in Nordirland
EMU has been in existence since the mid-1980s and has been a statutory feature of the curriculum since 1992. The four main goals are: to learn to respect and value oneself and others; to appreciate the interdependence of people within society; to know about and understand what is shared as well as what is different about one’s cultural traditions; and to appreciate how conflict may be handled in non-violent ways. EMU is not a subject in its own right, but is intended to be integrated as a cross-curricular theme in every year and in all subjects. However, participation in this exchange process remains voluntary. Since contacts are based on parent support or are integrated into NGO programmes and are geared to the longer term, they also influence school and community life. The success of the EMU programme is perceived differently: the number of schools participating has gone up, but the theme’s relevance to every single subject and the issue of marking are matters of dispute. The introduction of the EMU theme into the curriculum is not sufficient; the programme requires financial backing, the targeted support of school management and the teaching staff as well as corresponding inputs at the level of higher education. A great deal can be learned from the experience gained here, however, for cross-community contacts between schools in different contexts.
of Languages 2001, innovative concepts are being tested which aim to link up foreign and intercultural learning within and outside the education system.

**Bilingual schools in Slovenia**
In its case studies, the Council of Europe emphasises the bilingual teaching concept in Slovenia. As of kindergarten, native-tongue Slovenian and Hungarian children are put together in mixed classes. All teachers are bilingual. Both languages are taught as mother tongues. In other subjects, it is common for the languages to be used interchangeably.

### 3.2.3 Developing new teaching materials and revising the contents of exams

In crisis areas and times of political and social change, it is most important to critically review teaching and learning materials, as well as the contents of exams. The underlying sources, their implicit and explicit prejudices and stereotypes, as well as the dominance of specific contents and cultural values, must undergo a comprehensive revision procedure. An example here is the revision of exam material in Namibia (see box).

**Revising the contents of exams in Namibia**
National examinations were revised in terms of their cultural and gender-specific bias. Whilst the subject history was praised for promoting awareness of Namibian and African history, the subjects music, art and home economics were heavily biased in favour of European contents. Revisions of this kind are still rare. But they can serve as a model for other African countries.

When revising and producing materials, the question arises as to which examples of conflicts should be given, how they should be analysed and which solutions should be offered. It is expedient to offer a range of different conflict areas (e.g. relating to the environment, development policy, community and family life) and to make clear the significance of different power structures as well as gender-based and cultural differences. On the whole, the materials should have an open design, leaving enough scope for creative solutions and processing – as in case studies.

In keeping with the aim of promoting empathy and a change in perspective, various viewpoints are required on specific (conflict) themes. The respective national, cultural or religious background on which they are based must be apparent. Therefore, international cooperation at a conflict-overarching level is desirable when devising new materials. The UNESCO *Manual for Human Rights Education. Primary and Secondary Levels* (see box) can be described as prototype model here. The work by the Georg Eckert Institute, whose
history and religious education as well as in ethics and geography are offered in various manuals produced by UNESCO and the Council of Europe and by the Human Rights and Peace Education Resource Center. These practical recommendations provide information on active methods, take account of all age groups and school grades as well as teacher training, and attach importance to an international perspective. In some developing countries, peace initiatives are working to implement pertinent curricula. On the whole, practical exercises with their exemplary character should be closely related to the actual conditions experienced by the participants in their everyday lives. Conflict situations specific to the target group and standard behavioural strategies also have to be dealt with. The themes of conflicts and violence in the home can be incorporated into family literacy work, a subject for which UNESCO offers pertinent materials.

The specific needs of a post-war society must also be taken into consideration. The writing down of family histories, search for clues to the past, eye-witness interviews and the elaboration of reading materials on local history are all conducive to an exchange process and make it possible to link up with pre-war experiences.

(3) Civic education as an independent subject in the curriculum

Furthermore, a kind of citizen’s education or social studies (the term commonly used internationally is civic education) should be integrated into the curriculum as a separate subject in its own right providing intensive education in the principles of democracy through practical exercises and experience-oriented methods. In certain developing countries, the concept of legal and civic literacy exists. This mainly has to do with legal consultancy or institutional studies and it might be possible to forge certain links here in order to practise democratically-oriented behaviour.

The Israeli programme Betzavta (see box), which was developed for political education in and outside the school context and which is also applied in an adapted form in Germany, offers a wide range of tips on curricular development for active civic education. It also makes suggestions for links with other subjects.

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behaviour of other young people. In this way, peer-group educators have an advantage over their professional colleagues. The benefit this method offers is not to be underestimated, especially when the aim is help-for-self-help. Completely new possibilities also present themselves for gender aspects. The urgent need for educational initiatives to reduce the rate of AIDS infection in Africa and Asia led to the launch of campaigns that function on the basis of the commitment and participation of young people of the same age and gender.

Below are three examples of peer-group work with peace-building and conflict-preventive objectives, i.e. intercultural learning in small, mixed-gender groups, peer mediation and the establishment of self-organised youth clubs. These approaches have been tested in schools or in connection with schools, but can be oriented to the community as well. In certain poor districts in Portugal that house a large number of minorities, young people are being trained, for example, to act as local mediators beyond the school framework. As such, they serve as a connecting link between youth groups and families in the given districts and the school.

The given examples make it clear that peer-group education changes the classic structures of school and the relationship between those doing the teaching and those being taught. This kind of approach breaks with the conventional status of adult dominance. Peer-group leaders should not be selected according to classical criteria applied by adults. This requires many societies to change their way of thinking and calls for the comprehensive preparation of young people and adults for their new tasks. Critics, for example, voice their concern that peer-group education runs the risk of masking the lack of communication and contacts between the generations and just deflects responsibility or fosters simple cost-oriented thinking.
Conflict mediation programme

Training sessions geared to constructive conflict resolution and peer mediation (in Germany also known as conflict-piloting and arbitration courses) are becoming increasingly widespread. The programmes are mainly applied in secondary schools; although an interesting model project on peer mediation in primary schools is now ongoing in Northern Ireland.

Mediator training aims to strengthen young people’s sense of responsibility and empower them to resolve their problems amongst themselves (in part also with the teachers). In general, the programmes comprise the following components:

1. Conflicts and emotions – what is a conflict, how do I feel about it and how do I deal with the anger and annoyance?
2. Causes of conflict and conflict analysis – how can I distinguish between conflicts and what kind of analytical instruments are on hand?
3. Discussion – what approach to talks and discussions and which basic communication skills are expedient?
4. Consensus – what is a win-win solution?
5. How are mediation discussions structured and how are they implemented?

Not all children are motivated or suitable to become mediators. However, if this approach is to be successful, it has to be known to and accepted by a large number of pupils. Consequently, it is important to involve as many people as possible in the project. The approach developed by the Jugendbildungswerk Offenbach, Germany, is a particularly far-sighted one:

1. Introduction for teachers to the basics of constructive conflict management and mediation;
2. Teachers initiate a constructive approach to conflict management in the classroom and help select mediators in a joint process;
3. Mediation training for selected pupils without teacher participation;
4. Introduction of mediators; use is made of their help on a voluntary basis; regular exchanges of experience between mediators.
Activity groups for children in the Malawi refugee programme
These activity groups form part of a comprehensive programme by the Finnish council for refugees. In the run-up phase, assistants were selected from the community to participate in the elaboration and implementation of the programme. They contributed what they knew about the children’s needs and symptoms and were trained in questioning techniques used in “supporting conversation”.
The objective of these activity groups was to support the children’s “normal” development and to promote the family as a whole, so as to help parents resume their lost role as protector. The groups met twice a week for three months. The meetings, which dealt with a specific theme such as friendship, separation etc., for several consecutive weeks, were supervised jointly by the men and women in the community who were also available for talks at other times. A great emphasis was placed on creative and physical activities which enabled the children to express themselves, strengthen their self-esteem and experience success and positive social cooperation. An evaluation confirmed the activities’ success, but criticised the fact that not enough sensitivity was shown for the cultural factors determining the way in which parents look after their children. This is most likely the reason why – in contrast to original plans – participation by parents was only moderate.

AMOSAPU in Mozambique
AMOSAPU has tried to return child soldiers to their families or to their village communities. This work’s success was due to the fact that AMOSAPU cooperated with traditional healers whose purification rituals made it possible for the children to be taken back into their communities. Another decisive factor were the teams of psychologists, teachers and social education workers who organised games and exercises for all children and young people in the community. This helped them to deal with and voice their experiences, but also facilitated their reintegration into their own peer groups. To help them secure a living, AMOSAPU also assisted them in their search for training vacancies or employment opportunities.

3.2.7 Offering leisure and integration activities for young people
It is, in principle, equally as important in youth work as in work with children to offer open and creative forms of play and work which enable them to develop their own experiences and find their own means of expression. However, activities should be designed such that they concomitantly expand youth’s scope for action and participation.
community or specific environment. In workshops for the future, it is possible to develop small peace-promoting project ideas together with young people which they subsequently implement themselves.

- Summer camps, out-door camps and similar events which take young people out of their social environment, must make sure they establish a bridge between the camp and the youngsters’ normal daily lives which do not change in their absence. Also, the young people must be accorded sufficient support on their return and in the implementation of project activities. The greater the differences between the camps and the youngsters’ normal everyday existence, the more important it is to ensure that such valuable peripheral educational experiences and exercises in non-violence are reflected in their daily lives. This applies equally to encounters between opposing groups as it does to street children. For this reason, it is advantageous to have several young people from a district or community participate jointly.

- Gender-specific offers are vital. In many social contexts, girls’ participation in a co-educational camp is unthinkable. However, the fact that women and men are exposed to different conflict situations and experiences of violence, and therefore demonstrate varying responses and kinds of behaviour, means that a gender-specific approach is needed. Girls in particular should be encouraged to implement projects that accommodate their specific needs and raise sensitivity to the difficulties they are facing.

A whole variety of initiatives are thus conceivable. Sporting events or painting and art competitions on themes such as peaceful co-existence are just as important as promoting sensitivity to injustices or stimulating discussions on topical themes. Young people should have the chance to produce and publish newspapers, exhibitions, theatre and radio plays and videos. A few activities are listed below (see box). Specific music or art activities, initiatives launched by young people to discover clues to the past or celebrations marking the active remembrance of a certain event do not exist however.

Special attention should be given to the establishment of youth forums or youth parliaments. These are instruments with which young people can experience democratic principles first hand. Not just in a simulation context, but actually equipped with a certain authority for action and decision-making, a national youth council could devise proposals for youth promotion programmes or a youth forum could represent the concerns and interests of young people in the community or municipal administration.

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9 Workshops for the future are a creative 3-phase project method: The critical inventory phase is followed by the fantasy phase in which ideas and visions are collected. This pool of ideas is the basis for the final phase in which concrete projects and plans for their implementation are developed from certain ideas.

10 In South Africa, both STREETs and NICRO have experience of outdoor camps with street children and young offenders taking part in integration and rehabilitation measures.
Especially in the case of marginalised youth or young adults, or those at risk of isolation, it is vital to make sure that the development of a "positive youth culture" goes hand in hand with the advancement of economic and social stability and the offer of prospects for the future.

Training in *life skills* is particularly expedient here. Many definitions exist for *life skill* programmes, but all have one thing in common; namely, they promote sensitivity to the handling of conflict situations and integrate a non-violent approach.\(^{11}\) Vocational education and employment initiatives should include them in their programmes. In this context, the issue of conflicts between employers and their employees must be brought up and appropriate strategies developed to counter exploitation.

Owing to the great propensity to violence in South Africa, approaches have been devised that link up experience-based educational elements geared to self-realisation and exercises in constructive conflict resolution with work in the *Skill Centre*. STREETS and the *National Institute for Crime Prevention and Reintegration of Offenders* (NICRO) have gained relevant experience. EDUCO AFRICA has offers specifically for girls and women in its practical educational *Youth at Risk Programme*, an aspect which to date has not been given the attention it deserves. Work till now has focused more on mixed or male target groups.

Below is an example of a holistic and resource-oriented project which offers a large number of tips and ideas for similar initiatives. The project was implemented in the mid 1990s in a number of townships in South Africa and was geared concomitantly to small children and to a group of older male youths. The boys saw themselves less as victims, but more as activists and war heroes who now had to adapt to peace and a "normal" life. The project promoted intercultural and cross-racial dialogue, but did not completely ignore socio-economic concerns.

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\(^{11}\) A brief definition of *life skills* that takes account of argument/conflict management is provided by the CCR/Kapstadt 1998, p. 8.
and learn about mediation concepts and win-win solutions and not just democratic decision-making processes.

Local mediators, for example, can be met here at set times. Some of the projects, encounters and work forms can be integrated with each other: workshops for the future, gender-specific peer groups and intergenerational discussions, play, music and theatre activities as a basis for talks and celebratory events. Along the lines of an open workshop, literacy, basic education and vocational-training courses should also be offered. "Open" also means that participants can cease attendance in keeping with their present employment situation and then resume activities more intensively at another point in time. This, however, presupposes a marked individualisation of work inputs.

Community education also provides a chance for collective remembrance work. In South Africa, there are examples of communities that, thanks to the help of facilitation and mediation programmes, have decided to put up a monument dedicated to all victims in the community. However, other projects are also conceivable:

- Together with all age- and interest groups, an interactive exhibition could be organised on "Life in the community yesterday, today and tomorrow". This exhibition would look at the lives of children, youths and women and would be open to additions, comments and visions for the future.
- Young people could hold interviews with older community members, asking them questions about the past that are important to them. The results can be documented in a video film, a newspaper article, a "community reader" or a theatre play.
- Searching for clues to and discovering the past can lead to plaques being put up at significant locations as reminders of a violent history, but also perhaps to mark positive events in the community's past.

### 3.2.9 Priorities for the training and upgrading of educators

In general, it can be said that all of the areas of activity and measures listed above necessitate appropriate preparation as well as training and upgrading for the educators concerned. Three areas are of particularly important and overarching relevance in peace education and conflict-prevention work in the formal and non-formal youth-promotion and education sector, i.e.:

- Basic principles of constructive conflict management
- Methods facilitating intercultural learning
- Principles and forms of peer-group education

Educators in the school and non-school sectors should upgrade their knowledge of these principles and methods, either as part of an independent module in their basic training or as a kind of a compact basic course offered as part of upgrading along with back-up support in
3.3.1 Strengthening the regions

Besides political and economic reasons, there are also educational reasons for strengthening regions and cooperating with neighbouring countries. Sometimes young people know more about Western countries than they do about the countries next door with which they often share a common history or similar cultural traditions. Strengthening East-East and South-South relationships holds several advantages in the context of peace education and conflict management skills. The examples of Eastern Bloc states or the Republic of South Africa's commitment to Southern Africa show that neighbouring countries have a great deal in common and develop a greater empathy for their neighbours' respective needs. At the same time, however, this experience can be seen as encouraging changes in Western models, leading to the inclusion of culturally specific elements in mediation, trauma and reconciliation work.

IFOR's regional youth encounter work, specifically its organisation in 1997 of the Asian Pacific Youth Gathering is exemplary (see box). At the end of 1999, a second Asian Youth Camp and Non-violence Training took place in Nepal at which youth organised a network to coordinate its activities within the scope of the UNESCO decade for a culture of peace and non-violence. Multicultural Regional Youth Camps were also held in 1999 in Uganda (for East Africa and the Great Lakes Area) and in Eastern Germany (for Eastern and Central Europe).

On the whole, it is recommended that relationships be stepped up via exchanges between educational experts and transnational school encounters.

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**Asian Pacific Youth Gathering**

Young people with a commitment to peace education from the countries of Thailand, Sri Lanka, the Philippines, Burma, India, Nepal, Pakistan and Cambodia all took part in this meeting. For many, it was the first time they had met people from neighbouring countries. Initially the work focused on the process of getting to know each other. In addition to discussions and active exercises geared to conflicts in the family, everyday violence and the role of youth as peace initiators, dances, songs and meditation practises were exchanged. Subsequently, concrete initiatives were planned which they wished to conduct in individual countries or in cooperation with others. This is where the Campus Peace initiative by ANANDO was first generated, for example.
is advisable to promote the generation of regional and international networks. In addition to the international work by the Right To Hope Educational Trust (see box), the Adam Institute in Israel is currently setting up a network for democracy education with countries in the Near East, Mediterranean states and Africa in which the partners try out each other’s educational concepts and exchange their experience.

**Possible initiatives**

- International work camps and encounter seminars for young people
- International training of team leaders for work and youth camps
- International youth forums
- Media-backed exchange projects between schools
- Themed encounter seminars between specialists in the educational field
- Internships for educational experts
- Integration of peace experts in youth/community projects

## 4. Framework Conditions

### 4.1 Favourable framework conditions

As already mentioned at the beginning, it is expedient to discuss the specific possibilities for intervention at the implementation level, i.e. through the educational establishments and their educational staff and those at the more comprehensive planning level (youth promotion plan, curriculum development etc.). Both levels have different scopes for action. Whilst the introduction of *civic education* can be decided on at the planning level, peer-group work has to be initiated and tested at the implementation level. Since bottom-up initiatives ultimately need to be anchored in the curriculum if they are to be implemented on a wide scale and, inversely, since top-down approaches can only be implemented with the active support of the educators on site, the highest degree of coordination possible needs to be aimed for.

Favourable framework conditions exist especially in those places where there are local partners at several decision-making levels who are already committed to change or are willing to change something and perhaps even know which sectors they wish to prioritise for the time being.

Network structures which facilitate coordination and cooperation of the formal and non-formal sectors are also advantageous. The fact that a lot of the examples cited come from Northern Ireland, Israel and South Africa is due, inter alia, to their sophisticated civil society. These countries have made the experience that NGOs can also positively affect school life and advance the development of new materials and innovative forms of
being counterproductive. In most Eastern European countries, for example, a sophisticated infrastructure was already in place for youth work. However, these organisations and youth clubs lost their clientele when the old political systems collapsed, meaning that peace-promoting measures in this formerly state-regulated context would be most inappropriate now.

Similar deliberations play a role in the introduction of *civic education* in schools. In countries in which political instruction was part and parcel of daily life and a statutory feature of the syllabus, careful consideration has to be given to the kind of framework in which democracy education would be most effective. The question also arises as to which teachers the students would find credible.

It is generally found to be disadvantageous when educational work is expected to generate and confirm fast results. Short-term interventions and emergency measures are dangerous for two reasons. On the one hand, they seldom facilitate the development of self-initiative, but, in contrast, actually promote dependency and outside control. On the other hand, time pressure and the obligation to succeed lead to the application of simple strategies and a concentration on those things that can be seen and are considered doable. Rather than promote a peaceful attitude, techniques are merely taught instead. In place of an integrative measure which also looks at the social and family situation, young people are isolated from their setting in favour of rapid integration in the employment sector. It has been said on several occasions how important it is to integrate economic security and gear measures to employment and thus make sure that education measures are designed in a suitably flexible manner. However, as a rule, it is not enough to merely satisfy economic demands. Sustainable peace promotion is built on emotional and social stability. Against this background, education has the job of supporting children, youth and adults in the process of establishing a peaceful daily existence.

Youth and education work are acknowledged as a key element of peace promotion in all countries. And yet, this consensus and, in parts, educationally euphoric discourse is reflected only to a very small extent in curricula or in terms of financial promotion. In practice, literacy campaigns along with all vocationally-oriented subjects come first before human-rights or democracy education. They are, without doubt, vitally essential but, as demonstrated above, do not necessarily rule out peace promotion. Peace education geared to human rights can, however, not always be politically objective. And indeed this may well be one of the main reasons why there is such hesitation to teach it, especially in schools. There is a need for consultancy inputs targeting education policy and for awareness-raising inputs to elucidate the objectives of peace education. In financial promotion, the evaluation factor is also of importance. It is more difficult to assess the impacts of teaching ethics than it is of teaching someone to read and write. And the contribution to conflict prevention eludes measurement, because work is only successful if nothing happens.
The upshot of an appropriate implementation of these various measures is the generation of a differentiated offer of peace-building and conflict-preventive education inputs that are designed and managed by the local youths and adults.

From an educational perspective, and in keeping with the principles of help for self-help, the ultimate objective of development cooperation, and indeed of all kinds of education work, is to render itself superfluous. This can only come about if the measures are designed holistically and if the participants' self-initiative is promoted from the very start. In this case, the term holistic relates both to all of the people's senses and needs, and to their respective settings and the requisite changes to them. Self-initiative goes from the determination of objectives and contents right through to financial planning, leading to gradual independence from development cooperation, i.e. to a greater degree of self-financing. Consequently, there is a need not only for educational upgrading, but also for an introduction to organisational development and to fund-raising.

The more responsibility is assumed, the less risk there is of outside control, i.e. the greater the chance that due consideration will be given to cultural resources.

5.2 Undesirable effects

An undesirable impact includes the scenario in which upgrading becomes more of an end in itself or leads to nowhere instead of being applied and generating changes in the actors' situation. For example, training local or school mediators who will not have a chance afterwards of implementing their new skills is a waste of time. The trainees end up being frustrated and start to doubt the use of mediation. For this reason, the difficulties that will arise on introducing the programme and the problems relating to acceptance have to be looked into in detail beforehand. Are the adults, and the teachers in particular, willing to curtail the position of authority they have held to date and to acknowledge young people's freedom to make decisions and their self-responsibility. A school in which the majority of the teaching staff rejects the idea of student mediation is not ready for the programme. Programme launch has to be preceded by information events and training sessions that promote sensitivity to the objectives and discuss the role of adults. Harnessing youth's potential for self-help via peer-group approaches does not relieve adults of their social and educational responsibility, however.

The same applies to training that is conducted out of cultural context. Introducing the key techniques of Western (peer) mediation into a setting in which the identification and analysis of conflicts violates social rules does not make much sense. It is therefore important to encourage the adjustment and further development of pertinent concepts. Measures which estrange participants from their social setting are not much use either. Without a few realistic chances of implementing what has been learned in their everyday lives, there is a risk - in contrast to planned integration - of further estrangement. If what has been learned proves to be neither applicable in nor understandable to the social environment, not only will the "old" strategies be resumed, but indirectly consolidated even
schools, teacher upgrading is to deal with such themes as the promotion of self-esteem, the art of discussion and arguing as well as the acting-through of democratic behaviour. Furthermore, extra-curricular activities are recommended (such as student-organised working groups), international school research projects (school book development), the introduction of civic education/political education and cooperation with self-managing youth associations.

Sections 6.1.1 through to 6.1.9 present both pertinent TC projects in the activity areas referred to as well as links to related areas of work while Section 6.1.10 looks at the way in which the state interacts with civil society. The importance of cooperation between various decision-makers and various levels of decision-making has already been pointed out. The GTZ has special expertise to offer here as well as concrete project experience. The following projects may appear more than once as they are presented under various subjects:

6.1.1 Anchoring peace-building and conflict-preventive activities in primary education

Sri Lanka
School-based and extra-curricular support for the reintegration of disadvantaged children from conflict areas
This project aims to make up for the deficits in schooling of war-afflicted children and, through activities geared to their needs situation, to enable them to perform similarly well at school as children in areas not affected by war. School management and the teaching staff are being sensitised to pick up on post-traumatic stress symptoms amongst their students and made acquainted with corresponding methods (diagnostic instruments to pinpoint causes of trauma and to help overcome them).

6.1.2 Establishing an integrated education system, promoting native and foreign languages and setting up bilingual schools

Guatemala
Within the scope of the peace process in Guatemala, far-reaching educational reforms have been agreed on which the GTZ is helping to implement in several different sectors.
production of support materials in the native language by regional teams and local tutors deserve a special mention here.

6.1.3 Integrating peace-building and conflict-preventive work within the curriculum, developing new teaching materials and revising the contents of exams

Malawi

1. Malawi-German Programme on Decentralisation and Development (MGPDD)
The aim of the MGPDD, which has been promoted since 1996 by the GTZ and the EU, is to strengthen human-resource and institutional capacity in state and society so that they can actively help stabilise the process of democratisation in Malawi. Within the scope of its activities, the MGPDD is also offering basic civic education to promote local processes of democracy.

2. National Initiative for Civic and Voter Education (NICE)
This joint initiative by MGPDD, the EU and the Government of Malawi is geared to teaching democratic values and principles. Its education programmes and campaigns on the importance of elections, and the reading materials it disseminates are geared to all age groups, but the initiative also involves youth in the work process.

6.1.4 Participatory structures and opening-up of schools through peer-group education

Palestine
Thinking Through Discussion Programme
The aim of this small-scale measure was to promote the debating skills of young people between the ages of 13 and 17 from 12 (single-sex) schools by way of a contribution to democratisation. In weekly, one-hour discussion forums at the end of regular schooling, themes such as race discrimination and violence were discussed. Teachers from the schools concerned acted as tutors and were given appropriate training beforehand. At the students' request, parents were also able to take part in the debates.
**Bibliomobiles** visit the children in their own districts. Since most of them do not go to school, they are grateful for this additional chance of learning.

**Peru**

**Drug prevention in Manzanilla II, Lima**

The project run by the NGO CEDRO offers a whole series of leisure-time activities for children from the poor settlement Manzanilla II. Besides games, theatre, music, painting and creative work, the themes of drugs and conflict prevention are also picked up on. Parents are also involved as far as possible and encouraged to face up to their parental responsibility.

**Philippine**

**Cebu Upland Project (CUP) bases its plans on children’s dreams**

This planning workshop based its community development plan on the drawings by primary school children showing how they saw their village in ten years' time. This idea worked on the assumption that children and young people are more able to see past ongoing problems and develop positive visions, and thus are able to help adults with their plans. Similar projects are conceivable in the field of reconciliation and conflict-prevention work.

### 6.1.6 Offer of leisure and integration activities for young people

**Guatemala**

**Integrated Youth Promotion (Projoven)**

This is a broad-scale prevention project that covers the macro, meso, and micro levels. The aim is to minimise social risks facing adolescents by means of consultancy inputs on youth policy and through integrated, sustainable programmes, especially at the local level. By viewing living conditions from a gender- and minority-specific angle, and by designing innovative and participatory programmes, a great many options for peace education work present themselves.

1. **Asociación Juvenil Nuevos Caminos (AJNC)**

Support for the self-organised youth association AJNC, which is active in four cities and has approximately 500 members, is an integral component of democracy promotion. The groups meet regularly and initiate and/or take part in activities ranging from the
Chile
Promoting youth-work establishments in poor areas (INTERJOVEN)
Inter alia, the project organises an upgrading programme for youth advisers and youth promoters to support active leisure-time and cultural work with young people from poor areas (inter alia, an Internet café has been set up). A key aspect here is the promotion of dialogue between the generations and between the state and civil society.

South Africa
Peace and Development Project
This integrated pilot project has been ongoing since 1996. It is geared to unemployed women and men from the townships. As Community Peace Workers (CPWs), they are to cooperate with the police force in an attempt to stamp out violence in the townships. Organised in small groups, they conduct regular controls, even on an evening at the weekend, and mediate in all types of conflict. Criminally relevant cases are forwarded on to the police. Initially, the CPWs undergo a four-week training course in first aid, conflict management, as well as investigative and team work. They then work in the community for the period of one year, for which they receive a small monthly sum by way of compensation. Afterwards, they have the possibility of attending a six-month vocational training course as well as good prospects of finding employment.

Uganda
BEUPA – Basic Education in Urban Poverty Areas
With its flexible approach, this project aims to improve the prospects of children and adolescents aged between 9 and 18 who do not attend school. Main aspects of the primary school curriculum were shortened to three years for a modular-based non-formal training system geared to the youth’s setting. These three years cover the basic elements of primary level schooling and are taught in the children’s mother tongue. A key objective here is the teaching of psycho-social skills. Graduates are offered employment-oriented training modules.
**Eastern Europe**

Programme for national minorities in Eastern Europe

This programme supports centres for cultural encounters as well as language courses and summer camps. Within this framework, some 60 youth clubs have been established by committed young people which, inter alia, also offer language camps. Targeted, and of great significance for community work, is the promotion of intergenerational dialogue at encounter and cultural centres where older people can teach the younger generation about their cultural heritage.

**Guatemala**

Human rights projects

Promoting the work of the human-rights organisation ODHAG (Organización de Derechos Humanos del Arzobispado de Guatemala), which offers seminars on human, land and succession rights, and which attempts to shed light on human-rights violations and to provide those affected with legal and psychological support, has had positive echoes in community life. This is because the psycho-social support provided is not designed as a form of therapy for the individual, but as a programme of self-organisation and self-help for the village community which aims to mobilise villages and communities to pursue their material and social reconstruction.

**Guatemala**

Integrated Youth Promotion (Projooven)

In certain parts of the city, this project has been contributed to the mutual renouncement of violence by youth gang members who have instead committed themselves to peace and are now working to improve the living and environmental conditions in their part of town. In the theatre group Iqui Balam, for example, the ex-leaders of two formerly hostile gangs are now working together.

**Peru**

Drug Prevention in Manzanilla II, Lima

An important approach in this project is youth's participation in the processes of decision-making and change in their urban district. The young people attend meetings of their urban district representations, take on responsibility for the planting and upkeep of green areas, fight for the introduction of an improved water-supply system and help resolve conflicts. At the same time, young people work with the local
children and youth project, also offers courses providing information on violence within the family and on violence against women.

**Colombia**

**Master's Degree course through Paisajoven**

This course of study on participatory planning, steering and evaluation methodology for social projects is an upgrading course culminating in an officially recognised M.A.-level degree. It is open both to individuals who have completed a course of basic study and to those who have not, and is thereby aiming to help students practice tolerance and cooperation in their own lives. Special mention should be made of its pronounced practice orientation and its concentration on cross-sectoral themes such as participation and gender.

**Peru**

**Drug prevention in Manzanilla II, Lima**

CEDRO is working closely with various Peruvian universities, as well as with the German University of Koblenz. Both German and Peruvian students are assigned to the project where they can also work on internships. The aim is to complement training in social education with practice-oriented experience.

**Kosovo, Bosnia and Herzegovina**

**Trauma and reconciliation. Youth promotion in South-East Europe**

The project aims to sustainably improve the situation of children and young people in post-war areas in South-East Europe. Youth centres are being supported in both pilot locations to give young people from various ethnic groups the chance to spend their leisure time together and in a meaningful way. On offer are free-time activities and educational courses through to courses on peaceful conflict management and psycho-social group activities to help process war-time experiences.

Special upgrading courses are on offer to train local multipliers (teachers, social workers, psycho-social experts) to deal with traumatised children and to enhance their psycho-social competencies. In cooperation with various NGOs, a ring of psychological and social family counselling offices is being supported. The project is also actively supporting work by regional networks of psycho-social experts from all countries in South-East Europe.
promotion and education sectors, to raise the professional standards of the relevant personnel and to develop pilot projects. To this end, *Paisajoven* is committed to training and upgrading as well as to consultancy in the field of planning methods, management and project evaluation and the collection, evaluation and publication of projects and successful experience. In this way, it has been possible to improve inter-institutional cooperation and generally raise awareness on the theme of youth. In future, project work will focus more intensively on youth and its development potential and a more “pro-active offer” will be generated.

Cooperation between the state and civil society is the focal point of many other projects dealing with youth and education promotion, e.g. in Guatemala, Peru, Chile, Uganda, Rwanda and South Africa. A special GTZ publication on this theme deals with the complex, sometimes conflict-sewn relationship between state and civil society: “Junge Menschen stark machen – Verknüpfung von Zivilgesellschaft und Staat” (Strengthening young people – networking civil society and state) from the publication series of the Thematic Area “Youth” (No. 14, 2001). The brochure “Kunstück Lernen. Zukunftskompetenz für die Kinder der Welt” (The art of learning. Giving the world’s children skills for the future) (GTZ, 2001), which presents the offer of GTZ services in the basic education sector, also points out the importance of the themes of crisis and conflict prevention as well as cooperation between parents and communities.

### 6.2 Proposals for the implementation of peace education and conflict-preventive activities

In addition to the points discussed in Section 4 concerning the GTZ’s many different activities in the field of youth promotion and education and their significance for conflict prevention, the following deliberations and recommendations can also be formulated.\(^{12}\)

- A greater number of formal and informal offers of education is often cited as a general prerequisite for democratisation, along with the examination of activities to ascertain how they contribute to equality in structural terms. In keeping with the motto “whatever is done for more education is suitable for promoting democratic attitudes”, the GTZ with its numerous education and youth-promotion programmes and its special focus on the situation of minority groups as well as cultural, gender-specific and social disadvantages, is helping to promote peace and democracy.

As shown by the GTZ’s work on site, to promote peace and conflict competency, the concept, contents and methodology used have to be anchored concretely in school and extra-curricular programmes: A great many examples to this effect can be found in the

\(^{12}\) This chapter was written by Hans-Heiner Rudolph and Julika Rollin.
starting. Close cooperation between educators and trauma specialists, along with supervision and coaching, are definitely worthy of promotion.

- The family is playing an increasingly important role now that schools are opening up and prevention is being taught. As a consequence, some thought should be given to initiating peace education inputs (such as intercultural learning processes) together with parents and pre-school children. According to the theory of socialisation, the earlier such efforts are undertaken the better.

- Innovative on all counts are the approaches geared to intergenerational dialogue and to the tracing of past events (oral history) which promote exchanges between young and old. Here, past and present experiences are looked at and joint perspectives for social development formulated and implemented.

On the whole, it can be said that the GTZ’s service offer presents many possibilities for expanding peace education and conflict-preventive measures. To intensify corresponding measures, it is recommended that experts be sensitised to the potential areas of activity and provided with information on the expertise available. It is most important that:

- the international experts and the responsible desk officer be advised and trained in the basics of crisis prevention and conflict management, as well as introduced to various approaches to trauma and reconciliation work;

- seminars be held with educational experts on themes such as educational concepts in the field of constructive conflict resolution, children and youth rights, tolerance and integration, peer-group education, workshops for the future and approaches to remembrance and reconciliation work.

In all of the proposed measures for peace education, the political framework conditions always have to be subjected to a critical review.
Delegates at the international conference worked in thematic groups except for the opening and closing sessions. The five themes for the working groups were:

- □ Youth and Economic Empowerment
- □ Youth, Peace Building and Crisis Prevention
- □ Youth, Health and Development
- □ Youth, Participation and Empowerment
- □ Working with Youth - Methods, Approaches and Training Needs.

This paper deals with the results of the working group on Youth, Peace Building and Crisis Prevention and summarizes the presentations made during the closing session of the conference.

The working group on Youth, Peace Building and Crisis Prevention

It was a blessing for the conference and a deliberate decision of the organizers to have youth from a variety of countries strongly represented at the conference to share their views and experiences on peace building and crisis prevention with adults. The approach the working groups took to deal with the issues at stake was not an abstract and theoretical one, as the title of the working group may suggest, but a rather personal one, based on individual experiences. The group comprised participants from eight countries among them youth from war-torn countries like Sudan and Somalia.

During the two days, which were given to the working groups, the group decided to work in two steps. In the first part, a number of presentations provided case studies of conflict scenarios and project examples, enriched by some papers with a more general view on youth and conflict.

Norbert Frieters from GTZ headquarters in Germany gave a general introduction to the subject, summarizing the actual state of affairs in the international discussion. He underlined the importance of peace education, but also warned “peace cannot be taught, but can be learned”. John Onyango from the Kenya Youth Foundation gave an overview on youth and conflict resolution in the Great Lakes region, which strongly brought out the need to include youth in peace efforts showing the importance of inter-generational interaction and giving youth a meaningful role in conflict resolution efforts. Martin Tindi of the National Museum of Kenya described traditional approaches in conflict resolution and advocated a holistic approach in conflict management, by emphasizing the need to maintain and foster traditional approaches and attitudes as reflected in the phrase: “I am, because we are”, indicating the need of putting the community interests above individual selfishness.

Agnes Ociti from the NGO AVCI in Uganda gave a personal account of her suffering and experiences as a young girl having been abducted by the so-called “Lord's Resistance Army” in Uganda. The report about her extraordinary experience not only provided insights into the victims’ feelings, but perspectives of how victims may be able to cope with such trauma. Forgiving and taking your life back into your hands, seems to have played an important role. Anne Oduho of UNHCR, Kenya
refugees and others remaining cannot do anything against it. Also in Somalia where there is forceful military training the youth are in a situation, which is affecting their normal lives. In cases were there are natural calamities like floods, famine, epidemics etc. the youth are living a disgraceful life. And calamities like epidemics create fear within the youth and spoil interaction among them. It is sad to note that slave trade is still being carried out in Southern Sudan and mainly youth becoming victims.

Due to the influence of western culture in Africa the youth can neglect some of the cultural ways and this may create and foster conflict with elders. Violence at family and community level also affects the youth socially and psychologically and this will have an effect on the youths' relation to others. Discrimination against girls where girls are denied their right to education and taken as inferior and never listened to is another issue reflecting violence. So are forceful marriages especially against the girls who are often forced to marry against their will. Forceful separation of children from their parents is another effect of violence in a conflict situation. It will make the children and youth lack parental guidance, love, care, and the sense of belonging. All the above situations affect the youth emotionally.

Emotional Feelings of Youth as Victims
I lost interest in life when I was in captivity (by the Lord's Resistance Army; ed.). I failed to see the importance of my life. And many times I saw it as useless only wishing to die. Sometimes I felt like exposing myself to the bullets to be killed. I also lost the sense of belonging, love and care because I was staying with the people who hated and aimed at destroying me most especially when I heard my guards plan to kill me. I knew I was completely unwanted. Therefore I myself acted aggressively and always shouted at others. I was always aggressive even to young children, if they would come near me. Yet before I really loved children. I was rude to everyone. I had feelings of helplessness and loss of self-defense. For example a group member said his brother and his friends always beat him. This made him completely helpless and unable to defend himself. Loss of self-esteem especially if one is always looked at as a useless person. After the incident (of being abducted; ed.) some of my schoolmates were transferred to other schools, but they had to come back because they were not respected but insulted instead as rebels, wives to rebels. All these insults lowered their self-esteem. As a victim you are always scared and fearful. Say for instance war victims are always scared whenever they hear any banging or gun shots. Youth involved in family conflicts fear seeing their parents. Victims in most cases desire to stay alone. Someone traumatized can isolate himself and withdraw from the rest completely.

Possible Interventions

☐ Sharing experiences or problems with others especially with peers. Child to child, youth to youth. This sharing will make one to know and understand that one is not the only one suffering, but others do as well. And that the life path is not smooth every day.
Common features/driving forces

There were certain common features that were identified, regardless of the nature of perpetration. These were also identified as the force behind young perpetrators, as outlined below:

Poverty: Young people usually do not dispose of resources, both materially and financially. This has been used as a base to wooing us into conflict situations. An example given is when child soldiers are forced into fighting the wars of warlords where the underlying factors are resources such as diamonds or gold. Young people find themselves vulnerable to getting involved in forced conflict for meager returns such as food, which are scarce during war.

Social exclusion: Young people in the process of wanting to be heard or recognized get involved in conflict. An example is the popular student demonstrations in the learning institutions, which start in a peaceful manner but end up being riotous. While rioting may not have been the ultimate intention, the frustration and or fear are redirected to violence when a platform for dialogue is not created. This is common in institutions, where young people are marginalized from decisions that affect their very lives and end up having to face the consequences of the decisions taken by others, which may not be to their wishes or interests.

Cultural degradation: Traditional modes of peace and conflict resolution have been ignored and western ones adopted at our cultures’ expense. While the western ways may be ideal, they end up not addressing the root causes, which may have strong cultural roots. While many abhor cattle rustling, modern ways of resolving such conflicts e.g. by gunning down the rustlers have not worked. As cattle rustling is a traditional and cultural issue, traditional ways of resolving the conflict would be most appropriate, as they would take into account the community’s way of life and are likely to know how to re-direct the conflict.

Unemployment: Lack of employment opportunities has been a driving force to conflict in as far as youth are concerned with specific reference to youth crime and violence. The number of educated youth involved in crime is increasingly evident. This was attributed to the fact that perpetration is used as a venue of releasing frustration build-up and as a temporary measure to reaching self-actualization.

Gangs: Rarely would a young offender operate alone. There is often the grouping up into a common identity, whether by age, nature of activity etc. Such groups often referred to as gangs give identity and group comfort. Gangs act as strongholds for specific activities. In addition to this, acts of conflict in an area are often associated with a certain group of youth with a given name. This is the reason why youth under the name of an army will be involved in fighting the war of their warlord/leader.

Frustration/ lack of hope: Young people are mainly in the process of reaching self-actualization. Most of our needs are in the process of being realized and often, when
Creating forums for consultation: e.g. for solving problems which involve young people. An example given was involving students in the management of learning institution's affairs where their grievances will be aired and addressed. Young people in a country can also have forums where they meet with their local leaders in addressing problems facing them.

Youth as Agents of Peace
Presented by Stephen Mukaindo, Kenya

The Potentials of Youth as Agents of Peace

Today, there is evidently growing insecurity within and across nations. The world community is considering at great lengths remedial mechanisms that draw on every person’s potential to contribute to the peace process and to a safer world to live in. Such considerations have however not sufficiently recognized the potential of youth to make a difference. Since the UN Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples of 1965, little seems to have been done to actively involve the youth in the Agenda for Peace. The consequence today is that youth are not only victims but also perpetrators of the most heinous breaches of peace.

Today, I make the call before you that the real agenda for peace is the youth. The youth possess a tremendous capacity for being peace agents. This potential is evidenced by several factors of strength. The numerical strength of the youth in the world population is not a new revelation. Forming over 60% of many nations' population, the youth present the greatest opportunity for perpetration and nurturing of peace ideals. Furthermore, their flexibility indeed is a resource we must draw from. They are receptive and energetic. We must take advantage of their flexibility to train them and to involve them as messengers of peace. Flexibility means ability to change. We can change the youth already involved in destruction of peace to be the most ardent guards of security. The evidence is here. Mr. Deng Deng, a demobilized child soldier from Sudan says “I want peace for my country. I want to teach them peace.” Those of us who sat with him in the group saw the truly burning desire to be a peace “soldier”.

Flexibility also comes with adaptability. The youth are able to adapt to situations of conflict and to situations out of conflict. Their adaptability to different cultures and situations of life only strengthens their capacity to be reliable instruments of change. They are able to adapt to doctrines and to get hope out of them. They can change from ethnic chauvinists to tolerant nationalists. We must use them to be the seeds that will grow out the ethnic intolerance that has soaked the African continent with blood.

The sociability of youth is a reality that we all are aware of. Many conflicts begin with mistrust and prejudices. The mistrust is created by the inability to cut through barriers of ethnic, political, religious and social identity. The youth have the untiring ability to destroy these barriers though their socialization and acceptability of others. They have the ability to intermarry and to put up with various different trans-cultural
reconciled with themselves, with others and with the society. We must avail them professional services as well as emotional support. By way of example, the youth in Rwanda have organized solidarity camps on school holidays in which the youth of the terrible genocide meet and reconcile with one another. This is the only way to transform the feelings of revenge into forces of peace. Today, the youth of Rwanda are in a rapid transformation that in the long run is going to rebuild the destiny of that country. They are being transformed from objects of hatred to patriots of peace. Youth consultative forums are useful ways of enabling youth to contribute in policy formulation and implementation. This way we are able to mainstream them and enable them to make decisions and take responsibility. In Uganda, the National Youth Council has a representation in the National Assembly. This is a first class recognition that youth have the ability and capacity to contribute not only in the political process but also in all areas of governmental process. This is a most ideal way of harnessing the potential of youth to contribute to peaceful living.

Cultural activities such as sports and drama are some of the skills that can be used by youth to spread the message of peace and stability. Being inexpensive, they can be relied upon fairly easily and utilized on a larger scale to bring more affectivity in cultivating solidarity and a sense of common responsibility.

We must not shy away from experimenting on new ways of involving the youth. Pilot projects designed to develop certain skills, targeting various conflict areas and with the ability to elicit positive responses can be set. The South African GTZ-supported Peace Building Development Programme (PDP) is one of the pilot projects whose positive results clarify the point further. The PDP South Africa has managed to integrate development with peace building and conflict prevention. There is no better way of doing it. I am proud that it is the youth involved. We must learn this lesson too. In Kenya, the Kibera Youth Programme for Peace and Development and the Mathare Youth Sports Association (MYSA) are a success story of how we can effectively redirect idle youth who are likely to be vulnerable to anti-peace activities into masters of their own constructive lives. In Rwanda, they are taking vocational training seriously in order that they may re-integrate youth into productive citizens. We must progressively and programmatically extend appropriate strategies that would enable the less endowed members of the youth to be economically independent and constructively integrated in the whole movement of peace building and conflict prevention. To empower the youth is to consolidate the force of change.
nities, give responsibilities and avail the necessary support to our youth to discharge their duty. In more words than one, it is only with the youth that the real agenda for peace lies. It is not only empowering them; we must concede to enable them be effective peace agents.

7.2 Bibliography


Fricke, E.: Friedensfachdienst im Entwicklungsdienst, in: AGEH (Publisher): Dem Frieden verpflichtet, Köln: AGEH, pp. 30-44.


GTZ (2001a) (Publisher): Jugendliche in ländlichen Regionen. Überlegungen zur Situation und Anregungen für Handlungsansätze am Beispiel Afrikas, Eschborn (Publication series, Thematic area "Youth" No. 13).

GTZ (2000) (Publisher): Youth between political participation, exclusion and instrumentalisation, Eschborn (Publication series, Thematic area “Youth” No. 15).

GTZ (2000a) (Publisher): Akzente: Focus Youth


Miteinander - Erfahrungen mit Betzavta (1999); ein Praxishandbuch auf der Grundlage des Werks von Uki Maroshek-Klarman (Adam Institut Jerusalem) in der Adaption von Ulrich et al., Gütersloh: Bertelsmann Stiftung (2nd revised and extended edition.).


People Building Peace (1999), Amsterdam: European Centre for Conflict Prevention.


7.3 Selected in-depth literature

7.3.1 Peer mediation and conflict management with/by children and young people

A detailed overview of literature on peace education and conflict management can be found, inter alia, at the Tübingen Verein für Friedenspädagogik e.V.: http://www.globallernen.de/lihtml/index.htm.

7.3.2 Workshops for the future and creative problem-solving


7.3.3 UNESCO literature and projects


Visser/Manish (1996): Towards Building Open Learning Communities: Re-Contextualizing Teachers and Learners, Kiryat Anavim (Israel).

UNESCO (1996): Transforming Community Schools in Open Learning Communities: Rethinking Community Schools.

human rights education. The second part deals with the meaning of each of the thirty articles of the Universal Declaration of Human Rights.

Culture of democracy: a challenge for schools
The book gives an idea of the experimental work carried out by some Associated Schools in different parts of the world. It is meant to be a source of inspiration for all teachers involved in education for democracy and to facilitate the preparation, particularly at national level, of teaching materials which correspond to the needs and aspirations of various cultures.

Introducing Democracy: Eighty Questions and Answers
D. Beetham-K. Boyle, Illustrations by Plantu, UNESCO 1995 (135 pages; languages: Engl., French, Span.: French and Spanish freely available from Section SHS/HRS)
Eighty questions and answers dealing with the basic concepts and principles of democracy, free and fair elections, open and accountable government, individual rights, democratic society, the future of democracy.

International Understanding Through Foreign Language Teaching
German Commission for UNESCO 1989 (395 pages, available on request from ED/SVE/HCl)
A handbook on foreign language teaching as one of the most effective means for international understanding, and for fulfilling UNESCOs mandate in the field of education. The book presents methods and content which are likely to contribute to international understanding through the teaching of foreign languages, and contains examples for elementary, intermediate and advanced levels, as well as extracurricular activities.

Human Rights: New Dimensions and Challenges
J. Symonides, UNESCO 1998 (322 pages)
An international teaching aid for institutions of higher education. This volume (the first of three) stresses the interrelation between human rights, peace, democracy, development and the environment. It analyses obstacles and threats to human rights today and suggests means to overcome them. Also discussed is the positive and negative impact of globalization and scientific progress on human rights.

All Human Beings - A Manual for Human Rights Education
UNESCO 1998
Published on the occasion of the 50th anniversary of the Universal Declaration of Human Rights, this manual is intended to help educators to promote and teach
7.4 Projects and contacts

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Celler Str. 3, D-38114 Braunschweig
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GEInst@gei.de

An exhaustive list of global peace organisations that are also committed to conflict prevention and peace education is provided by the Council for Global Education on its website: http://209.217.21.199/peace_orgs.html (downloaded on 28.11.99).

Bangladesh
ANANDO
(Campus Peace/Asian Youth Camp: Abdullah Al-Amin)
House 88/1 Road 23, Bannani, Dhaka 1213, Bangladesh
anando@citecho.net

India
FOR/INDIA
(Local mediators/Community self-help groups)
Christavashram, Manganam, Kottayam, Kerala, 686018 India
FOR@kelnet07.xlweb.com

Israel/Palestine
The Adam Institute for Democracy and Peace
(Miteinander: Uki Maroshek-Klarman)
P.O. Box 3353, Jerusalem Forest 91033 Israel
adaminst@netvision.net.il
http://www.adaminstitute.org.il

Wi'am Center: Palestinian Conflict Resolution Center
P.O. Box 1039, Bethlehem, West Bank via Israel
aluslah@planet.edu
http://www.planet.edu/-aluslah/

Jewish Arab Center for Peace
(Children teaching children: Jalal Hassan/Shuli Dichter)
Givat Haviva, 37850 D.N. Menashe, Israel
ctc@inter.net.il
Sri Lanka

Interfaith Fellowship for Peace and Development (IFPD)
(Workshops on non-violence/ Street drama/ Sports activities/regional exchange with India/Bangladesh)
Interfaith Centre 218/4, Tewatta Road, Rangama Sri Lanka
ifpdgn@itmin.com

South Africa

Gun Free South Africa (GFSA)
(Drama about gun danger)
P.O. Box 31532
Braamfontein 2017, South Africa
gunfree@wn.apc.org

STREETS Community Development
(Drop-in, Skills- and Resource-Centre)
P.O. Box 23, Woodstock 7915, South Africa
streets@africa.com
http://www.isisa.co.za.streets

National Institute of Crime Prevention and Reintegration of young Offenders (NICRO)
(Family Group Conferences/Victim-Offender Mediation, Youth Empowerment Scheme: Lukas Mutingh)
139 Hatfield St, Gardens, Cape Town 8001, South Africa
nicro@wn.apc.org

EDUCO Africa
(Youth at Risk Programme: Mark Gamble/Jacqueline Robert)
7 Dalegarth Rd, Plumstead 7800, South Africa
educo@africa.com

The Media Peace Centre (MPC)
(Non-violence Youth TV/Peace Radio/Mediation Project for Journalists: Hannes Siebert)
Earlgo Building 3rd Floor, Cnr Kloof and Park Streets, Cape Town 8002, South Africa
mepeace@wn.apc.org

Centre for Conflict Resolution (CCR)
(Youth Project: Val Dovey)
UCT/ Private Bag, Rondebosch 7700, South Africa
mailbox@ccr.uct.ac.za