

Principles/Guidelines

Over-arching principles of "peace building."

1. Peace building recognizes DIFFERENCES and ^{SIMILARITIES} uses them creatively.
2. An effective peace building strategy will attempt to involve all segments of society in peace-building activities.
3. Peace building will attempt to identify, strengthen or build social mechanisms through which the peace building process can be achieved.
4. Peace building activities involves 5 categories of action: reflecting on the current situation, developing a common vision for peace, developing strategies to achieve that vision, and actualizing them through concrete activities. Foster hope by reiterating through a variety of ways the desired future.
5. Peace building programmes should be contextual, that is, rooted in local realities--both threats to peace as well as resources for building peace. Build on and enhance traditional/existing conflict resolution mechanisms.
6. Peace building is best understood as a long-term and on-going process.
7. Peace building requires the use of a variety of strategies to introduce ^{and} reinforce core themes or peace and reconciliation, e.g. school learning, street theater, radio, visual materials, etc.
8. Peace building programmes must include appropriate activities to gender.
9. Peace is based on justice. (A school with unjust or violent practices will not promote peace.)

Peace building through schools

10. The institution of the school should be considered a key agent in the peace-building process.
11. Involve the larger community in school related peace building activities to ensure relevance. Start with a community based approach that branches upwards and outwards to institutional levels.
12. Support a peace vision with a well-defined peace concept and policy.
13. Since peace building requires the active involvement of many sectors, the label "peace

building through schools" is preferable to "peace education" to describe peace building activities through the education institution.

14. Peace building through the school will include peace building actions within the classroom, within the larger school environment, and with the community.

15. Peace building through the schools will foster values that promote peace and address issues of overt and structural conflict/violence. It aims at opening the children to attitudes which enhance peace and justice and teaching them skills in conflict resolution, communication. *social*

16. Involve the whole person/s in peace building processes--spiritual, celebrational, cultural, mental, emotional-- through a variety of activities, fun, art, music, drama, reflection, dance, etc. Consider traditional healing and cultural activities.

17. Peace building recognizes and responds to children with special needs, including those who have been recent victims of violence.

18. Teach conflict resolution skills.

Strategic programme development

19. In conflict situations special efforts should be given to ensuring that all children have access to basic education--extending regular schooling, temporary schools, and so forth.

20. In an effort to ensure greater relevance in content and approach in education, model schools should be tried.

21. The development of peace building strategies through schools should be achieved through participatory, locally based processes involving teachers, children, parents and community. Strategies should identify key actors in the peace building process, appropriate target groups and activities.

22. The *lead* teacher is the key to a successful peace building programme through schools! Stress teacher training.

Teacher training

23. Emphasis should be given to improving good teaching/learning in basic education.

24. Teacher training should enhance the values of empathy, respect, trust, truth, friendship, democratic methods, effective communications.

25. Support pre- and in-service teacher training, improving selection of teachers, support development of training themes.

26. It is helpful to provide teachers with models, ideas and options for enhancing peace building activities.

Concepts of Justice, Retributive and Restorative

Retributive Justice

1. Crime defined as violation of the state
2. Focus on establishing blame, on guilt, on past (did he/she do it?)
3. Adversarial relationships & process normative
4. Imposition of pain to punish and deter/prevent
5. Justice defined by intent and by process: right rules
6. Interpersonal, conflictual nature of crime obscured, repressed; conflict seen as individual vs. state
7. One social injury replaced by another
8. Community on sideline, represented abstractly by state
9. Encouragement of competitive, individualistic values
10. Action directed from state to offender:
 - victim ignored
 - offender passive
11. Offender accountability defined as taking punishment
12. Offense defined in purely legal terms, devoid of moral, social, economic, political dimensions
13. "Debt" owed to state and society in the abstract
14. Response focused on offender's past behavior
15. Stigma of crime unremovable
16. No encouragement for repentance/forgiveness
17. Dependence upon proxy professionals

For an expanded version of the above, see *Changing Lenses: A New Focus on Crime & Justice*, by Howard Zehr (Herald Press, 1990).

Restorative Justice

1. Crime defined as violation of one person by another
2. Focus on problem-solving, on liabilities and obligations, on future (what should be done?)
3. Dialogue and negotiation normative
4. Restitution as a means of restoring *both* parties; reconciliation/restoration as goal
5. Justice defined as right relationships: judged by the outcome
6. Crime recognized as interpersonal conflict: value of conflict recognized
7. Focus on repair of social injury
8. Community as facilitator in restorative process
9. Encouragement of mutuality
10. Victim and offender's roles recognized in both problem and solution:
 - victim rights/needs recognized
 - offender encouraged to take responsibility
11. Offender accountability defined as understanding impact of action and helping decide how to make things right
12. Offense understood in whole context - moral, social, economic, political
13. Debt/liability to victim recognized
14. Response focused on harmful consequences of offender's behavior
15. Stigma of crime removable through restorative action
16. Possibilities for repentance/forgiveness
17. Direct involvement by participants