

Peace Education for Youth

*A Toolkit for Advocacy
and Planning*



GLOBAL CAMPAIGN
for PEACEducation

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Photo by Andy Blackledge

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Introduction

The Global Campaign youth team developed this toolkit in response to a survey and [report](#) we published in 2022 that sought to identify youth interest in peace education and advocacy. We found a gap between what youth want to accomplish in their advocacy efforts and how they can get there. Youth are seeking out peace education all around the world, but they often struggle to find it in their curricula or in their schools. They are looking to acquire the knowledge and skills that peace education provides to resolve conflicts, reduce violence, and foster peace in their communities and in the world.

We designed this toolkit, which provides information on what peace education is and how it can be implemented on a practical level, with such youth changemakers in mind. We hope to highlight the importance of peace education strategies in both formal and informal contexts as a means of affecting change. While this toolkit can be adapted to multiple advocacy efforts, it is specifically designed to support youth in advocating for peace education in spaces of formal (schools, universities) and non-formal learning (community settings).

First, we want to address what peace education is. Peace education is defined broadly as "education both about and for peace." Education "about" peace examines the question of what peace (and justice) is and explores the possibilities for how to achieve peace. It also involves understanding and critically examining violence in all of its multiple forms and manifestations. Education "for" peace prepares students with the knowledge and skills to pursue peace and social justice and to nonviolently respond to conflict. It is also concerned with nurturing inner moral and ethical resources that are essential to external peace action. Peace education takes place in many contexts and settings, both inside and outside of schools. Not all peace education is explicitly labeled as "peace education." Most peace education efforts emerge out of local experiences of violence and/or injustice. It might address racial justice, post-conflict peacebuilding, gender justice, reconciliation, violence prevention in schools, anti-war education, and so forth. (For more information, please see: "[What is Peace Education?](#)")

With this understanding of peace education, we want to encourage you, as youth changemakers, to think about how you might incorporate these practices and frameworks into your life. As young people, you are central to the implementation and success of peace education. Your passions, interests, and motivations make peace education possible, and it is through your efforts that we can work toward a more just future. Because peace education is needed now more than ever to combat systemic injustice and violence around the world, we invite you to consider how you might get involved in peace education efforts or how you might use peace education tools and frameworks to pursue the issues that you care most about. You are at the forefront of change, and we hope to provide you with helpful resources in spearheading that change.

To start, we encourage you to consider some of the following questions: What issues matter most to you and your community? Where is education missing the mark? What work has already been done on those issues? Are there other people currently working on related issues and educational projects? What level of commitment are you willing to give to this project? Do you want to work with an established organization or develop your own effort? Are there people who can support you in this process? Do you know anyone who might be interested in joining your work?

Credits & Contributors

Heather Huang (C'23) graduated from Georgetown University, with double majors in Justice & Peace Studies and Sociology. She looks forward to attending the Georgetown Law Center and pursuing justice through law.

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How to Use This Toolkit

The toolkit is organized to help guide you through the process of advocating for and/or developing a peace education effort in your school, university or community. The components of the toolkit are designed to help you think through the different elements of your project - including brainstorming, advocacy, design and implementation.

As you progress through the toolkit, there are several sections that include guiding questions for you to utilize and share with the group you are working with as you plan your project. If you are looking to learn more about the topics discussed in the sections below or for additional resources to explore, there are many external links included throughout for more information.

Submit Feedback & Suggestions

This toolkit is a living document. With your input and support, we intend to keep the information and strategies presented here current. As you work on on your own efforts, please feel free to reach out with any questions or feedback. If there are sections that are unclear or you have suggestions for ways the toolkit could be more helpful, please let us know! We want this toolkit to provide the resources you would like to have. Also, we would love to know how your work is going and the amazing projects you create! We would love to share your success stories with others. Please contact us using our online form: <https://www.peace-ed-campaign.org/youth-contact/>

Why Peace Education?

Exploring Approaches and Strategies

Peace education has been used around the world as a tool to address and transform issues of direct violence (school shootings, gender violence, bullying, violent conflict etc...) and injustice (racial and ethnic injustice, religious intolerance, human rights violations etc...) More broadly, peace education may also look to [address global threats](#): war, climate change, and the rise of authoritarianism (amongst others). It typically emphasizes understanding and eliminating violence while also helping students envision and create conditions for peace and justice to flourish. Thus, peace education also seeks to leave students with the skills, abilities, and attitudes to manage conflict without violence and to create a peaceful and just society. However, peace education rarely includes all of the above. Most peace education efforts emerge as tools to address local experiences of violence and injustice - conditions that, if left unattended, threaten the stability of communities and the dignity of community members.

There are many forms and approaches to peace education practiced around the world. We encourage you to review the many [approaches documented by the Global Campaign for Peace Education on its “mapping peace education” project](#).

Peace education can manifest in different ways, many of which might be intuitive or familiar to you. These can include both formal and informal approaches, some of which we have outlined below.

Formal Approaches: (See Additional Resources for Direct Examples)

- The adoption and integration of [peace curricula](#) and courses
- The integration of texts and materials into existing courses that help provide new objective framing of historical events
- Guest speakers who bring diverse perspectives on issues of justice, conflict, and peace

- Service learning programs that provide direct experiences with local issues of justice
- Peace research projects
- The integration of restorative practices or peer mediation into schools to resolve student conflicts
- Social-emotional learning programs

Informal Approaches

- School clubs that address issues of injustice and concern (peace clubs, LGBTQ groups, social justice clubs, racial justice clubs, etc)
- Hosting afterschool dialogues and workshops on issues of peace/justice
- Guest speakers at assemblies
- Parent and community dialogues on issues of concern
- Book and media clubs that explore social justice issues
- Theater and art that addresses social justice issues
- Organizing protests and sit-ins (participating in action can be educational too!)

With these ideas of the many foci, strategies, approaches to peace education in mind, we invite you to explore the issues and concerns most relevant to you (and your community) and the possibilities for peace education that you might pursue.

EXPLORING ISSUES AND POSSIBLE APPROACHES
What issues of peace and justice matter most to you and your community? Why and how might these issues be addressed through peace education?

What interventions already exist? What work has already been done on those issues? Are there other people currently working on related issues and projects?

What strategies/approaches (formal/informal) do you think might be most effective in addressing these issues?

ENVISIONING AND DESIGNING

What sort of peace education intervention would you like to see? Develop your vision with as much detail as possible. What are the issues of concern? What would you like students to know and be able to do? Who will be involved and who will lead the teaching/curriculum design?

The ideas you generate here are just the beginning. Advocacy requires many voices - and finding ways to bring your ideas into a conversation with others. These strategies will be further explored below.

Additional Resources: Peace Education Approaches & Existing Youth Led Efforts

Coming soon...

Advocacy Planning

Being prepared with a vision for what you'd like to achieve is only the beginning of the advocacy process. Advocacy is the process through which we advance our ideas and goals through strategies and specific tactics intended to influence the public, institutions, and key decision makers. Most often, we engage in advocacy work when our ideas challenge the status quo of the individuals and organizations we seek to influence. Advocacy work frequently involves challenging powerful opponents, but through careful planning these challenges can be overcome.

[The Association for Progressive Communications](#) identifies 4 preliminary steps for advocacy planning that we have adapted and turned into a more comprehensive outline below. Some of these steps have already been addressed by other sections of this toolkit.

(i) Identifying the problems and issues

What is the issue that needs to be addressed? Why is it important and to whom? Why should it be approached through peace education? (These questions are addressed above under “peace education approaches & strategies / exploring issues and possible approaches.”)

(ii) Defining your advocacy goals

You might wish to start by defining a mission statement, such as “to address issues of racial justice through the integration of racial justice curricula and extracurricular

programming in school.” This mission should be further broken down into specific long-term and short-term goals and objectives.

In the long-term:

- Within 5 years, see a significant reduction in racially motivated incidents in the school and community
- In 2 years, all grade levels in the school will include specific and age appropriate curricula that supports critical thinking and action for racial justice

In the short-term:

- Develop an advocacy team (of students, faculty, parents) to research effective curricula
- Hold an open, public meeting to share our vision within 6 months
- Have a comprehensive plan for curricular integration ready within 1 year

What are your long term goals?
What are your short term goals?

(iii) Establishing a community of support and building relationships

Advocacy work is best pursued in community, and building relationships should be one of your first tasks. Who shares your goals and interests? What has already been done and tried before? What organizations already exist that are doing similar work? How can you work in partnership rather than approaching this alone?

The word community often has different contexts in different fields and tends to have a vague meaning. A community is generally the group of people we interact with in both our local neighborhoods and broader networks, particularly relating to those who share the same backgrounds, values, beliefs, and behaviors. We can most strongly address the issues directly affecting our immediate geographic communities but can also make an impact on a national/global scale relating to more substantial issues affecting a larger population, ex. national gun violence, healthcare, safety, racism, religious freedom, education access, economic equality, etc.

Who/what is your community?

Who in your community might be interested in advocating for educational interventions to address your issues of concern? Who are your allies?	What existing organizations/networks/groups already exist that connect with your concerns?

Community Resources

Another key aspect of community building is identifying your resources and assets, including people, knowledge/skills, resources, facilities, funding, time, access to other resources. Understand that resources extend to things like parent and/or teacher support (food/space) and moral support.

Identify allies with knowledge, skills and connections who might support your efforts.	What financial resources do you have available? How will you raise funds to support your efforts?	What facilities are available to you (for meetings, activities, actions)?
What time commitments can leaders provide? What sort of time commitments can you expect of your allies and supporters?	What other resources might you need (materials, printing, communication tools)? Where can you find these resources?	How will you communicate your ideas? Email? Social media? Direct outreach?

Bringing more people into the fold...


Nonviolence scholar [Gene Sharp](#) categorizes three general parties in any conflict:

1. uncommitted third parties (those on the margins without an explicitly stated view)
2. the opponent's usual supporters (and the opponent)
3. the general grievance group (those who share views with your campaign, but aren't engaged)

Good advocacy efforts will have strategies for engaging each of these groups. It often comes down to effective framing and movement messaging: how we convey our ideas to effectively mobilize others – individually and collectively.

Uncommitted third parties need to see how their story is part of your story. How might you express how the issues impact them? What does it mean if they don't take action?

Those who share your views, but who aren't yet engaged, often wait until movements are significantly well established before joining. To induce their participation, explore where those in this group might have prior contact with other movement members. You might also want to tap into individuals who are already engaged in other parallel efforts. People who have been previously involved in some form of collective action in their past are more likely to be involved in collective action in the future. The longer one spends in the role of activist, the more likely subsequent involvement will become a matter of confirming one's identity. Forging strong emotional connections are also important. Community organizers typically try to identify an emotional issue that will motivate people to participate. Last but not least, recognize that life circumstances permit or constrain participation by affecting availability. People with full time jobs (or full time students), work and family responsibilities are less likely to participate in social movement activity. Autonomous individuals with few personal responsibilities are much more likely participants. We can counter these limitations by providing diverse opportunities for participation.



The opponent's supporters can be difficult to win over. We don't have to count on their participation, but we also want to avoid alienating them and further parlaying their support for the opposition. When connecting with the opposition's supporters it's important to challenge their ideas, and not them as people.

How to work as a community

Now that you have connected with your community, engaged in effective dialogue methods, and identified potential problems, it is important to set goals and develop strategies as a group.

1. Begin meeting with your student group regularly, set agreements for how you work together:

When is your group available to meet on a consistent basis and do you have a space for meetings?	What will the structure of these meetings be? Will you utilize round table discussion , a public forum model , or have a different (or the same) leader each meeting?	What will you accomplish through these meetings?

2. Solidify a goal and vision...

What is your end goal? How does this correlate with the goals of your community/group?	What steps are you taking to accomplish your end goal?

3. Create a strategy

What are your goals for each meeting?	How can you utilize nonviolence to promote peace education within your community?	What strategies will your group best respond to and why? Are there alternative strategies you can think of?

Sustaining the community and the work

- How do we sustain organization/organizers/team
- Keeping the network going

Information coming soon...

(iv) Establishing credibility (doing your research)

If you are appealing for the inclusion of peace education it's important to demonstrate that your approach is effective and can create or support the intended changes you seek. Start by researching what others have done and be prepared with data and case studies to back up your claims. Seek out specialists, researchers, and practitioners who have done the work (either locally or abroad). Expertise, data and research will be key to influencing public opinion and decision makers.

What has already been done? What examples of similar efforts in peace education already exist?	Is there evidence or data that supports the effectiveness of your chosen peace education intervention?	Who are the researchers, practitioners and advocates that you might call upon for support?

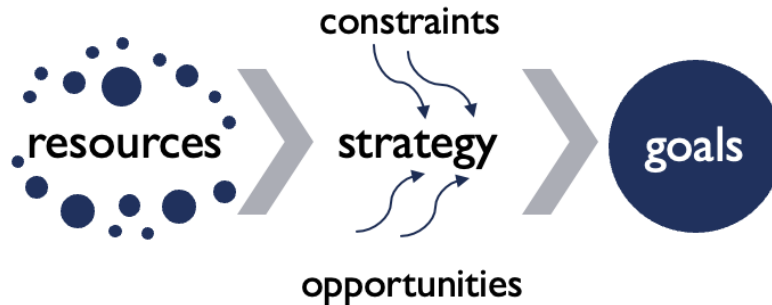
(v) Establishing a Strategy and Determining Tactics

Strategy

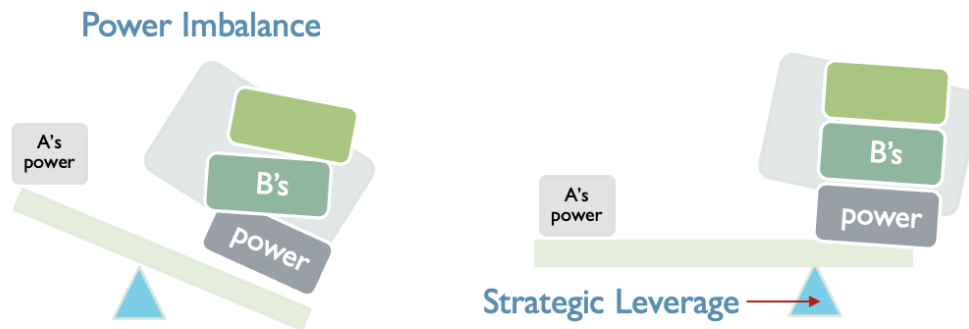
[Gene Sharp](#) and his contemporaries theorize that strategy is the big picture—or plan of action—guiding us toward the achievement of our goals. A tactic is the actual method or means used to achieve that goal. Multiple tactics might be part of one strategy.

[Marshall Ganz](#) sees strategy as a verb: a creative, continuous stream of tactical adaptation. It is something we do—not a noun or something we have. He expresses

strategy as turning “what you have” into “what you need” to get “what you want”—or how we turn resources into power.



If we think of power as the influence one actor can exercise over another, one way to correct the imbalance is to get more resources. However, another way to correct the imbalance is to move the fulcrum on which the balance rests, to get more leverage out of the same resources (see image below). Ganz argues that this is what good strategists learn to do—get more leverage from the resources that ARE available. In this model, power becomes a matter of resourcefulness, not just resources.



[Saul Alinsky](#) describes strategy as “strategic action:” a way of acting with intentionality and mindfulness of one’s goals. Devising strategy is an ongoing activity, not simply a matter of making a “strategic plan” at the beginning of a campaign and then sticking to it. As they work toward their goals, good organizers learn from their successes and failures how to adapt their tactics to become more and more effective over time.

Tactics

Tactics are the specific activities with which you implement strategy – targeted in specific ways and carried out at specific times.

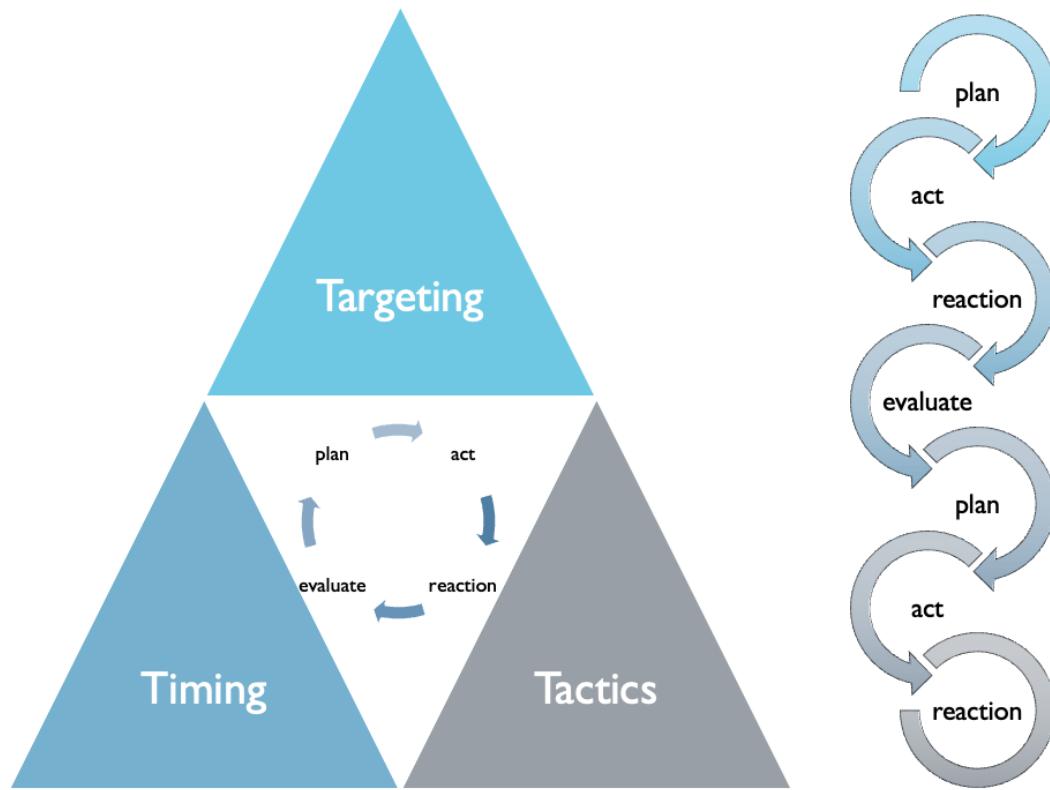
Good tactics:

- are consistent with your resources;
- build on your strength and your opposition's weakness;
- fall within the experience of your constituency, but outside the experience of your opposition;
- unify your constituency, but divide the opposition;
- and are consistent with your goals.

Challenging the status quo requires making up for a lack of resources by devising resourceful tactics. *For instance, the Montgomery bus boycott itself was a tactic in service of the larger strategic goal of desegregating the buses.* The initial tactic was not a boycott at all, but a lawsuit. As the campaign unfolded new tactics came into play: a car pool, getting arrested, etc.

One important aspect of tactical decision making is **targeting**: figuring out precisely how to focus limited resources on doing what is likely to yield the greatest result.

Timing is about sequencing your tactical activities in such a way to be able to take the initiative, sustain it, build momentum, and take advantage of particular moments of opportunity. Initial tactics typically are chosen that yield resources that give you more capacity to succeed at your next steps. So at the beginning, most campaigns devote lots of time to recruiting volunteers and building organizational alliances to create a “critical mass” that will allow them to engage in more challenging encounters with power.



[Gene Sharp identified 198 methods \(tactics\) of nonviolent action.](#) His list is a good beginning point for thinking about potential tactics.

What is your overarching strategy?	What tactics might you use in support of your strategy?

Sample Advocacy Plan: A Possible US School Approach

Here is a sample advocacy plan that might be implemented in a US based school.

Start by working through the 5 stages outlined above:

(i) Identifying the problems and issues

Example: Our school is struggling with issues of intolerance and racial injustice. Students of color are disproportionately suspended and there is a heavy police presence in school. Additionally, racial justice is not addressed in the curriculum.

(ii) Defining your advocacy goals

Example: We have the following goals:

1. To see the infusion of racial justice into all curricula within 2 years
2. The adoption of restorative practices to address educational injustices and discipline concerns (reducing the school-to-prison pipeline)
3. A critical re-examination of the role of police and SROs in schools (leading to the reduction and/or elimination)

(iii) Establishing a community of support and building relationships

Example:

- We've identified a number of key supporters (allies) amongst student groups and teachers and administrators who support our goals.
- We've looked into those who might oppose our efforts and need to research more their interests and motivations.
- We have limited financial resources, but few are required at this time. Some parents are will to support us with transportation, snacks, etc.

- We've identified some meeting spaces (student lounge and the local coffee shop) where we can plan and organize.
- We are creating communication tools (social media, email, fliers) to reach out to potential allies and supporters.
- Key team members are able to commit 5-10 hours a week to get the work done.
- We need to do some planning on how to sustain our efforts beyond 1-2 years (after our current team graduates)

(iv) Establishing credibility (doing your research)

Example:

- We've identified some schools that have adopted curricula on racial justice and are working to collect samples from them and others.
- We are looking for data/analysis/studies showing positive impact from the use of similar curricula and restorative practices.
- We've reached out to local and national organizations that provide training in school-based restorative practices. We hope to invite some of these leaders to our meetings and possibly future actions.

(v) Establishing a strategy and determining tactics

Example:

- Our overarching strategy for achieving our goals is focused on building a broad, inclusive community of people who support our goals (students, faculty, parents, admin).
-
- Our tactics will first focus on education: informing the community of the issues we are facing and how education can be a tool to address these issues. We will start first by employing many forms of communication (social media, email, etc).
- As we build our support base, we will explore hosting teach-ins, workshops and other events to share effective curricula and practices.

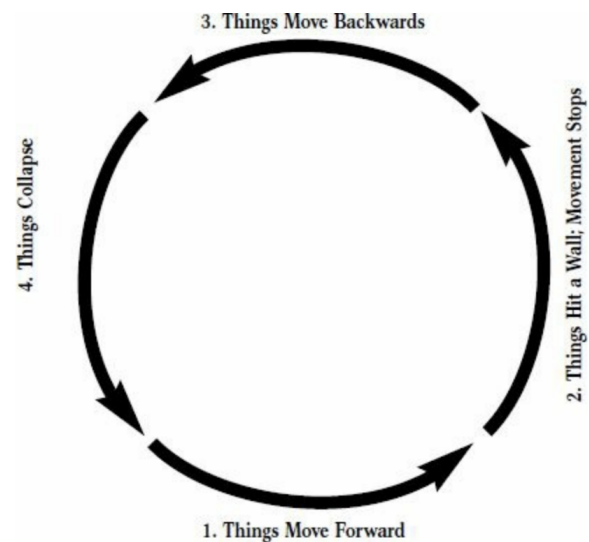
- To create sustainable change, these plans must be approved by the school board. Some members of the board may be resistant to our proposals. After we've tested our ideas through the steps above, we will first share reports of our activities and research with school board members and will petition to be put on the agenda for upcoming school board meetings. In preparation, we will review the meeting agenda, rules and norms of the meeting, and the voting history and positions of the respective board members. We will be sure to research how many students can join us and will make collective decisions as to who should represent the group. We will try to have a large presence.
- Should the board not approve our proposals, we will ask for feedback and explore acceptable revisions.
- Should that effort fail, we will explore other possibilities tactics, including various forms of nonviolent action and civil disobedience, including but not limited to: sit-ins, walk-outs, and protests. We may also seek to hold a local press conference to further promote our concerns to a broader audience.

Preparing for Potential Challenges & Obstacles

Advocating for peace education, particularly formal interventions, can be challenging. You are likely to encounter obstacles, particularly if your interests do not align with the political orientation of your school (or community and state educational legislation). Funding is also likely a challenge. If support already exists, you might be in a good position to implement formal peace efforts into your school including peace curriculum, new textbooks/resources, guest speaker events, the introduction of new peace projects, etc. However, if you are experiencing resistance to your advocacy goals, you might consider more informal approaches to achieve them.

It is completely normal to experience challenges and obstacles when engaging in advocacy work. It does not mean that you are doing anything wrong or that your work

will not be able to move forward. Many theorists have devised models of social change that recognize periods of complication as part of the natural process of advocacy. When you are experiencing difficulty in your project or feel like you are not making progress, it can be helpful to think of [John Paul Lederach's](#) idea of change as a circle.



Lederach describes four stages of the social change process: 1) Your work is going the way you would like it to and you are experiencing progress 2) You begin facing challenges that put your progress on pause 3) You experience a period of regression in your work 4) Your efforts seem to fall apart. The cycle then begins all over again coming back to making strides forward towards your goals. Lederach posits that this cyclical process continues over and over again until you reach your ultimate goal. Thus, like the phrase “with two steps forward for every step back,” encountering obstacles is not only expected but a vital part of making positive change. All progressive work triggers mixed reactions and a pushback by those wishing to maintain the status quo and privilege, but there are theoretically proven ways to overcome those challenges.

While these periods of difficulty in advocacy work can be frustrating and discouraging, remember that they are normal, and you will begin to make progress later in the cycle. In fact, these challenging periods can actually benefit your movement, as they offer an opportunity to learn from mistakes and make your future efforts more effective (see section on Establishing a Strategy and Determining Tactics). In addition, if your obstacle is within the team you are working with, disagreement among members when gone about constructively can actually be used to make the movement stronger by encouraging new ways of looking at the issue and creative ideas. If the obstacle you are facing is coming from a lack of support for your movement, remember that this is a common problem that many people who work in advocacy experience. It does not mean

you will not be able to make change, it just means it might take a little longer and you may need to get creative.

One option is to consider the groups within the space you would like to implement your project that are maintaining the injustice or inequity that you are seeking to dismantle. They might be administrators in your school or a local city council.

One technique, which comes from [Gene Sharp's idea of eroding pillars of support](#), is to use dialogue (see section on tips for dialogue) to encourage individuals within these groups to see your point of view and the value in your project. Hopefully first individuals and then the entire group will begin to support your efforts, which will increase your influence and potentially bring others who were originally opposing your efforts onto your side. This will decrease the ability of these groups to challenge your movement and reduce the power of the larger institutions contributing to injustice. In addition, it can be helpful to evaluate the resources you and your groups have available now and ways to acquire additional resources. The goal is to plan how to use the resources in your hands most effectively.

Even with limited support or resources you can still have an impact if you get creative and employ your tools strategically to move the project forward (see section on Establishing a Strategy and Determining Tactics). This is something you can discuss with your team in order to brainstorm ideas for how to implement your resources. Don't forget to keep an eye out for key opportunities to gain more support, influence, or headway and take advantage of them! How can you use existing relationships to your advantage? How can you use the new power of social media to quickly garner support and attention toward a cause? What online resources are available to help provide funding? These are some things to keep in mind as your project gains momentum.

Remember that you and your group's well being is paramount throughout the process of advocacy. This work can be very tiring, especially when you are deeply concerned about an issue or do not have a lot of support from your community. If you need to, it can be a good idea to step back to make sure you are maintaining your mental and

physical health or focus on aspects of the project that may be less demanding. Connect with your team and draw on that space of mutual care and solidarity.

EXPLORING OBSTACLES & CHALLENGES
Who or what might stand in opposition to the issues and goals you're working toward?
What institutional challenges might exist? (political opposition, inflexible curriculum, lack of admin or teacher support)
How might you address these challenges?

What happens if our good faith advocacy efforts fail?

Exploring Nonviolent Resistance

Information coming soon...

Additional Resources for Advocacy, Strategy, and Tactics

Many of the ideas contained in this section are derived from the following resources, each of which offers a unique approach and set of resources for advocacy planning.

- [The Community Tool Box](#): a free, online resource for those working to build healthier communities and bring about social change.
- [Association for Progressive Communications](#).
- [Social Movements: A Summary of What Works](#) (from the Citizen's Handbook).
Read: (pay attention in particular to "pre-conditions" and "individual inducements")
- [What is Organizing? An Introduction based on the Work of Marshall Ganz](#)
- [Marshall Ganz' Framework: PEOPLE, POWER AND CHANGE](#)
- [Organizing Notes on Strategizing by Marshall Ganz](#)

Conclusion

Incorporating peace education into your life, in both formal and informal ways, is an important part of advocating for the issues you care most about. Whether it be formal strategies such as introducing peace curriculum and developing research projects or informal methods such as student clubs and protests, there are so many ways you can become involved in advocacy efforts using peace education. As youth who are at the forefront of change, you have the power to implement these strategies and frameworks in school and beyond, and we hope you find this toolkit helpful as you go forward in your advocacy efforts. For more resources and information, check out our [website](#), [Instagram](#), and [Facebook](#), and please reach out if you have any questions, thoughts, or ideas — or if you would like us to share success stories.

Supporting Tools & Resources

Dialogue Strategies

For effective advocacy, you'll need to communicate your message and ideas to a wide range of audience members in different positions who may or may not hold the same beliefs. Thus, it is imperative that you engage in dialogue in the most effective manner, taking into consideration these understandings of dialogue from a non-violence perspective.

1. Why is dialogue important? Dialogue is a mutual encounter key to forming and maintaining relationships
 - a. Proper communication involves respectful listening, a temporary suspension of assumptions, a deepening of human connections, and an open mind
2. [Five Stages of Dialogue](#)
 - a. Identify who the dialogue involves and establish group norms
 - b. Share experiences and stories central to the topic you are advocating for
 - c. Collaboratively figure out why something is happening and what is at the core of the issue
 - d. Discuss how the problem can be addressed
 - e. Take action outside dialogue space
3. What is the role of dignity in dialogue?
 - a. Effective dialogue revolves around treating opposing groups with dignity and valuing their human worth and life experiences
 - i. Forget about labels and stereotypes and instead appeal to their human nature
 - b. Do not force your ideas upon them but try and come to a mutual understanding through empathy and a detailed review of the issue and your research

Note: Keep these thoughts in mind as you converse over the following questions with your group

Sample Meeting Agenda (first meeting or event)

To best engage your audience and utilize the dialogue methods posed, we suggest using the following agenda as a foundation for your first meeting or event structure.

1. Introductions (10 minutes)

- a. Thank everyone for coming
- b. Introduce yourself
- c. Briefly talk about the issue you want to address with the project and why you set up the meeting

2. Ice Breaker: Why do you care about this issue and implementing a peace education plan to address it? (15 minutes)

- a. Ask people to discuss with those around them and then come back as a whole group to hear ideas

3. Peace Education Overview (10 minutes)

- a. Explain the basic premises of peace education and why it can be effective in addressing the problem your project is focused on
 - i. It may be helpful to provide examples of formal and informal approaches to peace education and/or examples of peace education projects others have implemented
- b. Brainstorm with the meeting group about how peace education can be implemented to address the problem your project is focussing on
 - i. Share the ideas you have had, but also be open to input from those at the meeting
 - ii. Consider if a formal or informal approach to peace education will be more effective and the specific strategies and tactics you plan to use

4. How do we get our work done? (15 minutes)

- a. Explain what you had in mind as a plan, but express that you want the strategies and tactics for engagement to be informed by the community
 - i. Ask people what ideas or suggestions they have for the project itself and the process of implementing it

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1. Can even provide notecards for people to write down their ideas and then go over them as a group
 - ii. Consider potential strategies and tactics
 - b. Brainstorm how this project could be planned
 - i. See Sample Advocacy Plan in above toolkit
 - c. Consider the mission and vision of your project and the overall impact you want to have (end goal)
 - i. You may want to flesh out the short-term and long-term goals and objectives at this initial meeting or a future meeting
 - ii. Brainstorm concrete steps to achieve the end goal (strategies/tactics)
 - d. Consider who in your community you could work with/allies and consider other organizations/groups/individuals addressing the issue your project is focussed on and their interventions
 - i. Would it be beneficial to partner with them?
 - ii. What knowledge, skills, connections do they have that might support your efforts? What time commitments can you expect?
 - e. Consider available resources (such as facilities) and what resources are still needed
 - f. Consider how you will communicate your ideas with the community

5. Questions (5 minutes)

6. Who wants to help move this process forward? (5 minutes)

- a. May be helpful to create a sign-up list for people to state their interests and key contact information/availability
 - i. This can include questions about time availability, resources/skills that they can contribute, and roles they would like to play

7. Next steps (5 minutes)

- a. Consider what should be done next to build off of the first meeting
 - i. Create a way to stay in contact with and update those who want to join the project
 - ii. Also, consider time commitments and availability when planning the next event

- b. Outline what the structure of meetings will be, what will be accomplished during meetings, and guidelines for engagement (ie. community expectations, what members need to effectively engage, etc.)

Template for Taking Meeting Notes (applicable for all meetings)

Date and Time:

Updates and Announcements:

Questions and Concerns:

Agenda for Meeting:

Business from Last Meeting:

Goals for Meeting:

Discussions from Meeting:

Action Items:

Plan for Next Meeting:

Funding Resources

- Suggestions for how to find funding
 - Coming soon....

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