

Cooperative Games and Conflict Resolution

**Evaluation Report
July 2018**

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for
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Executive Summary

Since 2015 the Peace & Justice Centre has been training Facilitators who have worked with 24 class groups in 11 primary schools in Edinburgh. The programme teaches values of mutual respect and cooperation through dynamic games and quiet reflection promoting key outcomes in line with the Curriculum for Excellence.

The project has seen much success with positive feedback. Our data shows that by the end of each eight week programme there is a change in the children's awareness of their emotions, ability to handle anger in a less harmful way, and to resolve conflicts. Several schools requested the programme be repeated with other year groups between 2017 and 2018.

In 2018 we have begun to develop the conflict resolution aspect of the programme to be offered as a separate module towards deepening the programme aims. We also have continued to improve the programme, supporting children's integration of the project's outcomes by simplifying our targeted outcomes, better linking outcomes with specific activities and better tracking achievement of these outcomes.

We plan to further develop the project, what we offer as well as how we evaluate it, by integrating and learning from feedback, learning from other models, and gaining deeper clarity on our vision and associated outcomes. This report:-

- presents data and feedback obtained from children, parents and teachers in 4 Primary schools: Dalry, Gylemuir, Flora Stevenson, and Stockbridge over 4 year groups, P1 through P5, between 2016 and 2018
- discusses the data in terms of how well the project has met its aims, hitting the health and wellbeing educational outcomes of the curriculum, within the programme's four areas of focus: understanding me and others, managing my emotions, improving communication, and understanding my skills to manage conflict
- reviews the current method of ascertaining and obtaining outcomes
- makes proposals for development.

The report concludes that the programme is having a positive effect on the children's ability to recognise their emotions, and provides clear indications of positive outcomes in children's capacity to handle anger and manage conflict. It is suggested that we develop our method of evaluation, as well as improving the facilitator's training, towards more effectively meeting the programme outcomes by way of embodying an approach of "problem-posing education".

Recommended next steps include: strengthening monitoring and evaluation of the project in its current form to provide effective feedback and direction; broadening the funding base - drawing on support from like-minded charities; establishing a role for a programme coordinator to lead on facilitator development and deployment; building on best practice from exemplar programmes to foster predictable outcomes; cultivating a culture of collaboration and integrity amongst the team; and crafting a long term strategy, providing inspiration and direction to the work we do now.

Key Findings

- “Specific individuals gained considerably and there was an impact on both behaviour and confidence. The PSA noted a difference in the behaviour of the pupils ... I would recommend it to any school as the difference is tangible ... Our school has 75 percent EAL and 1 in 3 of our pupils are in child poverty. This is not an easy place to start but it’s testament to Fiona and the team that it more than succeeded.”
Grant Gillies, Head Teacher, Dalry Primary School
- “The course has been a fantastic introduction to coping with conflict. My son has been given the tools to communicate his feelings and frustrations without immediately resorting to hitting or lashing out. We’ve seen evidence at home that he is thinking more before he acts. He has also become more sensitive to the needs of others and is starting to realize the impact his behaviour can have on others and how this affects friendships. Thank you.” Parent, P3 Flora Stevenson 2018
- “All children at Dalry Primary showed some benefit from the programme”.
- “Teachers at Dalry Primary indicated 100% “somewhat improved” or better with over 50% indicating “significant improvement” in the five areas of behaviour identified in the Curriculum for Excellence”
- “82% of children at Gylemuir Primary reported an increase in confidence.”
- “78% of children at Dalry Primary gave themselves scores of 7 out of 10 with 10 being “working better with others” following the cooperative games programme.”
- “82% of children at Gylemuir Primary said they felt much more able to resolve conflicts with others now than before the sessions.”
- “38% children at Dalry Primary felt they were better at handling anger.”
- “20 children in Gylemuir Primary who in week 1 said that when they feel angry, they did not know what to do to make it better, in week 8 said they now know a better way to handle it.”
- “32 Children in Gylemuir Primary in week 1 said they did not know what to do when they felt angry, and in week 8, 42 said they knew much better how to handle anger”
- “82% of children n Gylemuir Primary said they felt much more able to resolve conflicts with others now than before the sessions.”
- “31% children in Dalry Primary said they felt they knew a ‘much better’ way of handling anger.” and “27% of children said they felt they could express anger in a ‘Much less harmful’ way.”

Outcomes and Method used

The effectiveness of the eight week programme of Cooperative Games was assessed by collecting information from parents, teachers and the children themselves.

Evaluation criteria assess against learning outcomes as specified by the Curriculum for Excellence and corresponding competencies identified by the Cooperative Games programme to meet these outcomes.

These are classified into four distinct areas:

1. Understanding me and other,
2. Managing my emotions,
3. Improving communication, and
4. Understanding my skills to manage conflict.

Survey questions enquire about development in these areas through engagement in the programme.

Various survey forms were used and, in some cases, there was linked information about each child both in Week 1 and in Week 8.

The following sections give information on both written and statistical feedback from 3 schools across 5 year groups.

Responses: Where our programme shows improvement in alignment with project aims

What the children, parents, and teachers say:

What does the word peace mean to you?

“To not harm anyone”

P4/3 Stockbridge 2017

“The word peace to me means silence”

P4/3 Stockbridge 2017

“ No hurting, meanness or bad”

P4 Stockbridge 2017

What do you think you learned from the workshops?

“I learnt about relaxing and trusting each another and also how to be a good friend”

P5 Stockbridge 2016

“That to actually be creative and be cooperative with others”

P5 Stockbridge 2016

“Working together. Active listening. Cooperative work”

P5 Stockbridge 2016

“I learned to always be nice to people and share your feelings”

P5 Stockbridge 2016

“I have learned from the workshops to not be afraid to share your feelings.”

P4/3 Stockbridge 2017

“That there isn't always a winner”

P4/3 Stockbridge 2017

“I learned to work as a team”

P5 Stockbridge 2016

“I learnt about cooperating with each other and new games”

P5 Stockbridge 2016

“That you need to share
and listen to others”
P5 Stockbridge 2016

“To never hurt someone or
say something mean”
P5 Stockbridge 2016

“ I learned in cooperative games was teamwork”
P5 Stockbridge 2016

“Comprehension skills”
P5 Stockbridge 2016

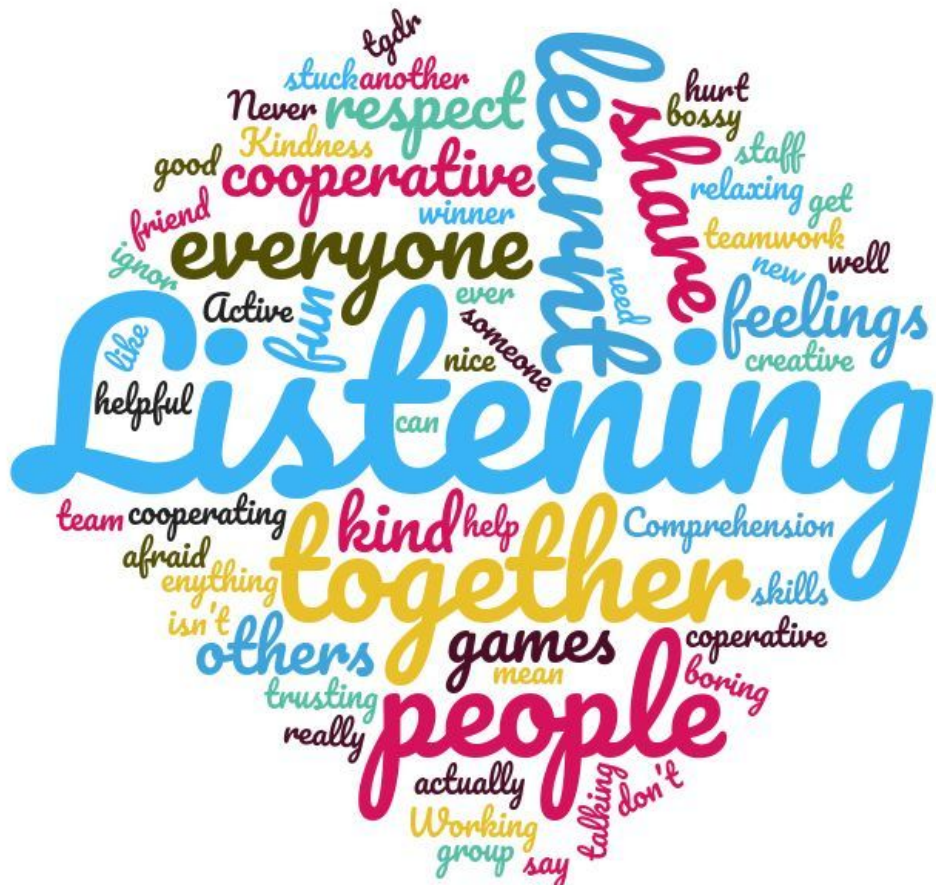
“How to work tgdr”
P5 Stockbridge 2016

“How to work together and get to know people more”
P5 Stockbridge 2016

“Listening”
P5 Stockbridge 2016

“I learned to always be kind to other people
and also to work as a group”
P5 Stockbridge 2016

“To listen to everyone,
respect everyone, if
they’re stuck help”
P5 Stockbridge 2016



A Word Cloud:
The children’s
most frequent
responses

“The course has been a fantastic introduction to coping with conflict. My son has been given the tools to communicate his feelings and frustrations without immediately resorting to hitting or lashing out. We've seen evidence at home that he is thinking more before he acts. He has also become more sensitive to the needs of others and is starting to realize the impact his behaviour can have on others and how this affects friendships. Thank you.”

Parent, P3 Flora Stevenson 2018

“My child really enjoyed the sessions. I've heard her say that she was going off to meditate a few times. Great life skill to have to be able to have a coping mechanism when everything is too much /need some space. I wouldn't say she struggled too much in some of the areas eg anger management but think she will have taken a lot of it in.”

Parent, P3 Flora Stevenson 2018”

“[My child] seems to have enjoyed the activities, telling us about them when he got home”

Parent, P3/4 Stockbridge 2017

“I appreciate my son has not found it easy. And am therefore grateful the sessions are continuing. Many thanks” Parent, P3 Flora Stevenson 2018

“Specific individuals gained considerably and there was an impact on both behaviour and confidence. The PSA noted a difference in the behaviour of the pupils...I would recommend it to any school as the difference is tangible...Our school has 75 percent EAL and 1 in 3 of our pupils are in child poverty. This is not an easy place to start but it's testament to Fiona and the team that it more than succeeded.”

Head Teacher Grant Gillies

“Pupils really enjoyed the sessions. They all loved learning new skills which they also used in the playground with other children.”

Deputy Head Teacher Vanessa Kelly

Teachers at Dalry Primary indicated 100% “somewhat improved” or better with over 50% indicating “significant improvement” in the five areas of behaviour identified in the Curriculum for Excellence which the programme aims to address ~ Past evaluation data

What the numbers say *(See appendix for tables)*

General Outcomes

“63% of children ‘improved’ by 1 point.” *Dalry P1A Summer 2017*

“For most characteristics, the programme had a beneficial effect, with 50% or more of the children showing some improvement.” *Dalry P1A Summer 2017*

“All children showed some benefit from the programme”. *Dalry P1A Summer 2017*

“All showed improvement in 3 or more characteristics. One child improved in all but one (in which he/she was already at the top of the scale).” *Dalry P1A Summer 2017*

Understanding me and others

“82% of children reported an increase in confidence.” *Gylemuir P3 Summer 2018*

“4% of children said they could work with others more easily now”. *Gylemuir P3 Summer 2018*

“54% of children recorded an increase in confidence.” *Dalry P2A Summer 2017*

“78% of children gave themselves scores of 7 out of 10 with 10 being “working better with others” following the cooperative games programme.” *Dalry P2A Summer 2017*

“A total of 10 children (38%) said they felt they could understand others’ feeling ‘Much more’.” *Dalry P2A Summer 2017*

“43% said they felt they could understand others’ feeling ‘Much more’.” *Dalry P2A Summer 2017*

Managing my emotions

“5 children of the 12 who previously responded ‘No’ to the question “Do you know when you feel sad?” shifted towards “yes” by week 8”. *Gylemuir P3 Summer 2018*

“6 children who in week 1 said “No” they did not know when they felt angry, responded “Yes” in week 8.” *Gylemuir P3 Summer 2018*

“32 of 46 Children did not know when they felt angry at week 1. By week 8, 34 children said they found they were able much more to understand and express sadness, a core emotion within anger.” *Gylemuir P3 Summer 2018*

“On knowing when they felt angry, 12% of children shifted from their Week 1 score towards ‘No’ and 23% shifted towards ‘Yes’, including 3 who switched from No (10) to Yes (1).” *Dalry P2A Summer 2017*

Improving Communication

“Of the 44 children who responded, 41 indicated that they could express happiness much more easily in week 8” [Gylemuir P3 Summer 2018](#)

“10 Children who in week 1 said they were able to express and understand sadness a little bit, in week 8 said they were able to express and understand sadness more easily now.” [Gylemuir P3 Summer 2018](#)

“16 (34%) Children who in week 1 said they felt they could understand and express sadness a little, in week 8 said they could understand and express sadness a lot more, and felt they could work with others more easily now.” [Gylemuir P3 Summer 2018](#)

Understanding my skills to manage conflict

“20 children who in week 1 said that when they feel angry, they did not know what to do to make it better, in week 8 said they now know a better way to handle it.” [Gylemuir P3 Summer 2018](#)

“18 children who in week 1 said that when they feel angry, they did not know what to do to make it better, in week 8 said they now know feel they can express anger in a less-harmful way” [Gylemuir P3 Summer 2018](#)

“32 Children in week 1 said they did not know when they felt angry, and in week 8, 42 said they knew much better how to handle anger” [Gylemuir P3 Summer 2018](#)

“All 30 children (65%) who in week 1 said they knew when they felt angry, and two children who in week 1 said they did not know when they felt angry in week 8 said they now feel they can express anger in a much less harmful way.” [Gylemuir P3 Summer 2018](#)

“82% of children said they felt much more able to resolve conflicts with others now than before the sessions.” [Gylemuir P3 Summer 2018](#)

“31% children said they felt they knew a ‘much better’ way of handling anger.” [Dalry P2A Summer 2017](#)

“38% children felt they were better at handling anger.” [Dalry P2A Summer 2017](#)

“27% of children said they felt they could express anger in a ‘Much less harmful’ way.” [Dalry P2A Summer 2017](#)

Responses: Where our programme shows questionable, or reduced improvement in alignment with project aims.

What the children, parents, and teachers say:

“I learned you have to listen to the staff if they are talking” P5 Stockbridge 2016

“To always have fun not like being always boring” P5 Stockbridge 2016

“That you can do anything” P5 Stockbridge 2016

“Peace is when you put your finger up” P4 Stockbridge 2016

“Never ever ignore people and never be bossy be really kind and helpful” P5 Stockbridge 2016

“I don't know what i learnt” P4 Stockbridge 2016

“I very much appreciate the effort and initiative to try and inculcate conflict resolution and cooperation skills into the kids but I'm afraid I didn't see any noticeable effect in my child. She did mention the games and that she had enjoyed some of them but I think that, as an only-just-7 year old, she doesn't really have the wherewithal to take in the fact that the games are aiming to demonstrate tools for conflict resolution - she simply sees them as games.

Even if some of it did sink in during the lesson I'm fairly sure it would be swiftly forgotten once out of the room. In a nutshell, I think 7 year olds are too young to understand conceptual ideas, mine struggles to get dressed by herself never mind identify stressful situations and apply appropriate resolution techniques.”

Parent, P3 Flora Stevenson 2018

“It's very difficult to measure how these games will change young folk at this age. They are constantly learning about relationships with other peers.”

Parent, P4 Flora Stevenson 2018

“My child really enjoyed the sessions and spoke enthusiastically about the activities, especially one called ‘peace race’. The reason I have not seen significant improvements is because I feel she was already pretty good at cooperating, negotiating, empathising etc. I am not sure how aware she was of the intended outcomes of the sessions but she enjoyed the experiences so thank you!”

Parent, P4 Flora Stevenson 2018

“I am struggling answering the questions as my child, from very young, was good in these areas - I have no doubts the programme is beneficial but i wouldn't take this sheet as a point of reference. My child has always been comfortable with clearly communicating their feelings with us”

Parent, P3/4 Stockbridge 2017

“I feel that the programme focused on the more physical behaviour of the boys. I would like more focus on the girls excluding others from groups. This is emotionally damaging but never seems to be addressed as it is not visible. I understand from the teachers that most of the class benefited except for those boys who most needed it. They feel they are just starting to benefit and would therefore like to continue it.”

P3 Flora Stevenson 2018

“I feel the programme was aimed too high and not adjusted according to the needs of the class. Vocabulary was too advanced for majority of the class and lack of behaviour management hindered the sessions greatly.”

Teacher, P3 Gylemuir 2018

“While the children loved the games, we were not seeing the outcomes being hit, and when at P6 there is so much work to do, we could no longer justify spending one hour each week on cooperative games. We therefore decided to cancel the programme at week 4”

Facilitator’s report from teacher at Cramond, 2017

What the numbers say

General Outcomes

“6 children stayed at the ‘before’ point on the scale; including 3 who were already at the top of the scale.” [Dalry P1A 2017](#)

Understanding me and others

“9 (35%) children felt they were better at understanding others’ feelings and 6 (23%) felt they were not as good.” [Dalry P2A 2017](#)

“46% children said they felt they cared ‘Much more’ how other people were feeling feelings and 15% said they cared less.” [Dalry P2A 2017](#)

Managing my emotions

“For identifying own emotions and needs, no child ‘improved’ by more than 1 point on the 5-point scale across all 11 characteristics.” [Dalry P1A 2017](#)

“20% of the children who said they knew when they felt happy week one said they did not know in week 8.” [Gylemuir, Summer 2018](#)

“On knowing when they felt angry, 1 of the 14 children who responded ‘Yes’ at week 1, and also responded in Week 8, shifted towards ‘No’ in Week 8.” [Dalry P2A 2017](#)

“23% of children who responded ‘Yes’ to knowing when they were happy at week 1, and also responded in Week 8, shifted towards ‘No’ in Week 8.” [Dalry P2A 2017](#)

“19% shifted from their Week 1 score on knowing when they were happy towards ‘No’ and 23% shifted towards ‘Yes’.” [Dalry P2A 2017](#)

“4 of the 13 children who responded ‘Yes’ at week 1 to knowing when they felt sad, and also responded in Week 8, shifted towards ‘No’ in Week 8.” [Dalry P2A 2017](#)

“On knowing when they felt sad, 27% of children shifted from their Week 1 score towards ‘No’ and 23% shifted towards ‘Yes’.” [Dalry P2A 2017](#)

Improving Communication

“7 children (27%) improved their ability to express happiness and 7 reduced it.” [Dalry P2A 2017](#)

“27% of children improved their ability to express sadness and 50% reduced it.” [Dalry P2A 2017](#)

Discussion

Need to Improve Evaluation Methods

One key aspect which brings to question the usefulness of the data captured, and therefore the known effectiveness of the programme is the way in which the evaluation data is captured:

- There is a lack of consistent baseline variables by which the children are assessed; week 1 asks the children to rate themselves on 10 questions, week 8, 11 questions; and the questions in the week 8 children's questionnaire are different from week 1.
- Children are asked to rate their own improvement with week 8 questions worded as "better than before" or "more able", invalidating the data captured as reliable for comparison.
- Worded in this way, questions are biased towards improvement, leaving no option for negative effect on the children, or possibility of the programme learning and growing from negative data.
- For the parents' and teachers' questionnaires, baseline week one data is not collected, meaning that development cannot be assessed using this data.

Improvement in our method of capturing data, designing to these points above would enable us to gather more reliable data and better understand the effects of our work. In this past 6 months, we have updated our facilitator reports to reflect the outcomes, that they too may be used as more reliable reflections of intended outcomes in which sessions, and how the children respond.

Evidence shows the Programme is Achieving Outcomes

With the above in mind, taking questions as baseline data and week 8 questions alone, the collected results show that on the whole, **the Cooperative Games and Conflict Resolution programme has supported children's development in the areas that the programme intends to hit, and met its outcomes.** Of the aspects of evaluation that are robust, responses from children and teachers show that between weeks 1 and 8 there is change in the children's awareness of their emotions, and in their understanding of and improvement in their capacity for managing anger, responding to it in a less harmful way and in their ability to resolve conflicts.

Interestingly, the three questions within the children's questionnaire that do provide a comparative baseline, "do you know when you feel happy, angry, sad" (captured under the headings 'Managing my emotions' in the Evaluations sections) show the most variance in response, with children shifting from both yes to no and no to yes between weeks 1 and 8.

This shifting potentially indicates that the level of awareness of feelings is changing due to the sessions. Though it is not clear whether awareness is increasing, it is difficult to understand how awareness could be decreasing. As emotional awareness is the access point for understanding of self and others, capacity to work with others, and manage conflict, this feedback in itself suggests that the programme is having an initial effect on supporting the development of these capacities.

This conclusion is supported by the results gained from the questions relating to handling anger, resolving conflicts, and responding to anger in a less harmful way; the children report increased ability in these areas, teachers report significant improvement, and written reports from parents also offer insight that for some children, effects are also being noticed at home.

The written feedback from teachers and parents suggests that while individual skills gained by some of the children through the sessions are apparent and appreciated, for others, due to either the facilitator's method of holding the groups, or classroom management and group dynamics where some children become the focus of attention, other children miss out on learning.

Lessons Learned

The aim of the programme within the area of health and wellbeing is to "...work... [as] a team...to look for the better solution for everyone..."¹ Key to creating an environment that supports the group to become aware of the desire to find solutions that work for everyone is, together, setting up the group agreement, then actively working with it during the sessions to ensure that how we are working *is* working for everyone; this is done through reflections and then making adjustments to the agreement and/or, where there is willingness, our actions, if not.

It is vitally important that the group creates and words their own agreement from their experience of working and playing with one another, "we come together on practicalities, not ideologies"² and that everyone is involved in the making of the agreements "the more needs included in the creation of the agreement, the more firmly it will be held in the group". It is important that the agreement in no way comes from the facilitator or any prescribed notions of expected behaviour; it is "problem posing education [that] makes [children] critical thinkers" and we are..."fulfilled to the extent that [we] create [our] world"³. Development of this element of the project comes down to two elements:

- facilitator training and
- extent of school involvement.

Facilitator Training: The more the facilitator embodies the intention and purpose of the programme, for which he/she is there, the more the children will have trust that they are welcome as they are, and be open to contributing to the group, receiving one another, and finding solutions that work for everyone. The philosophy of education that underpins this mode of facilitation is what Freire, calls "Problem-posing education"⁴ as opposed to "Banking Education" which is characterised by the student as the receptacle of the teachers knowledge.

The current facilitator training is largely an introduction to the games and creation of the group agreement, after which trainees undergo an 8-week voluntary placement with a lead facilitator. To more effectively serve facilitators' capacity to embody the purpose of the programme and facilitate an environment of "problem-posing education", further training may consist of:

- A deeper initiation into the project purpose and values
- Reflecting for meaning, needs, and connecting to purpose through reflection.
- Collaborative group decision making.
- Including 'difficult' children in decisions that work for everyone.

¹ (Facilitator's Handbook, BL 2018)

² tinyurl.com/group-agreement-principles

³ Freire, P., 2018. *Pedagogy of the oppressed*. Bloomsbury Publishing USA.

⁴ Freire, P., 1993. Paolo Freire: Chapter 2 of Pedagogy of the oppressed. Retrieved January, 23, p.2014. URL: <http://faculty.webster.edu/corbetre/philosophy/education/freire/freire-2.html>

School involvement: Ultimately, the programme is as effective as the school's desire and willingness to integrate what we bring and what is learned. At present, teachers are requested to be involved in the sessions as participants, and regular discipline methods suspended. The more this is upheld, theoretically the more effective the programme will be. The extent to which this is upheld by teachers depends on several factors:

- Clarity of the agreements between the facilitator and teacher on; the trajectory of the sessions, what will happen when; and what the teacher and facilitator want and can expect from one another in terms of communication.
- The facilitators relationship with the teacher and teacher's level of trust in the facilitators capabilities to hold the group.
- That the teacher is clear about what they can expect to see as 'outcomes'
- That the teacher is clear on what their role is within the new way of working.

In the past year we have improved upon the extent of communication between the facilitator and the teachers; there is now a meeting at weeks 0, 2 and 8, and facilitators are requested to send session plans prior to the sessions and evaluations afterwards. We do not currently have feedback about the effectiveness of this.

At the same time, initiating a culture of "problem-posing education" within schools where a culture of "banking education" and domination is the norm, can only have so much effect, and the potentially confusing effects need to be carefully considered in care for the children.

Proposals for further development of the project that take this into account are detailed below.

Note: The following proposals come hand in hand with the above suggestions for shoring up the project in its current form, the intention being that we may more effectively maintain continuance of the programme until further developments are ready to be implemented.

Further Development

To have most care for the children's development, and integration of what the programme wishes to bring, we will work towards a whole school approach to developing a culture of conflict transformation. The new working title for the programme, "**Peacebuilding for Schools**", reflects this development.

Looking in the direction of restorative practices, the programme is beginning to look to other projects that offer programmes at this level for inspiration and guidance:

Learning for Peace - The Peacemaker Project - is carried out by the West Midlands Quaker Peace Education Project and works to, "build more peaceful school communities through developing inclusive and restorative approaches".⁵ Some of the ways they work include:

- Peacemaker course (20 hours with a whole year group)
- Peer mediation training
- Peacemaker whole school approach
- Staff training

Another project, the M.K. Gandhi Institute for Nonviolence, Rochester New York⁶, works with staff, students and teachers in conflict resolution spaces, through workshops, after school programs, presentations and hands on projects to create healthier, more loving school climates for students, teachers, administrators, and parents.

And a third - SEEDS⁷ (California) offer:

- Coaching, consulting, modeling and training in Restorative Practices
- Restorative alternatives to punitive disciplinary policies
- Equitable alternatives to detention/suspension/expulsion
- Proactive Community Building Circles
- Conflict Resolution (Harm) Circles
- Restorative Conferences and Mediation

Development of the programme in the aforementioned way will necessitate changes within the team, and project's structure and organisation. Proposals for this include:

- A process for defining vision, purpose and values; a series of meetings with the whole team to deepen our sense of shared ownership, direction, and belonging within the project.
- Co-creation of systems for how we work together, embodying the ethos of the programme
- Visiting and learning from other projects (mentioned above)
- Design of the 'new' programme, what we offer, including renaming
- Team training in restorative practices, group facilitation, nonviolent communication

⁵ Learning for Peace: <http://www.peacemakers.org.uk/>

⁶ <https://gandhiinstitute.org/school-climate-transformation/>

⁷ <https://www.seedscrc.org/>

Conclusion

The Cooperative Games and Conflict Resolution programme has been well received in Edinburgh Primary schools, with many positive written reports from children, parents and teachers. While the design of our evaluations mean that the data is not reliable enough to show clear results of this, they do suggest that the programme is having an effect on the children's ability to recognise their emotions, and give clear indications of positive outcomes in children's capacity to handle anger and manage conflict.

Development of the monitoring and evaluation is required, along with enhancements to the facilitator training, towards more effectively meeting the programme outcomes by way of embodying an approach of "problem-posing education".

Further development of the programme is proposed to move towards offering a whole school, restorative approach.

Overall, though the data available is not representative of the number of schools we have worked in, the information collected provides rich learning towards how we can provide a service that supports the Scottish Government's desire for a more cooperative, safer, and creative Scotland.

Based on feedback from schools and our experience, there is a clear need for a programme that will help schools create sustainable systems for conflict transformation and Restorative Justice in Edinburgh and across Scotland. While programmes of this kind already exist in other parts of the UK this project is unique in Scotland.

As this report shows, after running the Cooperative Games programme for three years and with a pool of trained Facilitators to draw on, we are now in a strong position to consolidate this programme with better targeting, measurement of outcomes and by extending the programme to incorporate a Restorative Justice component. We aim to roll out the revamped Peacebuilders for Schools programme in August of 2019.

Strategic Recommendations

We have set out a clear plan for learning from other programmes like Peacemakers in Birmingham and the Gandhi Institute in the United States and for incorporating what we learn there with what we have learned from our own experience over the coming academic year.

For continuity we believe it is vital that we continue to work in schools, providing opportunities for our Facilitators to continue to learn together from their practice and to deepen their skills in the foundational area of cooperative activities. Facilitators and trainee Facilitators will work to strengthen their practice through a programme of directed skill sharing organised by Lead Facilitators and our Programme Coordinator. Strategic recommendations are as follows:

Robust design: Incongruent design stymies effective feedback and growth. Strengthen the current project by:

- Adjusting evaluations to deliver more reliable data about how outcomes are achieved, and where there is room for growth.
- Completing review of the current manual and clarifying outcomes of sessions, what teachers can expect to see.
- Incorporating new facilitator training to create a “problem-posing” environment; reflecting for needs and co-creating agreements.
- Integrating current facilitators’ feedback into further evaluations and project analysis.

Informed growth: Learning from other models fosters synergistic relationship, predictable outcomes, and ensures best practice. Learn from other models by:

- Visiting other programmes; assess and evaluate their methods of working, evaluating, and introducing Restorative Practice into Primary schools.
- Taking part in training programmes facilitated by other Resto bodies.

Collaborative culture and climate: Values driven team practices cultivate integrity. Develop collaborative modes of working by:

- Uncovering shared vision, purpose and mission; building the team from a foundation of collaboration.
- Design coordinated infrastructure that supports collaboration

Crafting long-term strategy: Knowing where we want to head provides momentum for the work we do now. Nurture potential by:

- Endorsing professional development across the team
- Encouraging school accountability by gradually increasing requested contribution.
- Developing strategies of recognition for completion of elements of training.

Fundraising Plan

Over three years to date this project has been funded by small grants from Edith M Ellis Memorial Trust, Schiehallion Trust, Pumphouse Trust, with additional funding from Edinburgh Peace & Justice Centre funds and one school. A crowdfunder generated £2,450 to ensure continuity of the programme, demonstrating community support for the programme.

The two year programme is £32,379, including £4,000 for development. 30% (£1,000) of development costs will be incurred in 2018, 70% (£2,000) in 2019. The budget for continuing the programme as is would be £17,250 from 2018 – 2020. Of this 20% will come due in 2018, 60% will be needed in 2019 and the last 20% in 2020. Thus total expenditure will fall out as follows.

Year	Development	Programme	Oversight & Admin	Total
2108	£1,000	£3,170	£280	£4,450
2019	£2,000	£9,410	£940	£12,350
2020		£2,170	£280	£2,450

We have received a grant of £4,000 from Pumphouse Trust toward this budget. We are seeking funding from a mix of funding bodies whose objectives include peacebuilding and conflict resolution including Fellowship of Reconciliation, Anglican Peace Fellowship, and Network for Social Change. Following the model of Peacemakers, we will ask schools to “buy in” by contributing to costs. Where schools do not have sufficient budget we will collaborate with them on seeking funding through fundraising activities within the school community or seeking grant funding, strengthening the commitment of the schools to meeting the programme’s objectives. We are budgeting for this to start at 20% in 2018 and increase to 30% of ongoing programme costs (exclusive of development and training) in 2019.

Appendix

Links to data evaluation documents used in this report:

- [Impact of project in schools 2018 Children's data collected from Gylemuir School](#)
- [Impact of project in schools 2017 Children's data collected from Dalry School](#)
- Children’s written questionnaires, available on request