

PeaceBuilders

Evaluation Report December 2019

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for
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Executive Summary

PeaceBuilders' focus for this year 2018 - 2019 has been to actualise the recommendations given in the [2018 evaluation report](#). We are excited to see that our work has been successful in achieving each element of what was laid out. This 2019 report is a celebration of these achievements, an analysis of the results so far, and a next-step guide for onward steps.

In the 2018 evaluation report we identified a number of outcomes which indicated areas where the programme could be improved. These included:

- Evaluation of the programme did not provide reliable results
- Facilitators' did not have a consistent approach in the delivery of the programme
- Class teachers were not consistently involved in the cooperative games sessions

Over this past year we have been working to develop the programme in each of these areas.

Our method for doing this has resulted in a major restructuring of the programme, the team and its working practices, and the development of the new identity for the project, "PeaceBuilders".

PeaceBuilders now exist as a platform which supports the different elements held within it to be carried out with structured integrity.

This report details the steps we have taken in the development of PeaceBuilders.

It is split into three sections:

1. Team Development - the process undertaken within the team in the creation of the PeaceBuilders platform which now underlies all that we do. This includes feedback from facilitators on how effective this work has been within the purpose of carrying out the cooperative games programme and our work together as a team with greater integrity.
2. Cooperative Games - an overview of the work we have done to shore up the programme enabling better delivery of outcomes and greater consistency in delivery. This includes the results from evaluations conducted following the work of 'shoring up' the programme.
3. Collaborative Classrooms - the newest manifestation of the project and culmination of the work we have done. This includes feedback from peer programmes and whose work Collaborative Classrooms is partially based on and inspired by.

Some key successes of this year's work included in this report include:

1. Our team development strategy resulted in collective ownership of the programme by all staff, a cohesive training journey to support new facilitators' integration and development into the programme, and monthly "Play & Connect" days providing facilitators with a space to practice and develop their skills.
2. The intention to 'embody' PeaceBuilders' work through the creation of collaborative systems has been an effective method in supporting facilitators to carry out their work with greater integrity, skill, and active awareness of the overarching purpose of the programme.
3. We developed "Collaborative Classrooms", which will work towards PeaceBuilders offering whole-school-approach to collaborative and restorative practices. It will be piloted over 2020.

Following this year's "design" work, the PeaceBuilders programme is now in a "maintenance" phase with a focus on integration of what has been created. This includes piloting the "Collaborative Classrooms" component of our programme in which we will work with teachers to assess ways of working and provide tools (or training) for Restorative Practices, Peer Mediation and Nonviolent Communication. This process has been designed in collaboration with associated peer programmes.

The report concludes with suggestions for supporting deeper embodiment of the work we share through deeper team alignment with current practices, maintaining realistic goals, and deeper integration and purpose alignment into the whole organisation.

Team Development

The 2018 evaluation report indicated that inconsistent team foundations and practices were resulting in both a disjointed approach in schools and low staff retention. It recommended we redesign for a foundation of collaboration and coordinated infrastructure to support more cohesive team working practices.

Over the past year, our work in this area has included the following:

1. Co-created organisational foundations and group agreements (systems)
2. Creation of a cohesively structured facilitator training and integration programme
3. Inclusion of facilitator mentoring and “play & connect” days for integration, practise, and relationship building

Co-created organisational foundations and systems

Co-creating our organisational foundations consisted of *visioning* what we long to see in the world, what we see as our part to play in the movement toward this vision (our *purpose*), and what *values* we want to embody as we do what we do (*mission*) in our walk towards the vision. The whole team was invited and different people attended different parts, as can be seen in table 1. The working principle here being each person having enough ownership of the process within the group’s capacity to keep moving forwards. We then stood on the collective embodiment of this foundation to inform the creation of group agreements (systems) that guide us in how we put it into operation. This depth of co-creation of the work has resulted in a collective ownership of the PeaceBuilders programme by those facilitators who have been involved. You can see details of what was created in Appendix 1.

Creation of a cohesively structured facilitator training programme.

The above foundation provided us with a value base from which to then create a more specific criteria for new facilitators joining the team, as well as a cohesive training journey to support their integration and development. We constructed a facilitator training programme that:

1. Asks facilitators to self-select whether they are a “fit” for the programme, based on our purpose, values and commitment to systems, and understanding of the importance that those that enter are a fit in the sustainable growth of the team. This process can be seen on our [website](#).
2. Identified specific “facilitator skills” which can be practiced and integrated towards becoming a facilitator: reflection, listening for meaning, invitation to lean into discomfort, speaking from I, starting and ending on time.
3. Gives new facilitators a specific role (detailed below in “Co-operative Games”) that contributes both to their personal/professional development and development of the programme from the very beginning.
4. Provides a year-long training programme meaning:
 - a. we work with a smaller group of trainees over a longer time span, resulting in an influx of volunteers who we train to be able to continue the work with integrity,
 - b. deeper integration of those that come through the programme.
5. Celebrates completion of the course with a certificate (Appendix 2).

Inclusion of facilitator mentoring and “play & connect” days for integration, practise, and relationship building.

“Play & Connect” days run once a month and provide facilitators with a space to practice facilitator skills, develop games repertoire, deepen relationships and get peer-support.

We additionally created a new role of “mentor”, which one of our lead facilitators, Louise, is holding. Mentoring provides a space where facilitators can individually discuss issues they are having, get 1:1 support, and give and receive feedback.

You can see the details of the new facilitator journey in Appendix 3

Method & Key Outcomes

The creation of the team development element of the programme was carried out in the same way as the facilitators are trained to carry out the session in the schools, i.e. through a “problem-solving approach” (see [Evaluation Report 2018](#)). This has created a structure that supports development of facilitator’s integration and a programme that has integrity. All ideas for development as detailed above have arisen from within the team based on identified need and on-the-ground experience.

Attendance and continuation:

Year of facilitator training	How many new people attended?	How many completed 8 week placement?	How many became facilitators?	Still with programme in 2019 (from the training)
April 2017	10	7	6	4
Nov 2017	7	1	1	1
April 2018	11	4	1	0
October 2018	12	3	3	1
September 2019	7	2	unknown	unknown

1. Delivery of Trainings, numbers attended, numbers of Facilitator trainees currently on programme,
 - a. The September 2019 new facilitator training had 14 people, 7 of whom were new trainee facilitators. Three of these are now in schools.
2. Number of fully trained Facilitators in our team,

- a. We have nine facilitators who are fully trained within the Co-operative games element of PeaceBuilders. Facilitators on our team bring a variety of skills and life experience with 3 being practicing teachers

Engagement with the programme

Summary of “in service” training delivered and the percentage of staff who attended or received training in this area.

Table 1.

In-service “training”	Staff attended										%	
Visioning	x	x	x	x	x	x	x					64
Purpose & Values & Mission	x	x	x	x	x			x	x			64
Conflict Engagement	x	x	x	x	x				x			55
Resource Flow	x		x	x	x		x					45
Feedback Loops				x	x							18
Decision Making	x	x	x	x	x				x			55
Information Flow			x		x					x		27
Nonviolent Communication	x	x	x	x	x	x			x	x	x	82
Convergent Facilitation	x	x		x	x				x			45
Restorative Practices	x	x		x	x							36
Staff Nr >>	1	2	3	4	5	6	7	8	9	10	1	

Feedback on the Facilitator Training Journey

Can you describe the ways in which you experience the work we have done influencing your work in schools?

“[It has] really helped me in the way I listen and speak to the children, also to have a clear idea to understand how to embody all the values and be focused in purpose and mission.”

"[I feel] more confident. A clearer focus on aims and ways to deliver the programme."

"I have a deeper understanding of how to facilitate the debrief after playing a game in the classroom. I am better equipped to gather information from the children on the theme of the day and meet the pre-planned learning outcomes."

Can you share any specific ways in which any element of the work we have done has influenced your sense of place within the team?

"All the in team trainings I took part in , they have allowed me being part of the process and the sense of building something all together..."

"Building a commonsense of the aims and values. Training together to build group knowledge. Connect days to build team . Feedback and reflection circles to share and learn together."

"I have a felt sense of knowing that I can reach out to my colleagues for help, more trust."

Do you have a sense of embodying the work we have done, in what ways?

"Yes, I have got more tools to be able to practice NVC and mediation, skills to improve active listening etc...be aware of my limitations with language and how I can deal with them. Also in my personal life I can practise all this."

"Yes. I can feel the changes in energy when I have guessed a need that is expressed in the other person."

What are some areas where you sense there is not a strong embodiment and which could be improved upon?

"More practice in challenging or difficult situations in schools..with children and teachers, could be helpful for me because I need examples of how to cope with them to gain confidence, sometimes It is difficult and in the school, I choose not making any action because I wasn't sure how to do it."

"Length of time between meet up sessions. Some social meet up times to share and keep building connections and drive for this work."

Do you have a sense that you know what to do to improve embodiment - what? If no, do you require any support?

"Yes, More practice and teamwork. I think I need more support from the team when difficulties in schools."

"More of the above and opportunities for NVC practice"

"Yes to practice with the team."

Do you have any other feedback on anything that is important to you to carry through to the next phase?

"To be in the process of learning, exchange experiences, skills, tools in our practices in schools; and be able to practice and re-think what I have been doing for me is a strength of the project."

“I think the work is hugely important and desperately needed in schools right now more than ever before. The programme seems clearer and easier to use in schools than the first round.”

Team Development

Our records show a gradual increase in the number of facilitators engaged in the project over 2017 - 2019. Most significantly, our work to develop the team has had a significant effect on sense of purpose and trust with one another as well as a more grounded sense of ownership of the project and overall increase in knowing what to do and desire to contribute.

Feedback from the facilitators indicates that the organisational foundations and systems work alongside the skill training we have done has contributed both to their sense of being a part of a cohesive team with a sense of direction, and with how they show up in classrooms. The intention to really ‘embody’ the work through the creation of collaborative systems has been an effective method in supporting facilitators in carrying out their work with greater integrity, skill, and active awareness of the overarching purpose.

Cooperative Games

Significant work has been undertaken over this past year to shore up the Cooperative Games programme, this work spans:

1. Simplification and streamlining of the children’s, teacher’s, and facilitators’ evaluations,
2. Clarification of the role of facilitators’ evaluations in collecting information about outcomes,
3. Re-design of the facilitators’ manual and training programme in alignment with evaluations and updated team-practices.

Simplification and streamlining of the children’s, teacher’s, and facilitators’ evaluations

The structure of the evaluations was better aligned to the curriculum, specifically linking aspects of the programme to aspects of the curriculum (Appendix 4). Detailed pathways were created to outline and offer guidance about what aspects recognised in the classroom indicate meeting of specific outcomes. This improved alignment was carried out at each aforementioned point of programme evaluation. Children’s questionnaires were also simplified, adopting a three point rather than 10 point scale for more likelihood of reliable results. Details of this work can be seen in Appendix 5.

Clarification of the role of facilitators’ evaluations in collecting information about outcomes.

We recognised that there was an opportunity for gathering information on outcomes within the facilitator session reports. Where facilitators usually detail the narrative of what happened in the session so to guide their own planning, we introduced an element of looking for observations that support achieving the

outcomes of the sessions in alignment with the outcomes of the curriculum. Details of this can be seen in Appendix 6.

Re-design of the facilitators' manual and training programme in alignment with evaluations and updated team-practices.

We realigned the facilitator's manual alongside the training programme. Specific facilitator skills were identified toward the creation of a unified and consistent response, games were aligned to the required outcomes, and more concise guidance was created enabling facilitators to plan sessions more easefully in relation to desired outcomes. You can see our revised manual in Appendix 7.

Key Findings

Overall Analysis

This section provides the data analysis from the week 1 and week 8 questionnaires filled out by the children. They were asked the same 10 questions at the start and end relative to the desired aims of the programme. The following analysis is based on data comparison using the results from 3 schools that completed the questionnaires in both week 1 and week 8: St. John's, Balgreen, and Parsons Green.

An overview of the results showed that in all but one category that we asked questions of the pupils, there was a small improvement.

An exception was in answer to the question 'do you care about how other people are feeling?' where the numbers of children that said 'yes' moved from 70% to 65% and 'no' moved from 3-10%.

More children said 'yes' they understood when they felt happy/sad/angry in week 8 than in week 1, however the 'yes' moved up only a few percentage points.

Do you know when you feel... (week 8 compared to week 1):

- Happy: 'yes' up by 2 percentage points from 72 – 74%
- Sad: 'yes' up by 6 percentage points from 76 – 82% and 'no' down 4 percentage points from 7 – 3%.
- Angry: 'yes' up 4 percentage points from 76 – 80%.

Are you able to express...(week 8 compared to week1):

- Happiness: 'yes' up by 1 percentage point from 53 – 54% and no down 2 percentage points from 9 – 7%.
- Sadness: 'yes' up 6 percentage points from 39-45% and 'no' down 10 percentage points from 17 – 7%.

There was a noticeable improvement in children finding ways to make themselves feel better when they are angry:

- ‘Yes, when I feel angry I have ways to make myself feel better’: up 9 percentage points from 36% to 47%.
- And ‘no I can’t make myself feel better’ moved down from 21 – 12%.
- In both week 1 and week 8, 41% of children said they sometimes knew how to make themselves feel better when they were angry.

There was a noticeable improvement in children understanding how others feel:

- ‘Yes, I understand how others feel’ improved from week 1 to week 8 by 9 percentage points from 37 – 46%.
- ‘No, I don’t understand how others feel’ decreased by 4 percentage points from 7-3%.

Children were also more able to sort out problems with others by week 8, according to the data:

- ‘Yes, I feel able to sort out problems with others’ went up by 9 percentage points from 25 – 34% of children.
- ‘No, I don’t feel able to sort out problems with others’ went down by 3 percentage points from 13 – 10%.
- However, the majority of children remained somewhere in the middle of these two. 59% of children said they could ‘sometimes’ sort out problems with others in week 1, and 56% in week 8.

Confidence increased slightly between week 1 and week 8:

- ‘A lot’ moved from 40 – 46%
- ‘A little’ moved down from 5% to 0%.
- Just under half the pupils said they felt ‘quite confident’ in week 8 (week 1: 55%, week 8: 49%)

Interviews with the Children

At the end of the eight weeks, facilitators held interviews with two children from each class. These were their responses. Children’s names are obscured, i.e. “Pa said”.

1. We just completed this 8week cooperative games programme I'm really interested to know what you learned, would you tell me?

“Communicating with people. I learned new things and did new things that I’d not seen before. I remember the game Dragons, and also the one where we had to choose words to end the sentences. (Unfinished Sentences game)”

“I learnt more about listening and talking.”

“I learned how to play some new games, and what animal I’m like.”

“I enjoyed the Dragons game, and the communication game (this was the ‘Good/Bad’ listening, when the class split into two groups and one went out to get an instruction, and the other group got another

instruction and then they came back in and met a partner and had to practise ignoring/interrupting), and Pa kept talking and didn't listen."

"Acting out from the pictures and putting them into a scene. It was really fun because you could make up how the play went, and everyone else was doing the same thing in their groups. There was a picture and anything could happen."

"I've learned to let everyone talk, from when we were doing the boat game (at the start of the sessions we played a game where the children had to rescue words/phrases in a shipwreck, which we then used to make the group agreement). And also to try everyone's ideas."

2. Was there anything you learned that has been useful to you in the playground or at home?

"When people, if they make you angry, you can tell them you don't want them to do that. And I learnt from the session about listening, when you get interrupted and you don't feel very nice. And if you're getting bullied, you know what to do, you can chat to someone."

"Communication."

"My brother, and sometimes he starts to mess my room, and I get annoyed, but since (doing the coop games) I've learned that it's not a big deal really and I just tidy my room."

"You can make more friends if you let them speak, and be kind to them."

3. What are some of the skills you learned that have been useful?

"Communicating with people, so if you're playing a game, you need other people, and it's helping each other. I liked the group games and enjoyed having people around. As otherwise, you might not."

"I learnt more about when people aren't being kind, you try to tell them you don't want them to do that."

"Colouring neatly."

"Being calm. When we were acting, we know if it's right or wrong so then we won't do it in the future."

"When you're on a boat and feel lost, the skills there were useful."

4. In the programme, we learned some ways to deal with when you get angry - have you been able to use that? How? Can you give an example?

"When I'm angry I calm down by doing something I really like."

"My brother can get quite annoyed. If he calls me and I go into his room to talk, but then if he gets angry, I just leave the room, I don't stay and get annoyed."

"When I'm angry I go and lie in my room and I get calmer. I think of happy things and that calms me down."

5. What was your favourite part of the sessions?

“Doing the plays. I liked it when everyone worked in groups, and you got to see the picture and then you could work out what to do.”

“The song at the end. (we closed each session singing the Heart Beat song).”

“Unfinished sentences. It was nice to learn about other people’s favourite things.”

“Acting. And I like the bit with the singing bowl.”

“Acting things out, you get to know different things you can do. The school one, when someone was snatching books, so I know not to do that to anyone now.”

6. Was there anything that you would have liked to have been different?

“The singing bowl, I had an idea you could maybe put the talking stone in the bowl to hear the noise it makes. You could send it round the bowl.”

“I liked everything we did.”

“I can’t think of anything.”

“Not really, I liked everything.”

Teachers Feedback

We received feedback from two class teachers, both at Hermitage Park.

Areas in which teachers noticed Improvement in their class after the 8 weeks include:

“Come up with creative ways of perceiving and conceptualising things.” - 40 out of 48 students

Areas in which teachers noticed a significant improvement in their class after the 8 weeks included that children are more able to:

“Consider others’ feelings and needs when making decisions.” 5 out of 48 pupils significantly improved

“Communicate clearly when experiencing conflict” 4 out of 24 pupils significantly improved

“Solve problems peacefully” 3 out of 24 pupils significantly improved.

Discussion

Cooperative Games

The Cooperative Games programme evaluates against the curriculum as a way to understand whether and how our work is supporting its aims and to gain a clearer understanding of where adjustments might be made to how we operate that could result in more capacity to serve those we work with.

Table 2 aligns the curriculum outcomes that the programme aims to hit alongside our 4 feedback mechanisms (the teacher's questionnaire, the results of the children's questionnaires, a selection of observations from the facilitators' end of session evaluations, and responses from the children's interviews with facilitators at the end of the 8 week sessions.)

The children's questionnaires overall indicate that the programme is having some effect on the children's ability to understand when they are feeling happy, sad, angry, to notice how others feel, find ways to make themselves feel better when they are angry and to sort out problems, and there is an overall slight increase in confidence.

In particular, looking at table 2, it is clear that our sessions are hitting outcomes within the areas delineated by "understanding self and others" "managing my emotions" and also in "understanding my skills to manage conflict"

Within understanding self and others, "thinking creatively and independently" contains input from across all four feedback mechanisms. Looking at the observations from the sessions and the children's interviews, we can see that the games support children to get to know one another, experience appreciation, consider different ways to work with one another and, from looking at the questionnaires, that this is having a positive effect on confidence and ability to come up with creative ways of perceiving and conceptualising things.

Within managing my emotions there is evidence of increased awareness of emotions including that there is some beginning use of the skills outside of the sessions, in the playground and also at home. There was likewise indication of "significant improvement" in the area of "solving problems" within Understanding my skills to manage emotions, this is evidenced across both the teachers and children's questionnaire as well as in the children's interview.

Though the effect of the sessions is slight, it is significant that the children report using what they have learned outside of the classroom, and that this is achieved within the 7 hour overall contact time that the facilitators have with the class groups.

According to the data, the area where the programme has least effect is in "Improving Communication" where the only reports are the subjective reports from two of the children about what they learned and how they enjoyed the sessions. This presents as a particular gap within the programme. The Improving communication area is where the children begin to explore ways to put what they have learned about

themselves, others and their emotions into practice, which is a key element in the effectiveness and longevity of the work outside of the sessions. This data suggests, then, that there is a need for both longer and deeper work with the programme. The Collaborative Classrooms programme that we have now developed and which is outlined below aims to do that.

Table 2. Evaluation responses mapped against the areas of the curriculum and how that aligns with the areas we work within.

#	Curriculum outcome	Teacher's questionnaire results Areas in which teachers noticed Improvement or significant improvement include Children's ability to:	Children's questionnaire results.	Facilitator observations	Children's interviews.
S E L F & O T H E R S	Think creatively and independently,	"Come up with creative ways of perceiving and conceptualising things." - 40 out of 48 students improved	Confidence increased slightly between week 1 and week 8: <ul style="list-style-type: none"> 'A lot' moved from 40 – 46% 'A little' moved down from 5% to 0%. Just under half the pupils said they felt 'quite confident' in week 8 (week 1: 55%, week 8: 49%) 	<p>"H referring to the boat game -It was good to exercise the imagination." It is something he hasn't done for very long- he said".</p> <p>F" I do not receive compliments very often, it made me feel good". "</p> <p>M. " I receive compliments only from my family. It made feel special to hear that I am good at drawing by my friends".</p>	
	Learn independently and as part of a group,				"I've learned to let everyone talk, from when we were doing the boat game (at the start of the sessions we played a game where the children had to rescue words/phrases in a shipwreck, which we then used to make the group agreement). And also to try everyone's ideas."
	Make informed choices and decisions and develop informed ethical views				
	Work with others			<p>"I have learned a bit more about my friends.</p> <p>Th. noticed that many had in common the animal instinct of the Monkey</p> <p>"The whole discussion on how to establish how we decided who is</p>	"[My favourite part was] unfinished sentences. It was nice to learn about other people's favourite things."

				going to take the turn in the middle. T. R. D. have contributed on the reflection. A D. propose that teacher had to choose. When told them that teachers will not choose, they thought that going around the circle the person next to the teacher plays in the middle. when observed that people move around in the circle, they thought to use the register. We all know our number T, said "we are sitting according to the register order." R. said " it is true".	
	Ingenuity, creativity, leadership				
E M O T I O N S	Relate to others and manage their emotions	"Consider others' feelings and needs when making decisions." 5 out of 48 pupils significantly improved	<p>Do you know when you feel... (week 8 compared to week 1):</p> <ul style="list-style-type: none"> Happy: 'yes' up by 2 percentage points from 72 – 74% Sad: 'yes' up by 6 percentage points from 76 – 82% and 'no' down 4 percentage points from 7 – 3%. Angry: 'yes' up 4 percentage points from 76 – 80%. <p>Are you able to express...(week 8 compared to week1):</p> <ul style="list-style-type: none"> Happiness: 'yes' up by 1 percentage point from 53 – 54% and no down 2 percentage points from 9 – 7%. Sadness: 'yes' up 6 percentage points from 39-45% and 'no' down 10 percentage points from 17 – 7%. <p>There was a noticeable improvement in children finding ways to make themselves feel better when they are angry:</p>		<p>"My brother can get quite annoyed. If he calls me and I go into his room to talk, but then if he gets angry, I just leave the room, I don't stay and get annoyed."</p> <p>"When I'm angry I go and lie in my room and I get calmer. I think of happy things and that calms me down."</p>
	Self awareness			During the review, talking about the puppet and puppeteer activity, we heard comments like:" it was weird" "it was funny" "it was interesting to share feelings" " it was good to share about anger"	"When people, if they make you angry, you can tell them you don't want them to do that. And I learnt from the session about listening, when you get interrupted and you don't feel very nice. And if you're getting bullied, you know what to do, you can chat to someone."
	Assess risk and make informed decision				

			<ul style="list-style-type: none"> • 'Yes, when I feel angry I have ways to make myself feel better': up 9 percentage points from 36% to 47%. • And 'no I can't make myself feel better' moved down from 21 – 12%. • In both week 1 and week 8, 41% of children said they sometimes knew how to make themselves feel better when they were angry. <p>There was a noticeable improvement in children understanding how others feel:</p> <ul style="list-style-type: none"> • 'Yes, I understand how others feel' improved from week 1 to week 8 by 9 percentage points from 37 – 46%. • 'No, I don't understand how others feel' decreased by 4 percentage points from 7-3%. 		
C O M M U N I C A T I O N	Communicate own beliefs and view of the world.			M. " I have learned that I have to listen better" " it was challenging. I usually do not share much"" it was helpful to know how other people act and behave when angry. I know now how to help".	
	Understand and relate across difference.				
	Communicate in different ways and in different settings.				I learnt more about listening and talking."
S K I L	Link and apply different				Acting out from the pictures and putting them into a scene. It was really fun because you could make up how the

L S T o M A N A G E C O N F L I C T	types of learning in new situations		Children were also more able to sort out problems with others by week 8, according to the data:		play went, and everyone else was doing the same thing in their groups. There was a picture and anything could happen."
	Solve problems	<p>"Communicate clearly when experiencing conflict" 4 out of 24 pupils significantly improved</p> <p>"Solve problems peacefully" 3 out of 24 pupils significantly improved</p>	<ul style="list-style-type: none"> • 'Yes, I feel able to sort out problems with others' went up by 9 percentage points from 25 – 34% of children. • 'No, I don't feel able to sort out problems with others' went down by 3 percentage points from 13 – 10%. 		
	Apply critical thinking in new contexts		<ul style="list-style-type: none"> • However, the majority of children remained somewhere in the middle of these two. 59% of children said they could 'sometimes' sort out problems with others in week 1, and 56% in week 8. 		

Over the 2018-2019 period we had planned to deliver Cooperative Games sessions to more class groups. This plan shifted when we realised that we did not have a solid enough pool of facilitators ready to carry out the work. Thus this period has been focussed more on team and skills building so that we are now in a better position to carry out delivery of the work.

Collaborative Classrooms

Collaborative Classrooms (CC) emerged from the above work as an element of PeaceBuilders which is both an embodiment of the team practices we have been integrating, and a step on the way to offering a whole-school-approach to Collaborative and Restorative Practices. CC integrates learning from peer programmes offering many of the same approaches and tools (Nonviolent Communication (NVC), Restorative Practice (RP), Peer Mediation) and has been developed in collaboration with peer programmes, whose feedback on our initial draft has been integrated into the offering that will be the pilot programme.

Feedback from peer programmes includes a general sense that teachers will get onboard with the title, and appreciation for clarity about who the potential players are. There are concerns about:

- How we will work collaboratively with the adults and children given the overall power-over nature of school classrooms,
- How we will respond to negative feedback from teachers/schools,
- How we will maintain collaborative fidelity between our team and with children and teachers,
- How our framework of restorative practices has elements of community building to complement conflict resolution.

Collaborative Classrooms will be piloted over 2020. Where we had originally planned for this to happen through 2019, the necessity to 1) effectively maintain the cooperative games programme and 2) begin to create the conditions within the team where this work could be actualised, made it necessary to focus on team development, staff training, and integrating the new structures that support the cooperative games programme continued functioning. The 2020 pilot will be a phase of experimentation where PeaceBuilders facilitators will gain real-time understanding of what is doable within the team's capacity, skill, and what of our design works and doesn't work for schools. PeaceBuilders plans to introduce Collaborative Classrooms in one classroom at a time so as to create ambassadors for the work within the schools based on the experience and inspiration of individual classes. Initially, this will also be a way of building capacity in the facilitators to do the work. In this way we plan to build gradually towards a whole school approach.

The pilot will be coordinated by Fiona Oliver-Larkin who has been with the Cooperative Games programme since its beginning and has also been a co-developer of the Collaborative Classrooms element of PeaceBuilders. She is Steiner teacher trained, a practicing teacher and has a beginning embodied awareness of what it means to build systems, a key part of the CC project.

Discussion “Weaving it all together”

The different elements of the developing PeaceBuilders programme weave together in a way that mutually support and strengthen the whole. In this section I give an overview of where this weave is strong, where there are weak points, how this is impacting the effectiveness of the work we do, and some next steps towards further strengthening what we have created.

“Shoring up” the Cooperative Games programme has been highly successful. The programme now operates within a structure that is more deeply aligned with and evaluates itself against the curriculum throughout it’s design. Where the results show “weak links” are in the following areas:

- Improving communication
- In session observations
- Receiving the childrens and teachers evaluations

Improving communication.

Improving Communication provides skills that are the conduit for the other aspects of the programme and so is an important piece. It gives the children the experience and sense of possibility of flexibility in different contexts of relating. Delivery of this element of the programme requires that the facilitator has this flexibility integrated into their own skill set.

Improving in this area is a matter of increasing facilitator’s own practice and skills and developing further the repertoire of games that embody these skills.

In session observations

By looking at the observations in the facilitator session evaluations alongside the record of Facilitators’ attendance of those training sessions that addressed pulling out the observations that the work we did on integrating awareness and skills around this element has a significant positive effect. It is also clear that where facilitators have not attended these trainings, there are holes in our team’s capacity to understand the effectiveness of the work and thus it is less doable to evaluate and see how to grow and learn together. Development of this skill is already woven into the new facilitator training. It is clear that the overlap between the old system in which the current facilitators were onboarded and the new more integrated system has not adequately *caught* the old facilitators in ensuring that these skills are up-to-speed with how we are now operating. In the next phase, it will be necessary to focus on these skills being passed to old facilitators to increase the robustness of the programme. This is a task to be held by the Project Coordinator and Mentor (Fiona and Louise) to map out which facilitators have missed key bits of information and integrate a way for them to get it.

Receiving Childrens and teachers evaluations

We received a total of 3 complete sets of evaluation data back from the 7 schools we worked in. This does not provide us with sufficient data by which to understand the effectiveness of the project and make decisions in terms of onward growth. It is important that we find a way to integrate a workflow that more reliably means we receive this information. One way to find out how to best do this is to ask teachers what they see as the best way to do it (e.g. perhaps by extending the first and last sessions for the facilitators to do this piece rather than the teachers) This will be a task for the Programme Coordinator.

Team development

The work we have done to develop systems creates a foundation which, when activated, will support the team in both further embodying the purpose and values of the work, increase the overall co-holding and integrity of it, and enable integration of each person's wisdom and learning into the development of the project. At present the systems are not fully activated. In the next phase it will be important that the systems get activated (embedded into tangible work-flows). At this stage, only information flow in its current form is fully activated. Ways of activating other systems which would be doable at this phase in the project could include:

- Further activate Purpose and Values by:
 - Creating an ethics agreement among the facilitators for their work in schools - this could also then be shared with schools.
- Activate the conflict system by:
 - Developing the repertoire of communication and listening games in play & connect days that will build skills to also be used together by the facilitators with one another.
 - Practicing with the restorative questions in play & connect days.
 - Holding circles.
 - Make sure people are aware of the system and who to reach out to and how if they need support.
- Activate the decision making system by:
 - Introducing the advice process at play & connect days.
 - Create a decision making matrix detailing areas in which decisions need to be made and a 5 point scale by which people can indicate the importance to them of being involved in those decisions. I.e.
 - 1 = I am responsible for this area,
 - 2 = I want to be actively involved in making decisions
 - 3 = I want to be asked for advice
 - 4 = I want to be informed only
 - 5 = I have no need to be asked or informed at all.
 - For individuals to work as much as possible *with* someone and not do work alone.
- Activate the feedback system by:
 - Those in structurally higher power positions requesting feedback from those with less structural power.
 - The mentors holding 360 degree feedback with facilitators to role model how to do it after sessions.

In the mid to long-term, the integrity of the project would be further supported and upheld by the Peace & Justice Centre taking on the work of clarifying its purpose and values and developing systems and structures that tangibly support the actualisation of its vision. PeaceBuilders coordinators would then be able to give more energy and attention to maintaining the nuts and bolts of the PeaceBuilders project, while it's integrity is supported more actively and systemically by the greater whole of the organisation. At present, coordinators are holding both of these elements, within a structure that supports it fully at the level of relationship, resonance and support of vision, and not at the systemic level.

The success of Collaborative Classrooms will be dependent on the extent to which the PeaceBuilders team is supported to stand within its integrity as a team by the Peace & Justice Centre and the team's commitment to further practicing and integrating the skills developed in the in-service training days over 2019. At present, there is a need for deeper integration of NVC, Restorative Practices and Convergent Facilitation within those facilitators who will be holding Collaborative Classrooms.

Longer term plans would be supported by more extensive strategic planning and could include the following:

Mid-Term (1-2 years)

- Assessing the facilitators skills and competencies, using the reality of what we have as a way to plan in which schools we work, and searching for new facilitators with specific skills where we want to grow in the direction of serving more schools in areas of deprivation.
- Making plans for the year ahead to give more spaciousness around planning and facilitator schedules and more definite predictions to funders.
- Develop a more cohesive overall structure for evaluating the project according to its purpose and integrate this structure and work-flow into an "evaluation team"
- Create criteria for which schools we work with according to purpose (rather than according to which schools say yes), in this way we can create more specific targeting relative to *why* we want to work with them and so increase the possibility of a "yes".
- Understand where within the project as it is there are tensions and create a plan for attending to them over time.
- Increase the invitation and resources for facilitators to step into other roles (marketing, blogging, offering mindfulness)
- To introduce sociograms into the Cooperative games sessions to evaluate and understand more how the relationships between children are affected by the work.
- To begin exploring how the project can extend outside of Edinburgh and possibly outside of schools.

Long Term (3-5 years)

- Develop additional outputs within the programme
 - Increase the scope to deliver to targeted groups outside of schools.
 - To create an online programme in support of PeaceBuilders using [Teachable](#).

Conclusion

Overall the PeaceBuilders team have done extensive work over 2019 to bring greater integrity into the Programme. Though it is not possible to compare and see growth from 2018 because of the unreliable nature of the 2018 evaluations, what is possible to see from this 2019 evaluation is that, with its now more explicit focus on purpose, Peacebuilders has a structure for evaluating its work that will effectively support upcoming growth in service of those it works with.

Strategic recommendations

An integrated team contributes to more learning and growth overall.

Make sure that the whole team is up-to-speed with current modes of working (workflows & practices) so to increase the continuity of work in schools and provide more reliable outcomes toward an effective end-of-year evaluation and long-term growth of the project.

Integrated foundations makes for increased stability and reliability.

Begin to make plans toward whole organisational transformation, so increasing the foundational support to PeaceBuilders over time and contributing to increased depth of service of this work.

Realistic goals produce more satisfying outcomes.

Make decisions about onward direction of the project and who it serves relative to its purpose and capacity of the team. Any ways in which the project moves in a direction that the team does not have the capacity to hold are not sustainable.

Appendix

1. [Organisational Foundations](#)
2. [PeaceBuilders New Facilitator Training Certificate](#)
3. [New Facilitator Training Journey](#)
4. [Evaluations Alignment with the Curriculum](#)
5. [Children's Questionnaires](#)
6. [Facilitator Session Evaluation Form](#)
7. [Manual](#)