



# CIVILIAN PEACE SERVICE CANADA (CPSC)

## Developing a Path for Young Peace Professionals

The One-day Youth Workshop, Feb 17, 2011, laying the foundations of peace professionalism, was the fifth in a series of workshops and consultations sponsored by CPSC. supporters:



**(NOTE TO WORKSHOP PARTICIPANTS: This report caters to a wide cross-section of your needs. E.g.**

- Workshop participants identified “silos” as a problem. For this reason Appendix A provides a very detailed alphabetical listing of organizations, representatives, and some of their youth-related activities. It could also form the hub of the proposed Peace Professionals Network.
- For those interested in tangible information to pass on to youth: Annex C provides the Peacebuilding Wheel and its detailed list of related career paths.
- Flip-chart information is on page 17
- Detailed notes from small group discussions are in Annex D)

**\*Your comments, please, to [evelynvoigt@rogers.com](mailto:evelynvoigt@rogers.com)**

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**Civilian Peace Service Canada (CPSC)**  
**Youth Engagement Workshop: “Developing a Path for Young Peace Professionals”**

In cooperation with YOUCAN, Canadian Institute for Conflict Resolution (CICR),  
Canadian Department of Peace Initiative (CDPI), The Canadian International Institute of  
Applied Negotiation (CIAN),  
Ottawa, Feb 17<sup>th</sup>, 2011

**Path to Peace Professionalism:**

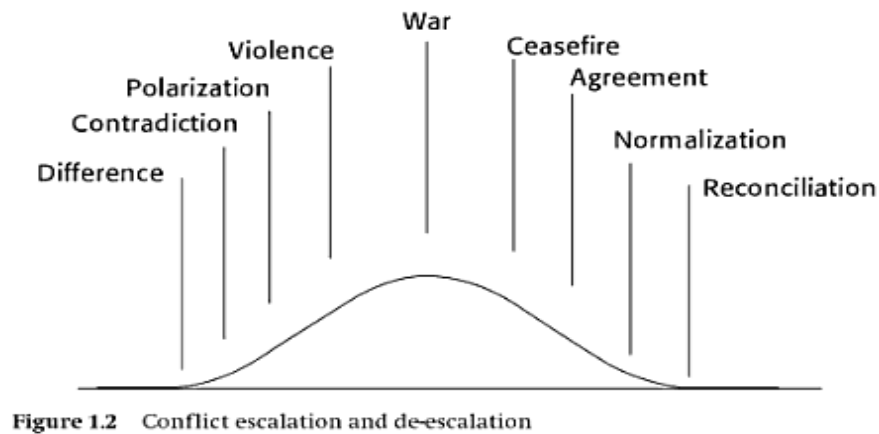
On a daily basis, young people ask how they can become involved in making our world (our neighbourhoods, communities, Canada and abroad) a safer one. Their desire for a career in this cause is great; and the need is great. Unfortunately, there is no clear path for youth to pursue such a goal. This is because to date, in Canada, there has been little broad collective thought given to developing such a path.

On February 17, 2011 the Civilian Peace Service of Canada (CPSC) workshop brought together leaders from youth, non-governmental, political, government, business, labour, and academic organizations to consider, consolidate and lay the foundation for the development of a national strategy to build a career path for young Canadians. Much as we now have a path for Canadian youth to work as armed forces cadets, so we seek to provide a model for Canadian youth to work in a Civilian Peace Service, on conflict resolution, community development, and peace building both at home and abroad.

**Goal of the Workshop:** To lay the groundwork for a Civilian Youth Peace Service (CYPS) program. This program would train youth in the competencies of nonviolent conflict management and provide career opportunities for employment in community development, peace and civil security. Youth is defined as those between 15 to 30 years of age. Three key areas were explored:

- 1) What is being done now, and by whom, in the area of youth engagement in conflict resolution, community development and peace building?
- 2) What options are available to building a clear path for young Canadians to become “peace professionals”
- 3) Next steps forward in building a national path for youth interested in becoming “peace professionals”.

**Figure 1. Strategic Peacebuilding Pathways** (Ramsbothen, O., Woodhouse, T. and Miall, H. (2005). *Contemporary Conflict Resolution.* ( 2<sup>nd</sup> ed.). London: Polity):



**Evaluation of the Workshop by Participants:** The responses were overwhelmingly positive, as shown by the workshop ratings (Appendix E). Most of the positive feedback concerned the opportunity to network with a like-minded, but diverse community. It is clear that most, if not all of the attendees were inspired by one another for the possibility of new and creative ideas. This was an opportunity to commit to taking action and following through. There was a great deal of enthusiasm for a follow-up event, building on the fruits of the day.

A need for more focus and clearer objectives at the start of the day, as well as a need for more direction and focus in small groups came up as constructive criticism. There was also a good level of concern for the absence of young people present, leading to questions of how to engage youth in these initiatives.

According to the feedback, the day was well organized, well facilitated and definitely created energy for more of the same. As one comment said ‘this is potentially history in the making’!

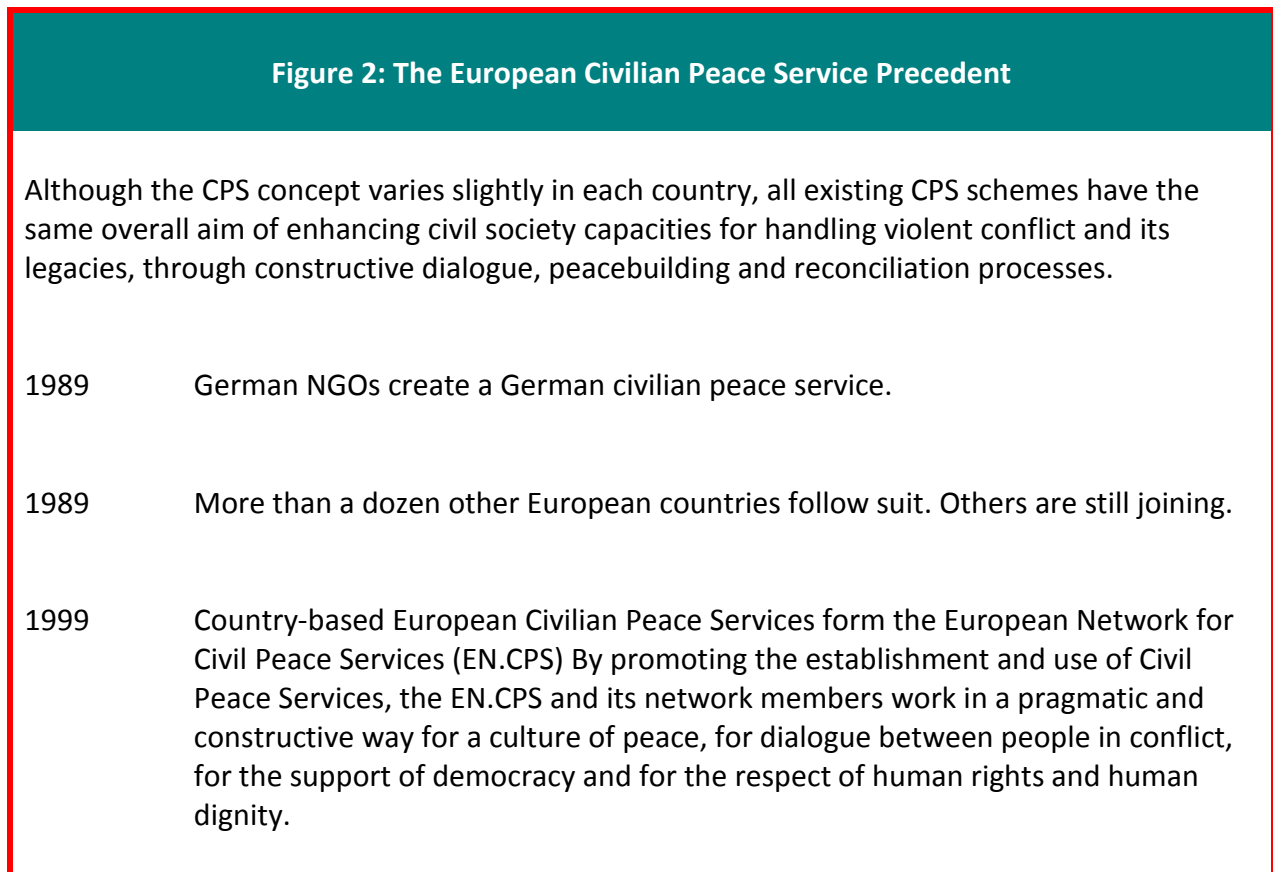
**The Genesis of the Civilian Peace Service Canada (CPS):**

Six years ago, a small group had a vision that Canada should have a professional cadre of peace workers, trained, available in bigger numbers, and internationally as well as domestically deployed.

It would not take away from the excellent work being done by Canadian peace workers all over the world. Rather, it would explore how to elevate their profile; it would both formalize and attest to their needed competencies to work in the field; and it would create a cadre of peace professionals who could be called on at short notice to serve in areas of domestic and international conflict.

In 2005, they formed the Civilian Peace Service Canada (CPSC), patterned after the European precedent. Furthermore the whole concept of a professional civilian peace service is woven into one of the 5 pillars of the Canadian Department of Peace Initiative (CDPI) with whom CPSC collaborates closely.

Figure 2: The European Civilian Peace Service Precedent:



Based on extensive research, the CPSC realized that there was no international standard for assessing the credentials of peaceworkers; and ultimately took on the task of creating a methodology for assessing and accrediting Peace Professionals. (See Figure 3, Genesis of CPSC, for details.)

First CPSC had to answer the question: What is a peace professional? The definition of a core set of required values and competencies for Peace Professionals emerged from a 2007 CPSC conference. The conference was attended by Dr. Johan Galtung, the ‘Father of Peace Studies’ (who first coined the term Peace Professional).

Over the last 5 years, workshops and conferences were held to develop and test a methodology for assessing and ultimately accrediting CPSC Peace Professionals. The cutting edge CPSC methodology continues to embrace both competencies and, more controversially, values.

Figure 3: The Genesis of the Civilian Peace Service Canada:

Figure 3: The Genesis of the Civilian Peace Service Canada (CPSC)	
2004	A small group envisions a professional cadre of Canadian peace workers
Feb. 2005	CPSC, with the Canadian Department of Peace Initiative (CDPI), hosts an <b>International Civilian Peace Service Consultation</b> (with European and Canadian peace, human rights, as well as development NGOs) to explore the concept and mandate of a Civilian Peace Service in Canada.
2005-	CPSC focuses on the <b>accreditation of Peace Professionals</b> .
2007	CPSC hosts, with CDPI, " <b>What is a "Peace Professional?" Conference</b> , attended by the “father of peace studies” Dr. Johan Galtung
2008,	CPSC develops a groundbreaking assessment methodology for peace professionals
2009	CDPI, with CPSC conference: " <b>Women in Peace</b> " to address and honor the specific needs and contributions of women in peace
2010	CPSC successfully completes a pilot assessment to test its cutting edge methodology and accredits the first two CPSC Peace Professionals.

The work of the CPSC has culminated this year with a tested accreditation process that has produced its two first accredited peace professionals in Canada – Dr. Ben Hoffman and Yves Morneau.

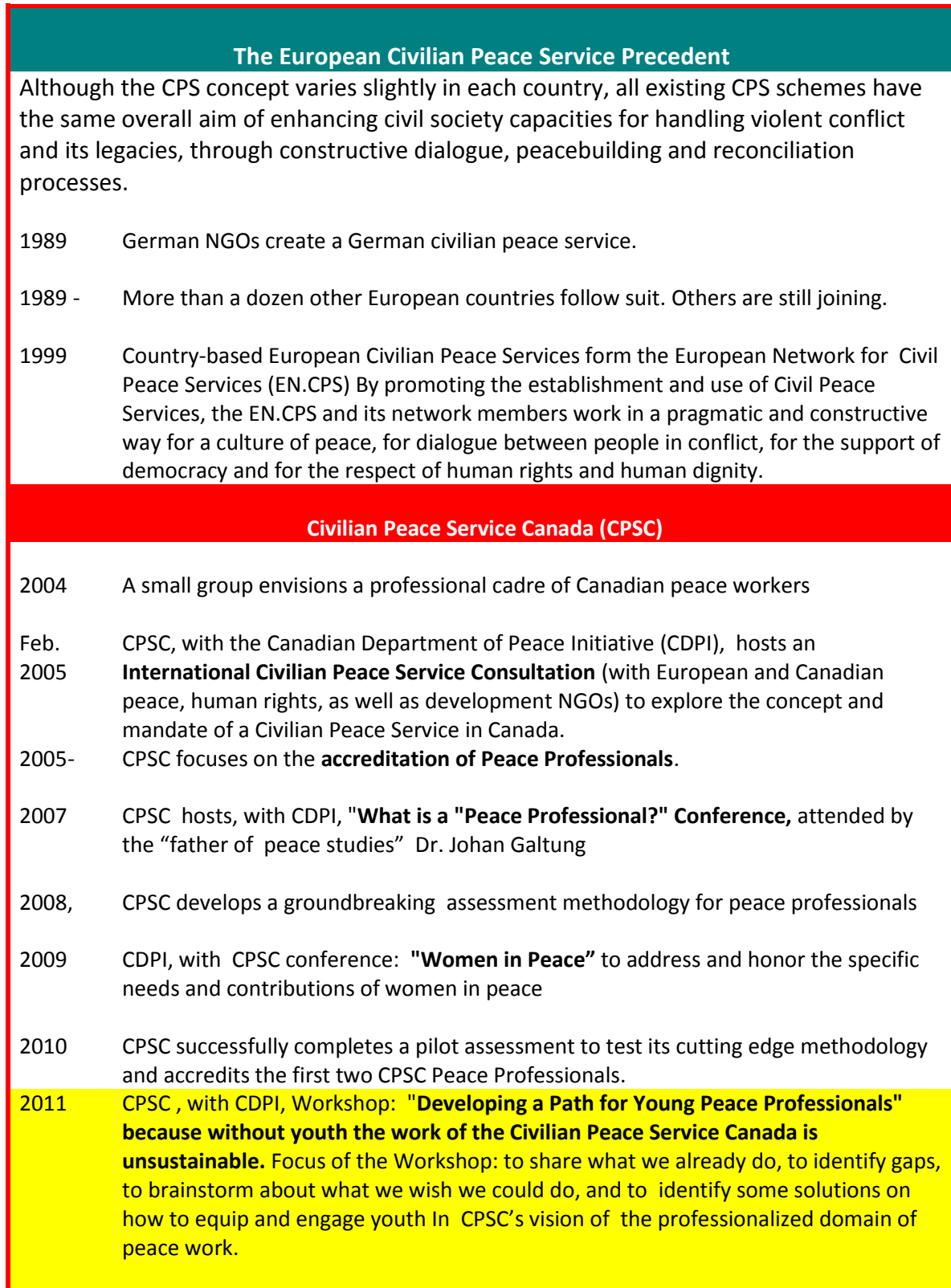
The accreditation process itself has been well received and is acknowledged as both cutting edge (evaluating values) and intensive – CPSC has just released a report of its pilot process and currently has several applicants in waiting to go through the accreditation process.

**Figure 4.: What is a CPSC Peace Professional?**

(The diagram below is a modified version of the Peacebuilding Wheel developed by John Paul Lederach and Katie Mansfield)

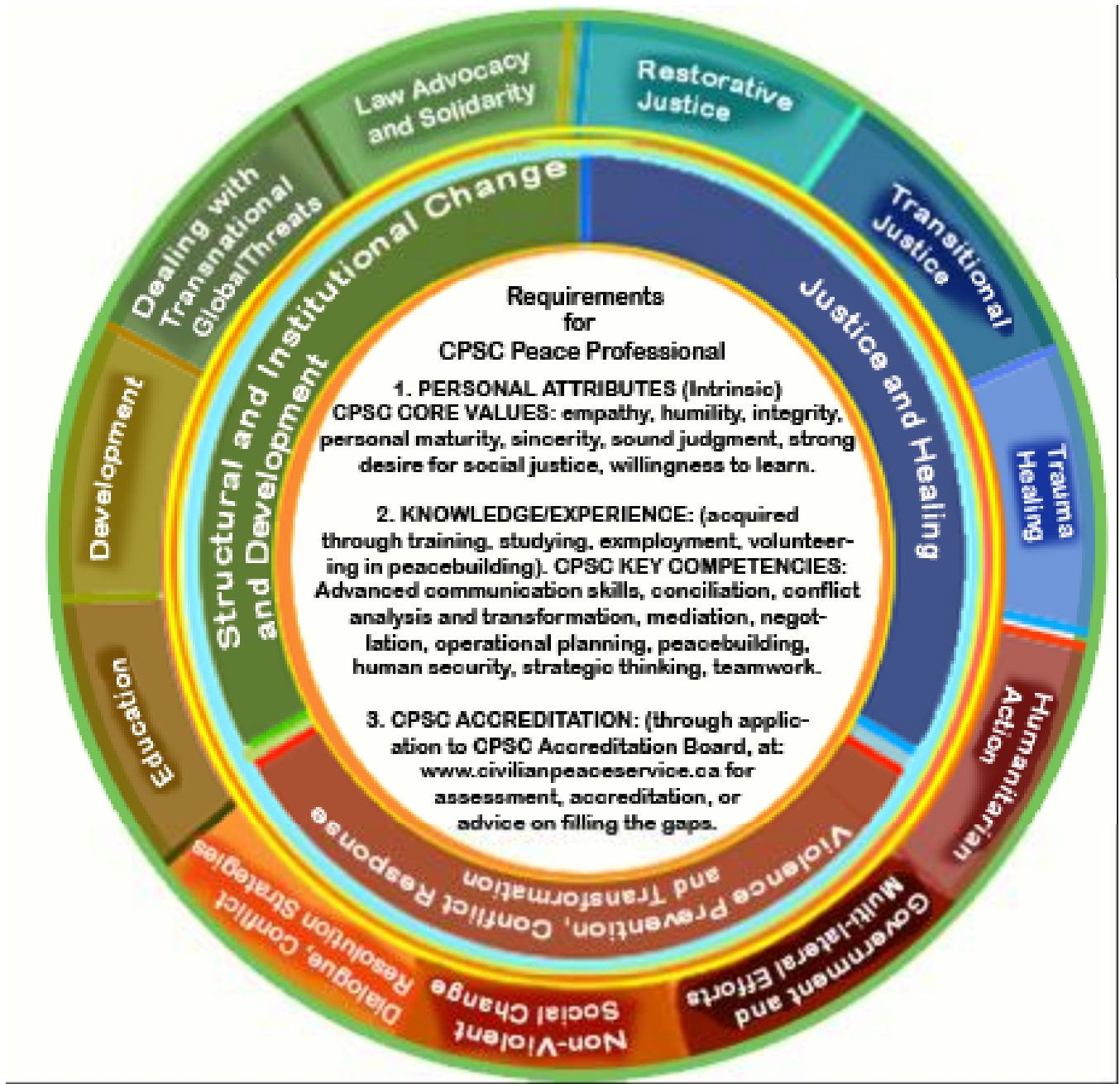


**Figure 5: CPSC Background At a Glance:**



**Figure 6: Requirements for CPSC Peace Professional Accreditation:**

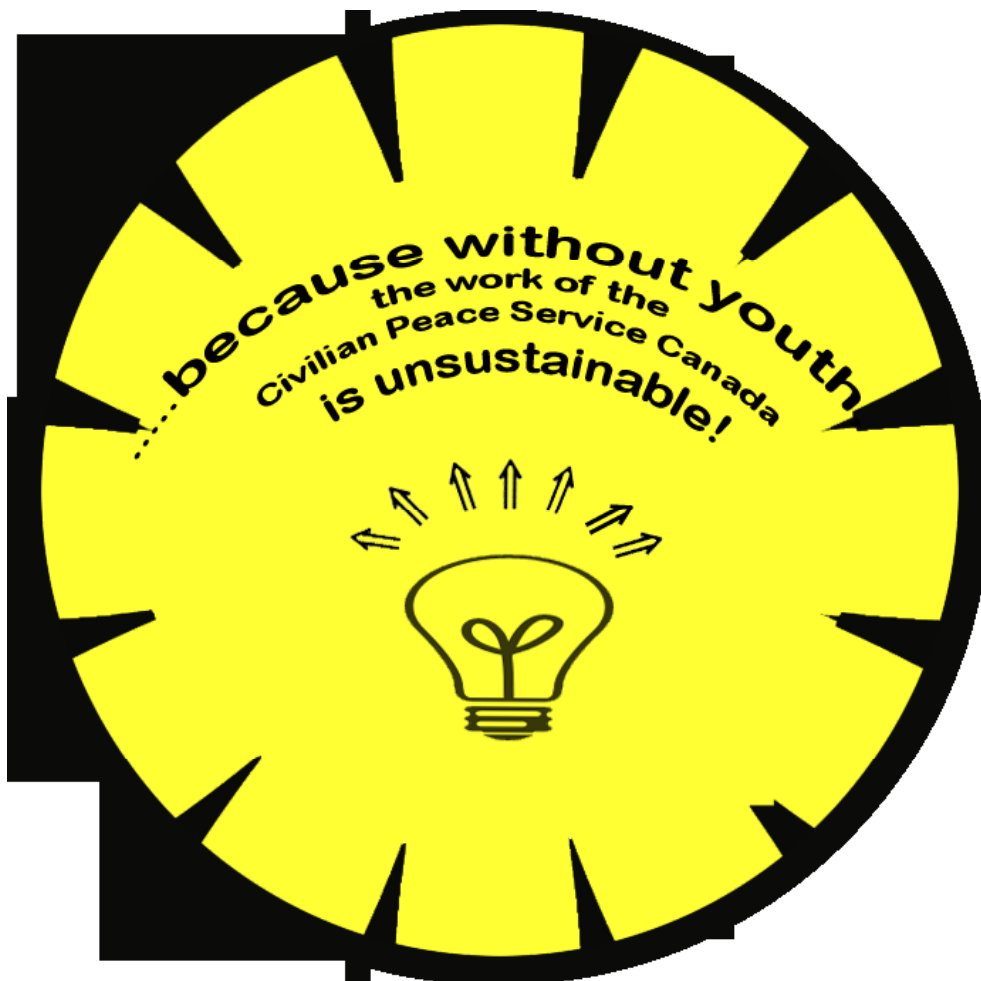
To qualify as CPSC Peace Professionals, qualified peace workers drawn from the fields identified by Lederach and Mansfield in the Peacebuilding Wheel (see below) **have additionally met a professional peace profile embracing values and competencies set by the CPSC.**




## Rationale for a CPSC Workshop on developing career paths for young peace professional?

What has become clear is that to have a sufficiently large and viable cadre of peace workers, who can be deployed both domestically and internationally, CPSC needs to pay attention to who the future peace workers will be – who feeds this process and what are the career paths to work in this field? At a conference in 2009, CPSC focused on how to involve more women in the field. On February 17, 2011, CPSC explored how to draw in youth, without whom the whole idea of professional peace service is unsustainable.

### Figure 7: Why Did CPSC Hold a Workshop on Developing Career Paths for Young Peace Professionals?



**Figure 8: Introducing the Peacebuilding Wheel:**

<p><b>Ashley Moore</b> (Graduate student at Royal Roads University, associate with MDR Associates, and key organizer of CPSC Youth Workshop):</p> <ul style="list-style-type: none"> <li>○ <b>Introduced the Peacebuilding Wheel</b> developed out of Notre Dame University, by John Paul Lederach and Katie Mansfield in response to questions about the field and a desire to advance understanding of peacebuilding practice beyond the focus of its many specialized subfields. <b>For example: What are the potential career pathways for a strategic peacebuilder? What does the whole field of peace-building practice look like? Where do I fit in? What are the potential career path-ways for a strategic peacebuilder?</b> It illustrates the field’s main components and subcomponents and their relationship to each other. (Further details in Annex D)</li> <li>○ <b>Asked workshop participants to place their organizations in the appropriate field*</b> and then break into working groups accordingly to answer three questions:             <ol style="list-style-type: none"> <li>1) What is being done now, and by whom, in the area of youth engagement in conflict resolution, community development and peace building?</li> <li>2)What options are available to building a clear path for young Canadians to become “peace professionals”</li> <li>3) Next steps forward in building a national path for youth interested in becoming “peace professionals” .</li> </ol> </li> </ul>	<p style="text-align: center;"><b>The Peacebuilding Wheel</b></p>  <p><b>The inner circle</b> highlights the three major areas of strategic peacebuilding: 1) efforts to prevent, respond to, and transform violent conflict; 2) efforts to promote justice and healing; and 3) efforts to promote structural and institutional change.</p> <p><b>The outer circle</b> highlights sub-areas of practice and career focus within those three areas. For each of these sub-areas, a variety of individual career pathways are proposed. See Annex D for details.</p> <p>(*see Figure 9: Conference Participants)</p>
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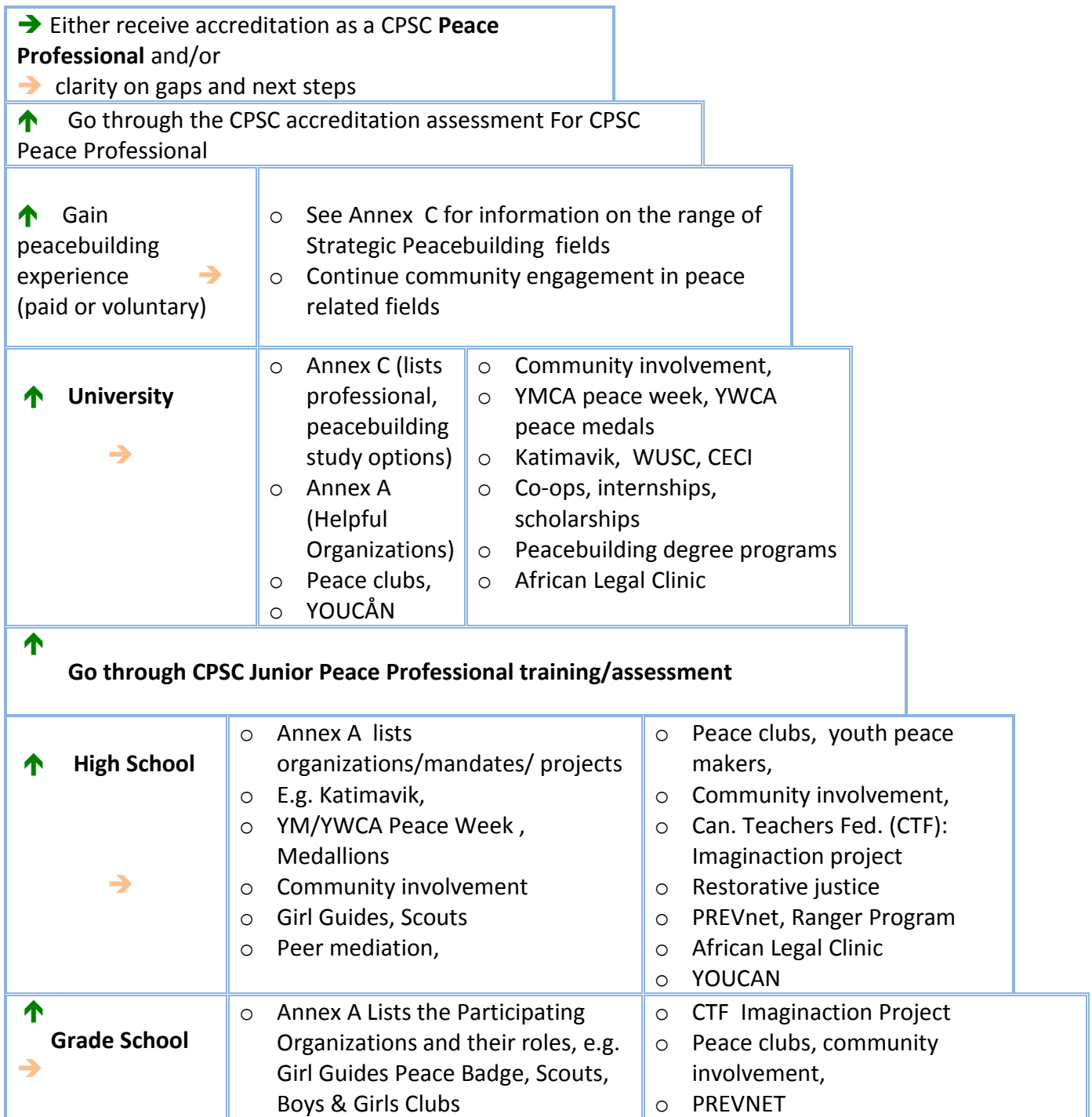
**Figure 9: Strategic Peacebuilding fields the CPSC Youth Workshop Participants are involved in.** (Lederach/Mansfield’s Peacebuilding Wheel below demonstrates the impressive turnout at the CPSC Youth Workshop of nationally and internationally active organizations, and their respective areas of focus). See also **Annex A, Participants** for details on who they are and what they are doing).



What options are available to building a clear path for young Canadians to become “peace professionals”? Also, how to generate the excitement that would actually make youth want to enter the peace profession? To answer these questions, participants were asked first to list what is currently being done.

In cooperation with: YOUCAN, Canadian Institute for Conflict Resolution (CICR), Canadian Department of Peace Initiative (CDPI), The Canadian International Institute of Applied Negotiation (CIAN), Ottawa, Feb 17<sup>th</sup>, 2011.

**Figure 10: Clarifying Steps in the Career Path for Youth to Becoming Peace Professionals:**



**Annex A** provides a detailed list of participants and the mandates of their respective organizations. The following is just a small sampling of more specific initiatives being undertaken by participants, related to conflict resolution, community development, and peacebuilding:

- PREVnet – anti-bullying (including cyber bullying) campaign;
- Girl Guide Peace Badge;
- Ontario Junior Ranger Program 17-24 year-olds maintain the park, Global Action Themes (Millennium Development Goals),
- Canadian Teachers Federation – Imaginaction (including its international application), teaching teachers how to discipline children; helping with critical thinking and social action on major issues (e.g. homophobia).
- Carleton Graduate Certificate in Conflict Resolution;
- YMCA, YWCA Peace Week (with 20,000 participants) and awarding of 100 Peace Medallions to people who are active in their communities;
- The Canada Expedition (TCE) – Developing Human Potential Pilot with 11-13 year olds to explore peace. Conflict resolution, restorative justice initiatives with youth (particularly in B.C. and the Prairies);
- Youth peacemakers.
- N.b. Today’s children themselves have incredible national and international access to information at their fingertips through technology (more than a Harvard graduate a few years ago). They are not bonding with adults or authority.

## **GAPS IDENTIFIED BY DISCUSSION GROUPS:**

### **On Legal/Justice issues**

- Coordination vs. competition
- Disconnect between the dream and what can be done in reality
- Vertical Gap (Grassroots vs. High Politics)
- Getting the word out (through media, share peace initiatives)

### **On Drawing Youth into Peace Professionalism**

- Are we trying to professionalize peace building?
  - Need a formal professionalized process
  - Need a clear career path
  - Learn from other professional paths
- Create a network/inventory

### **On Engaging everyone to participate:**

- Build on international experience
- Go from local to national
- Establish Peacebuilding Curriculum (for formal and informal education)

- Clubs and other creative options
  
- A strategy that is as wide as possible, a wide overarching body
- The 211 line: Directory where all of the actors in the peace field can be found
- Form an HR council
- A widely accepted definition of Peace Professional.

### **On the Education System**

- Organizations work in silos. We don't know what everyone is doing.
- Create mechanisms for coordinating the integration of youth in peace buildings (coordinating the organizations)
- Need for a paradigm shift – from episodic to institutional. If we want something different, we have to do something different
- There is a two-pronged process in peace education: internalizing the information and choosing a career path
- Need for a network using Global patterns of coordination, social media: Kids themselves are going onto TED, Youtube. Blog with group. Very literate and very connected. We need to understand what systems they are using to organize themselves
- Use this work shop as a nucleus for a network for practical opportunities, a network providing information to guidance counselors on peace opportunities.
- Need schools to connect more with other institutions. Schools connect with other schools, not necessarily with NGOs and NGLs.

### **The Youth Workshop Challenge: To start mapping out what it will take to both build capacity in our youth and to engage them in peace work:**

Participants were invited to challenge and stimulate the CPSC on how to connect with youth and what it might take to better equip and engage them. By the end of the workshop, organizers hoped to sketch out a road map and maybe even have workshop participants commit some of their own time to move **tangible yardsticks forward, in relation to:**

- 1. A career path for youth to become peace professionals;**
- 2. How to engage youth and spark their interest; and**
- 3. How to make careers in this field accessible to young people?**

### **The following responses were presented to Plenary on Flip Charts by workshop participants (Annex E elaborates on these points through notes taken during the small group discussions)**

#### **Building a Culture of Peacebuilding**

- Develop a path
- Provide Learning Objectives

- Civic engagements -- institutional, not episodic
- Need to clarify the Objective: What is a peace professional? A peacebuilder?
- Are we talking about a ‘new’ profession – in a sectoral way?
- Are these jobs already identified, or do we create them?
- If it is a profession, it would need a union to oversee the profession.

**Figure 11: CPSC Needs to Create a National Peace Profession Strategic Plan:**

(for a detailed narrative of this discussion, please refer to Annex D National Strategic Plan)



**Common Themes:**

- Peace education is two-pronged:
  - 1) Internalizing peaceful interaction (behavioral);
  - 2) Choosing career paths
- Prevention, early intervention,
- enabling/broadening voice of youth to be heard,
- we are at war, crises identifiers,
- need and push element,
- Advise kids on career paths working to prevent conflict,
- peer models; need coordination in place of competition

- Global patterns of cooperation
- Youth vs. other generations
- Capitalize on what is available ;
- Utilize the digital rather than the paper world (different access to information leads to difference in how youth relate to each other).
- Do adults need to step aside?
- Youth dreams of what can be done and is disillusioned when adults do not respond to their ideas and energy.

### **How to make the Strategy as far-reaching as possible:**

- Use today’s participants as a springboard for: networking; awareness building (mutual support); and learning
- Media awareness network (how to interpret the message)
- Central point to co-ordinate infrastructure and decision process
- Make youth part of the design team; youth must feel they are being taken seriously; it must be a real power balance
- The design team must meet the needs of all stakeholders
- Look at best practices and build on them
- Experience and expertise is important
- Tailor the information to entry level into peace work
- Need professional standards. Benchmarks (there are at present no standards), codes of conduct.
- The sector has been voluntary for so long, that there is resistance to professionalizing it
- Engage people who are already active in the field, and pay them
- Identify and deal constructively with differences
- Keep it real, peacebuilding concisely defined,
- Coordinated advocacy
- Integrate peace professionals, peacebuilders into the government’s Requests for Proposal system
- Connectivity of Youth with Adults: What breaks this down: different mindset; inability of “older” generation to understand/use
- Use technology to get messages out: National Alliance for Children and Youth (NACY), Canadian Advanced Technology Alliance (CATA), Ted Talks, Social Network etc.
- Invest in the Human Resources Council to develop curriculum (useful and transferable skills –need practice, employment in real life)
- Develop 211 clearing house of organizations doing peacebuilding work in each province and municipality across Canada
- Create civilian mechanisms for deployment
- Create a roster of professionals
- Peace medallions (See YM/ YWCA, Annex A)
- Integrate “humanitarian” education into the education sector
- Set up a commission – all encompassing

- Civilian-military cooperation
- Start at the domestic level and build it up
- Keep in mind the changing role of teachers. They no longer impart knowledge, but rather teach kids how best to use it
- Understand and deal with what is causing the Silos/ turf wars: overlapping jurisdictions; competition, no coordinating tapestry; used to thinking in pockets/silos. Are these opportunities or obstacles? They are possibly changing, but slowly
- Address the gap between volunteering and making a living
- Shine spotlights on role models
- Use global patterns of cooperation
- Network

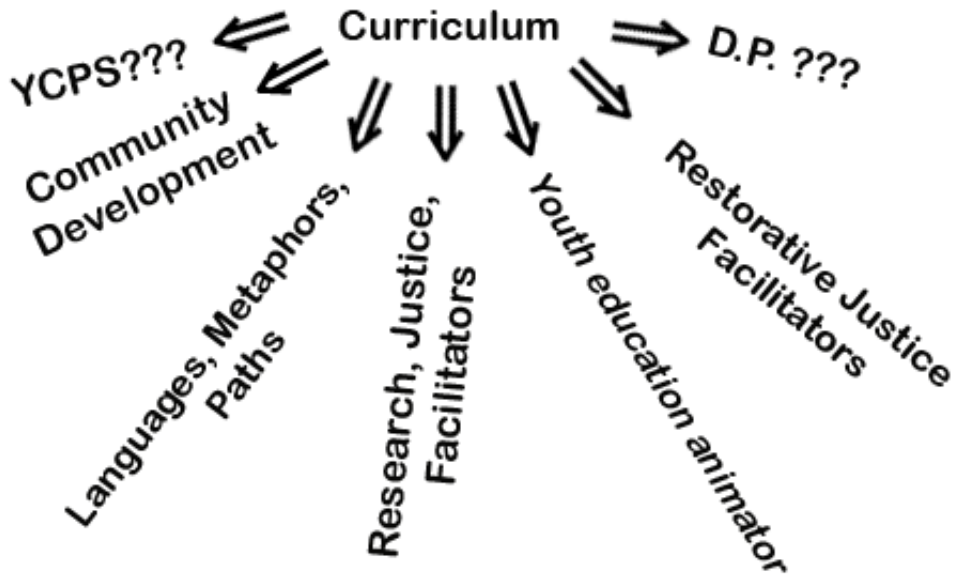
### **Funding Sources**

- Research
- Government, municipalities, corporations, individuals/Foundations ((e.g. Brian Bronfman Family Foundation), foundations working with Youth focusing on education
- Proposals need to have a clear focus on peace/education, clear concept and clear measurable outcome, impact, outputs
- Identify critical point of entry
- Funding (Make the links between “peace” and local initiatives)

### **Public School System contributions:**

- Need to integrate the mindset; Need to create a buzz at an early age.
- School Board to make peace studies a part of the curriculum (useful and transferable skills –need practice, employment in real life)
- teach conflict resolution skills (formal/informal)
- Teach conflict prevention/peace promotion/peacekeeping skills
- Hone values
- Build competencies
- Teach to dream boldly, while creating a realistic plan to go with it
- Provide a tool kit (on communication, civic engagement, “peacebuilding”)
- Provide tangible financial support (bursaries, subsidized education)

**Figure 11: Curriculum Development:**



**Resources:**

Peace pals	Schools	Mandatory curriculum	Peace Education Directorate	Ministries of Education made aware
Values – culture of peace	Awareness of Fundamental Applications	Philosophies of religion etc. that promote peace	Faith groups	Quebec
<b>Etc.</b>				

**Discussion on Current Gaps and what to do about it:**

<b>GAPS IN HOW BEST TO SERVE and DRAW IN YOUTH</b>	<b>IN THE SOLUTIONS BELOW, WHEREVER POSSIBLE: USE STUDENTS</b>
<p>No overarching Strategy to develop tangible career paths</p> <p>How to draw in youth</p>	<ul style="list-style-type: none"> <li>○ Make peacebuilding career resources available to student guidance counselors</li> <li>○ Start by looking at youth in Canada – we ignore this element -- need to involve youth, start in your community, give youth ownership</li> <li>○ Respect and utilize skills and experience that is offered and available</li> <li>○ Develop 211 clearing house of organizations doing peacebuilding work in each province and municipality across Canada</li> <li>○ Connectivity of Youth with Adults: What breaks this down: different mindset; inability of “older” generation to understand/use.</li> <li>○ keep in mind the changing role of teachers. They no longer impart knowledge, but rather teach kids how best to use it.</li> <li>○ Create overarching strategy to develop tangible career paths</li> <li>○ Include the syllabus and curriculum is mapped to desired career</li> </ul>
<p>How to get funding/ money into this realm</p>	<ul style="list-style-type: none"> <li>○ Generate collaboration among funders to make a real difference and legitimize a real area of philanthropy.</li> <li>○ Lobby government</li> <li>○ Sector to become more organized/ professional</li> </ul>
<p>Vertical gap between the leadership/government and private citizens;</p>	<ul style="list-style-type: none"> <li>○ Civilian Peace Service Canada, in collaboration with The Canadian Peace Department Initiative, is working to bridge this,</li> <li>○ Youth connected to Federal leadership</li> <li>○ Youth good news</li> <li>○ Convince government that we need a Department of Peace</li> <li>○ Shame leaders in a peaceful, constructive manner</li> </ul>
<p>Organizations working in Silos</p> <p>No Central point to co-ordinate decisions and infrastructure</p>	<ul style="list-style-type: none"> <li>○ Create a coordinating body</li> <li>○ harness workshop participants’ combined possibilities – Catalogue of Services</li> <li>○ We have knowledge to use and work on</li> <li>○ Synergy – Resources, combined possibilities</li> <li>○ Create partnerships, identify gaps and FILL them</li> <li>○ Brokering of opportunities (By people, by expertise, by interest)</li> <li>○ Create a web site</li> <li>○ Network of professionals</li> </ul>
<p>Episodic</p>	<ul style="list-style-type: none"> <li>○ Structural/institutional</li> </ul>

GAPS IN HOW BEST TO SERVE and DRAW IN YOUTH	IN THE SOLUTIONS BELOW, WHEREVER POSSIBLE: USE STUDENTS
<p>No meaningful way to collaborate with youth</p> <p>Need to gain their full participation and engagement</p>	<ul style="list-style-type: none"> <li>○ Make students partners</li> <li>○ Discussion group</li> <li>○ Regular workshops to exchange information</li> <li>○ News letter</li> <li>○ Research effectiveness / Invest in what we know works</li> <li>○ Partner with University researchers</li> <li>○ Provide information on research done/ and opportunities for research</li> <li>○ Tap into social media</li> <li>○ Clubs and other creative options</li> <li>○ Define and describe career paths</li> <li>○ Clubs (formal, informal, non formal)</li> <li>○ Summer camp youth</li> <li>○ Various locations in Ontario give leadership training</li> <li>○ Advocacy</li> <li>○ Programs Circle Keepers</li> <li>○ Schools</li> <li>○ Ottawa /other Police Services</li> <li>○ Police drawn into response/preventative (need more programming)</li> <li>○ Team for mental health</li> <li>○ Youth internship</li> <li>○ Youth exchanges (Israeli-Palestinian exchanges)</li> <li>○ Need paradigm shift, something completely different.</li> <li>○ Need role models for youth</li> <li>○ Move them from “me” to “we”</li> <li>○ Make peacebuilding career resources available to student guidance counselors</li> <li>○ Start by looking at youth in Canada – we ignore this element -- need to involve youth, start in your community, give youth ownership</li> <li>○ Respect and utilize skills and experience that is offered and available</li> <li>○ Develop 211 clearing house of organizations doing peacework in each province and municipality across Canada</li> </ul>
<p>Teachers are being dissuaded from engaging in the “technical revolution” (because of privacy issues around Facebook)</p>	<ul style="list-style-type: none"> <li>○ Teachers should be encouraged. Today’s Facebook is like yesterday’s walking the corridors to see how the kids are doing.</li> </ul>
<p>Not using police access to</p>	<ul style="list-style-type: none"> <li>○ Prison reform – alternatives to violence</li> </ul>

<b>GAPS IN HOW BEST TO SERVE and DRAW IN YOUTH</b>	<b>IN THE SOLUTIONS BELOW, WHEREVER POSSIBLE: USE STUDENTS</b>	
community to capitalize and respond for preventative initiatives	<ul style="list-style-type: none"> <li>○ Women’s shelters</li> <li>○ Peace club in Jamaica</li> </ul>	
Lack of recognition of youth as a value-added resource/	<ul style="list-style-type: none"> <li>○ Research</li> <li>○ Use students to tap into social media</li> <li>○ Brokering of opportunities (By people, by expertise, by interest)</li> </ul>	
No mechanism to have voices heard  Got skills – What now?	<ul style="list-style-type: none"> <li>○ 211 clearing house line</li> <li>○ Inventory on what they can do with what they have learned</li> <li>○ Focus on youth interest and capacity</li> <li>○ Overt linking by teacher/organization between what is being learned and how that leads to being a professional</li> </ul>	
Youth in conflict or problem not seen as natural resource to body of peace building	<ul style="list-style-type: none"> <li>○ Make youth part of the design team; youth must feel they are being taken seriously; it must be a real power balance</li> </ul>	
Youth disconnected from each other	<ul style="list-style-type: none"> <li>○ Build bridges between privileged and disenfranchised youth</li> </ul>	
Lack of stability in career		
Efforts diverted police in schools and unable to focus on community prevention	<ul style="list-style-type: none"> <li>○ Connect youth and law reform</li> <li>○ Co-ordinate efforts with the police</li> <li>○ In-school restorative justice, peace initiatives</li> </ul>	
Youth have little or no funding or marketable skills		
<p><b>RESOURCES TO SUPPORT THE SOLUTIONS: <u>Question:</u> WHAT COMMITMENTS ARE NEEDED TO CREATE MECHANISMS FOR CO-ORDINATION AND INTEGRATION OF YOUTH IN PEACEBUILDING?</b>  <b><u>Answer:</u> THE EFFORT OF THE PEOPLE AND ORGANIZATIONS THAT MAKE UP THE SILO.</b></p>		
Skills and expertise	Software	People skills
Clarification of roles and responsibilities	Commitment and Conviction	

**Workshop Participants’ Tools Spectrum (possible format)**

Readings	Info. Sharing	Small group dialogue	Large group dialogue	Etc.	Add other headings as needed
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**Next Steps Agreed to by Participants:**

	<b>Action</b>	<b>Accountable</b>	<b>Deadline</b>	<b>Status?</b>
1.	Prepare and distribute proceedings from today	Evelyn	March 31, 2011	Draft distributed for feedback
2.	a) Establish an online space for this group to share ideas: (e.g. blog, listserve, internet portal, links page); b) share information (e.g. inventory of existing resources related to peace building/ practitioners, credentials for public) --facilitate decisions c) physical networking and info exchange as well (meetings , lunches, ....)	Gord Richard John Reid Liaison with Quebec: Brian Bronfman	April 15	
3.	a) Explore the creation of a program to mobilize youth in peace activities (17-21 years) b) Find resources to make this happen	Victoria, Katimavik; Dave Farthing; provide cost estimates to Brian Bronfman	March 15	
4.	Create lesson ideas around peace initiatives for teachers	Bob McGahey Dave/UNESCO	September	
5.	Consultative process with youth to determine what they want from the process (including reaction to the term ‘peace builder’) in consultation with the Peace Guerilla group, BC, Anami, Katimavik, Cadets Youth Advisory Panel, Scouts, YouCan Peer Mediation Project.	Jessica, Liaison Lead, Ashley	April 30th	
6.	Create working group to develop pathway to peace builder, drawing from CPSC peace professional profile	Chris Ford, After consultation with youth; CFSC Lee, Mobafa + others	TBD after consultation	
7.	Progress the YOUCAN Peer Mediation project	Dave F.		
8.	Propose a youth membership category in the ADR Institute	Joyce Young	15 April 2011	
9.	Continue making government/politicians aware of the peace professional initiative	Hans Sinn	Ongoing	

**Participants’ Reflections on the Day: (N.b. In addition, Appendix E provides a detailed breakdown of participant evaluation results):**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>○ As a youth-serving organization, I can circulate the information to members. Maybe an opportunity to develop program.</li><li>○ Ditto for YWCA, we can disseminate across the country. Curious to see what comes out of data collection about what we are all doing.</li><li>○ Ditto for YMCA.</li><li>○ I liked the breadth of the group, and also how practical minded it was. Quakers have been looking for a peace alternative.</li><li>○ Looking forward to developing consultative group tools.</li><li>○ Enjoying the wide representation, whether in terms of capacity or professional affiliation.</li><li>○ Nice networking. History in the making.</li><li>○ Cautiously optimistic.</li><li>○ Very optimistic.</li><li>○ We will be following this from the international side of things, UN, OECD etc.</li><li>○ As aspiring peace professional, very exciting. I have previously found it almost impossible to navigate the field.</li><li>○ Very exciting to be here as youth.</li><li>○ Happy to see that others are thinking about things I am thinking about. Just hope the ideas don't get squashed. Looking forward to being part of them.</li><li>○ Impressed with what Canada is already doing. Very encouraging. On other hand, sad that we feel that it is dangerous to make our work political. I hope we get to the point where we don't.</li><li>○ Hugely optimistic, pumped.</li></ul> | <ul style="list-style-type: none"><li>○ Echo that we should not be afraid of advocacy.</li><li>○ Amazed by the amount of work. We are all peace professionals involved in the peace dialogue, some difficult some easy.</li><li>○ Appreciate the committee coming up with the idea and bringing YOUCAN into it.</li><li>○ Well facilitated.</li><li>○ Breadth impressive. The level of willingness of people who have not been here before is really encouraging. Some historical and beautiful things happening.</li><li>○ On the other end of youth: what is really important is for us to be mentors, to pass on the baton, to mentor, to encourage; to show that there is a career path. It is not solidified, but there is a career path. Generation to generation, hopefully it is becoming more mainstreamed.</li><li>○ Especially liked small group discussion. A lot to take back to work place.</li><li>○ My approach to the day was intimidating well established individuals in the field and see their commitment to youth and passing on their knowledge to others. Young people taking ownership and putting their names out.</li><li>○ Glad there are young people here. Need more young people. More youth leaders ... Important that we network. But in the end, is there something concrete that comes out of it.</li><li>○ I have regained some of my youth. I am at peace.</li></ul> |
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**Annex A:  
Youth Workshop Participants  
and What they Do (related to youth and peacebuilding)**

**Annex A is Divided into 2 parts:**

- 1. A summary list of Participants**
- 2. A detailed list of Participants (This list could act as the first step in setting up an ongoing network, as recommended by participants during the work-shop)**

**1. SUMMARY LIST OF PARTICIPANTS**

NAME	ORGANIZATION
Mobafa Baker	African Canadian Legal Clinic
Bill Bhaneja	Canadian Department of Peace Initiative
Gord Breedyk	Civilian Peace Service Canada
Brian Bronfman	Brian Bronfman Family Foundation
Dave Farthing	YOUCAN
Chris Ford	Alternative Dispute Resolution, Dept. of National Defence
Mary Anne Harnick	ADR Institute of Canada / Ontario
Pam Joliffe	Boys and Girls Clubs of Canada
Marnie Jull	Centre for Conflict Education & Research, Carleton University
Myna Kota	Government Relations, Girl Guides of Canada
James Loewen	Mennonite Central Committee Canada
Amy Mapara	Strategy and Governance, Canadian Red Cross
Louise Powell-McCarthy	Knowledge Exchange, United Way of Canada
Bob McGahey	Canadian Teacher’s Association
Ashley Moore	MDR Associates, Conflict Resolution Inc.
Denise Moore	Conflict Management, Dept. of National Defence
Richard Moore	MDR Associates, Conflict Resolution Inc.
Anami Naths	Canadian International Institute of Applied Negotiation
Fred Oster	Peace and Conflict Management, Royal Roads University
John Reid	Canadian Advanced Technology Alliance
Brett Reynolds	Safe Schools, Ottawa-Carleton District School Board
Mary Anne Roche	International Division, YMCA Canada
Victoria Salvador	Katimavik
Rhett Sangster	Stabilization & Reconstruction Task Force, DFAIT
Sharonya Sekhar	Humanitarian Issues Unit, Canadian Red Cross
Paulette Senior	YWCA Canada

NAME	ORGANIZATION
Hans Sinn	Civilian Peace Service Canada
Peter Stockdale	Canadian Department of Peace Initiative
Brian Strom	Canadian Institute for Conflict Resolution
George M. Thomson	International Programs, National Judicial Institute
Lee Webb	Canadian Friends Service Committee
Vince Westwick	Ottawa Police Service
Joyce M. Young	ADR Institute of Ontario
Robert Zuber	Global Action to Prevent War (New York)
<b>Facilitators</b>	
Gordon Breedyk	
Jermaine Downey	
Theresa Dunn	
Bruce Rosove	
<b>Recorders</b>	
Elizabeth Kellett	
Katie Lemay	
Jessica Smith	
Evelyn Voigt	
<b>Photographer</b>	
Koozma Tarasoff	

**2. DETAILED LIST OF PARTICIPATING ORGANIZATIONS AND THEIR WORKSHOP REPRESENTATIVES**

**(N.b. This list could act as the first step in setting up an ongoing network, as recommended by participants during the workshop)**

**African Canadian Legal Clinic, [www.aclc.net](http://www.aclc.net) (Mobafa Baker):** Helping youth with opportunities to get employment and tell their stories. (ACLC) is a not-for-profit organization established in October 1994 expressly to address anti-Black racism and other forms of systemic and institutional discrimination in Canadian society. As a specialty clinic funded by Legal Aid Ontario, the ACLC provides advice and represents African Canadians in all legal forums, particularly in the courts through race-based test cases that are likely to result in significant legal precedents. Besides participating in test cases, the ACLC consults on the African Canadian community's behalf and submits legislative and policy briefs, and makes oral submissions on several issues: employing a litigation strategy based on test cases; effecting law reform by monitoring legislative changes, regulatory, administrative, and judicial developments; engaging in advocacy on the part of African Canadians; providing legal education aimed at eliminating racism in Canada, anti-Black racism in particular. Alternative training. Also with adults – cultural awareness.

**Alternative Dispute Resolution institute of Canada, [www.adrcanada.ca](http://www.adrcanada.ca) /Ontario [[www.adrontario.ca](http://www.adrontario.ca)] (Mary Anne Harnick):** The ADR Institute of Canada (ADR Canada) is a national non-profit organization that provides national leadership in the development and promotion of dispute resolution services in Canada and internationally. In concert with seven regional affiliates across the country, we represent and support professionals who provide dispute resolution services and the individuals and organizations that use those services. Our membership includes over 1,700 individuals and 60 business and community organizations from across Canada. Our standards and programs reflect our commitment to excellence in the field.

**Alternative Dispute Resolution of Ontario:** students from university ADR programs as interns. Peacebuilders Institute/circle process. Work with youth in criminal justice system.

**Boys and Girls Clubs of Canada, [www.girlguides.ca](http://www.girlguides.ca) (Pam Joliffe):** For more than 100 years, Boys and Girls Clubs in communities across Canada have been helping young people to discover, develop and achieve their best potential as they grow to become Canada's future adults, citizens and leaders, by engaging them in activities that challenge and help them develop healthy minds and bodies. **Peace-specific:** Peer mediation trainings, alternative dispute resolution, conflict resolution skills.

**Brian Bronfman Family Foundation, [www.bronfman.ca](http://www.bronfman.ca) (Brian Bronfman):** A philanthropic foundation supporting peace, conflict resolution, and human rights. My main focus right now is trying to generate collaboration among funders to make a real difference. I'm going to need a lot of other funders to buy into the idea of peace as a real area of philanthropy. I have a vision of people donating to peace endeavors, defined as non-political initiatives through grassroots organizations. There are many good NGOs in Quebec working for a better and peaceful society. It is a slow process, but I have created the **Quebec Peace Grant makers Network**. 6 foundations, including mine, have varying interests, but mostly in peace and non violence. Rather than supporting protests and lobbying, the grant makers look for projects that have real outcomes, incorporating the 3 p's of peace: positive, practical and productive. Question: Example of project funded by the Brian Bronfman Family Foundation? A group of 50 Quebec-based NGOs working in peace and conflict resolution (One trains adults, another youth. Some provide mediation, communication skills to youth that are victims/perpetrators of violence, or use theatre as a tool for conflict resolution training and theatre as their process, etc.) These organizations are working together to try to create a united front so that they can provide a joint offer for hire as a single unit to provide services, practical skills or applied knowledge. These are organizations that attract me and other funders. **Personal:** I have background in these areas, and have done a variety of peace related projects.

**Canadian Advanced Technology Alliance [CATA] [www.cata.ca](http://www.cata.ca) (John Reid):** We use our tools so that you can sell your campaign. Although we don't have a core mandate related to conflict per se, we would be a resource that someone could use to make their statement. We concentrate

on how to accelerate things. If you are interested in having a campaign that you want IBM to sponsor/fund, we help line up some sponsors for it. Using social media, business portals, we offer mobilization skills. We figure out how to catalyze and accelerate a movement or campaign. If you frame your initiative right, and you mobilize social media, you can reach goals. We look at how we can add a resource to a movement. We are very involved in women in technology, where it is important to understand the power of role models. I think that applies here. You want to make sure you have a champion. You need to be able to measure success.

**Personal:** Research In Motion (RIM) and high tech groups across Canada.

**Canadian Department of Peace Initiative, [www.departmentofpeace.ca](http://www.departmentofpeace.ca) [CDPI] (Bill Bhaneja):**

CDPI is an unusual and unique organization, started 5 years ago, essentially as a non partisan, non profit campaign to create a Canadian federal department of peace. CDPI is spread across the country, with 12 chapters, and a common goal to create a culture of peace and non-conflict. Bill C447 was tabled in the House of Commons by MP Bill Siksay (Burnaby-Douglas, NDP), seconded by and MP Jim Karygiannis (Scarborough-Agincourt, Liberal). The proposed Department of Peace would have five pillars: Peace education, domestic responsibility, international responsibility, civilian peace service, international engagement. Civilian peace service is almost absent from the government right now. Ideally, 1000 peace professionals, trained in prevention and mediation of conflicts in Canada and abroad, would be engaged in the Civilian Peace Service. DFAIT has diplomats, “suits”, who talk with “suits” from other countries. DND employs the military “boots” who fight or talk to other “boots”. We need peace professionals (The term “roots” was proposed during the workshop) who can talk to other “roots” about conflict prevention, which currently falls through the federal cracks. Peace specialists are currently absent from federal interventions, international and domestic, relating to peace education, human rights, nuclear and other disarmament. Right now, if at all, such work is being done on an ad hoc basis. Youth peace services are a part of this vision. We are trying to benefit from the knowledge of what workshop participants are all doing, so we can have some kind of statement/vision for what having a youth peace service would entail. The CDPI Quebec affiliate, Citoyennes pour Un Ministère de la Paix (CMPaix), has elaborated a proposed system of training and recruitment of peace workers parallel to that of military recruitment in Canada. Parallel to the Armed Forces Cadet program, that spends at least \$200 M annually, (17) there would be various youth training programs in the peacebuilding field, perhaps through an expansion of Katimavik., Canada World Youth and Québec sans frontières, in part. Opportunities would be provided to youth tempted by gang culture, for example, now a potent recruitment model for some segments of the youth population. Parallel to the Canadian Military Reserves.

**Canadian Department of Peace Initiative [CDPI] (Theresa Dunn, National Co-Chair of CDPI, Facilitator for Youth Workshop):** On the other end of youth: what is really important is for us to be mentors, to pass on the baton, to encourage; to show that there is a career path. It is not solidified, but there is a career path, generation to generation. Hopefully it is becoming more mainstreamed.

**Canadian Department of Peace Initiative [CDPI] (Peter Stockdale, Youth Co-ordinator):** CDPI works in tandem with the Civilian Peace Service Canada. **Personal involvement:** Lobbies parliamentarians for a youth civilian peace service, including with the Liberal Youth Critic, Justin Trudeau (who introduced a motion in Parliament for a national youth policy (which got rejected); wants to establish a youth organization as significant as the military cadets, without taking their place; is developing a roster of candidates that would be useful for the government, non-governmental organizations and the individuals in question. We have been very unsuccessful in our attempts to create a CDPI youth chapter. It worked well for several years, but then the members went from high school to university and it started falling apart. As Chair of **Peacebuild**, a international but mostly Canadian conflict prevention working group, I realized that youth ignored e-mails but would respond, in real time, on Facebook. There is a de-institutionalization taking place. We are trying to engage youth in a different way.

**Canadian Friends Service Committee, [www.cfsc.quaker.ca](http://www.cfsc.quaker.ca) ( Lee Webb):** Founded in 1931, Canadian Friends Service Committee (CFSC) acts on the peace and social justice concerns of the [Religious Society of Friends \(Quakers\)](#) in Canada. The outward expression of Quakerism is service. We are guided by a vision of a world in which peace and justice prevail, where the causes of war and oppression are removed, a world in which the whole of Creation is treated with respect and where individuals and communities are freed to reach their fullest potential.

**Canadian International Institute of Applied Negotiation [CIAN], [www.cian.org/home.htm](http://www.cian.org/home.htm) (Anami Nath):** CIAN is dedicated to the prevention and resolution of destructive conflict and to building sustainable peace at local, national, and international levels. Founded in 1992, CIAN was built upon the notions of peace, social justice, and principled dispute resolution based in negotiation. CIAN soon became one of the leading ADR organizations, gaining a solid reputation for effective programming and training. Our growing reputation resulted in international recognition and by the mid-1990's we were invited to partner with organizations, especially in the emerging democracies of Eastern Europe. Recent years have seen CIAN continue to offer dispute resolution programming through local organizations in a number of conflict zones, including Azerbaijan, Bosnia, Columbia, Haiti, Lebanon, Macedonia, Pakistan, Sri Lanka and the Crimea. We are now recognized as a leader in violence prevention, using a catalytic approach that balances security and development. Teacher Administrator, North Vancouver, representing CIAN today. A couple of years ago, Ben Hofmann initiated the **Canada Expedition**. Anami was one of the navigators for the “developing human potential” component. She is working on a pilot project under the name of Peace Guerrillas, in which she provides a group of grade 6-7 children, aged 11-13, with scaffolding, time, pizza dinners, and an opportunity to talk about peace. CIAN has provided an intern to the initiative, with a background in political science, conflict analysis. At the end of the process they will analyze the results.

**Canadian Institute for Conflict Resolution [CICR] [www.cicr-icrc.ca](http://www.cicr-icrc.ca) (Brian Strom, CPSC Youth Workshop Facilitator):** More than 20 years of **national** and **international** involvement in the conflict resolution field, we have helped thousands of individuals from a variety of backgrounds

improve their ability to work through conflict. CICR’s [Third Party Neutral](#) training program and its [customized interventions](#) have helped transform groups in the private and public sectors in Canada and overseas in countries including Rwanda, Bosnia and Herzegovina and Taiwan. By using a [community-based approach](#) to conflict resolution with a highly qualified [team of trainers](#), CICR can provide the tools to work through any conflictual situation you might be facing all while learning about yourself, creating strong bonds and being exposed to different alternative dispute resolution processes.

**Canadian Teachers’ Federation [CTF] [www.ctf-fce.ca](http://www.ctf-fce.ca) (Bob McGahey).** CTF is a federation of all Canadian teachers, with the exception of British Columbia and French teachers in Quebec. Peace is not a separate strand, but part of the CTF program. CTF helps teachers to think critically about the curriculum, and how they interact with the school or the broader community, and with taking on the issues they see as problematic. For example, CTF is a member of **Promoting Relationships and Eliminating Violence Network (PREVNet)**, a coalition of Canadians concerned about bullying. The primary goal of PREVNet is to translate and exchange knowledge about bullying, to enhance awareness, to provide assessment and intervention tools, and to promote policy related to the problems of bullying. Another example is rising homophobia. CTF helps to identify what the concerns are, maybe start an awareness campaign. Receives funds from the Canada Council or UNESCO. CIDA pulled its funding for our international programme last week. We are still in shock and now trying to fill the CIDA gap. McGahey is currently focusing on the development and implementation of the **Imagineaction program**, a kindergarten to grade 12 teacher platform that offers opportunities for school-community social action projects tied to the Imagineaction themes of Connect, Engage, Thrive, Lead, Live, and Care. It fosters the capacity for critical and creative thinking and prepares students to be active, responsible citizens in a democracy and to meet the formidable societal challenges ahead. Imagineaction currently have 100 projects, involving 45, 000 kids. CTF is always looking for new ways to do things. CTF strategies are wide and vary across the country. There is more restorative justice in BC and through the Prairies. In Ontario it tends to be more of a peer mediator role. There is a big push to try and get beyond “you fight: you’re suspended” approach.

**Carleton University, Centre for Conflict and Research, Graduate Certificate [www.carleton.ca](http://www.carleton.ca) (Marnie Jull):** The Centre’s approach is unique: Unlike professional development programs that focus for the most part on skill enhancement, Carleton’s Graduate Certificate Program in Conflict Resolution combines an interdisciplinary study of the theoretical foundations of conflict resolution with practical skills development. It includes a major component involving role-plays and simulated role-plays. It can help working professionals develop a set of core competencies to understand and effectively intervene in conflict situations.

**Civilian Peace Service Canada, [www.civilianpeaceservice.ca](http://www.civilianpeaceservice.ca) (Gord Breedyk, Co-Chair):** CPSC organized the youth workshop to help develop a path for young aspiring peace professionals, in line with its mandate to professionalize the profile of peace workers by assessing and accrediting Peace Professionals. The Goal of CPSC is to build a sustainable peace, at home and

abroad, in partnership with local communities, through establishment in a phased manner of the Civilian Peace Service Canada which facilitates the training and accreditation of qualified civilians to promote and facilitate the non-violent resolution of conflict. CPSC will work with existing organizations to: provide thoroughly assessed and trained peace professionals and volunteers; offer significant value-added to the burgeoning need for knowledgeable, thoroughly prepared, accredited experts in peace and conflict issues. WHY: There is a growing consensus that uni-dimensional resolution of conflict is not working, be it military, humanitarian, developmental or other; People are weary of war and want to see greater application of non-violent approaches to resolve difficulties; Conflict prevention, as well as resolution and/or transformation, is increasingly recognized as critical and requires a distinct skill set.

**Civilian Peace Service Canada [CPSC] (Hans Sinn, Co-Chair): Past personal experience:** includes deploying small groups of trained volunteers to protect people; current project is to promote a conflict prevention program for young people (with the collaboration of governmental and non-governmental organizations).

**Civilian Peace Service Canada [CPSC] (Bruce Rosove):** Workshop Small Group Discussion facilitator. Also Life Coach, Coach Instructor, Consultant. The Emotional Fitness Institute Ottawa.

**Department of Foreign Affairs and International Trade [DFAIT], Stabilization and Reconstruction Task Force Bureau, [www.dfait-maeci.gc.ca](http://www.dfait-maeci.gc.ca) (Rhett Sangster):** START is designed to help answer the growing international demand for Canadian support and involvement in complex crises – conflict or natural disaster related – and to coordinate whole-of-government policy and program engagements in fragile states, such as Afghanistan, Haiti and Sudan. Budget of 180 million dollars a year for security sector reform (e.g. funding a Darfur Center for Dialogue in the Sudan **Youth specific:** a few 6-month internship programs for youth to work for NGOs in developing countries through DFAIT, Aboriginal and Francophone internships, see: [www.scholarships.gc.ca](http://www.scholarships.gc.ca). **Personal focus:** mediation policy and conflict prevention.

**Global Action to Prevent War, [www.globalactionpw.org](http://www.globalactionpw.org) (Robert Zuber):** a program for government and grassroots efforts to stop war, genocide and other forms of deadly conflict. It aims to bring together many of the specific arms control and conflict resolution initiatives nationally and internationally in order to develop cooperation between the different efforts and to address possible gaps. LCNP works in partnership with a number of groups on the project including the World Order Models Project (WOMP), Union of Concerned Scientists and Institute for Defense and Disarmament Studies. LCNP's involvement in the program has included formation of working groups on the demilitarization of space and comprehensive arms restraint, and joint production with WOMP of a Draft convention on the Monitoring and reduction of Arms Transfers, Stockpiling and Production. Building social networking tools for disarming affairs, putting peace and security in a youth context, trying to prevent cynicism

regarding the inclusion of girl mothers. **Past personal experience:** pastor in Harlem, gang prevention.

**Downey, Germaine: Workshop facilitator.**

**Girl Guides Canada, [www.girlguides.ca](http://www.girlguides.ca) (Myna Kota, Strategist, Government & Not-For-Profit Relations?):** For almost 100 years GGC has been the organization of choice for girls and women across Canada. The badge program for girls includes a Guide Peace Badge, earned through awareness and involvement in peace. **The Purpose of the Girl Guides Peace Badge** is to develop a local, national and global interest and concern for peace. To earn the badge, need to complete six of eight activities: 1) Design a collage that explains what the word peace means to you; 2) Create a poster showing how Canada as a country can help to create peace in the world; 3) Learn a song about peace and sing it with other Guides; 4) Learn a prayer or poem about peace, or write your own. Share it with other Guides; 5) Talk about some symbols for peace used in the world. Make or draw a symbol of peace using any material you wish. Explain why it symbolizes peace. 6) Describe how you try to promote peace in your home, school and neighbourhood; 7) Learn about a world leader who promoted peace in the world or interview someone such as a social worker who has helped, or is helping, others heal from violence in their lives; 8) Take part in a peace rally or a Remembrance Day ceremony.

**Katimavik, [www.katimavik.org](http://www.katimavik.org) (Victoria Salvador):** Katimavik offers Canadian youth the opportunity to contribute to the sustainable development of communities across Canada through challenging volunteer service programs. Concrete program for 17-21 year olds. 10 programs in a house across Canada. You put them in there for 6 months with a project leader and they volunteer 35 hours a week in non-profit organizations. They need to learn to live together, 10 in a house, for 6 months, thus gain skills to do so. **Personal:** Also a volunteer for scouts (12-14 year olds).

**MDR Associates, [www.mdrassociates.ca](http://www.mdrassociates.ca) (Richard Moore, President of MDR Associate, pro bono CPSC Youth Workshop Organizer)** At MDR Associates we have access to a group of skilled and experienced dispute resolution professionals from many backgrounds including law, social work, human resources, education, psychology, academia, and human systems design and evaluation. We offer creative and practical dispute resolution assistance, expert consulting services, and training of the highest quality. Associate Executive Director of the Canadian International Institute of Applied Negotiation (CIAN) where he directs mediation and ADR training in Canada.

**MDR Associates (Ashley Moore, MDR Associate, pro bono CPSC Youth Workshop Organizer):** currently doing her Masters in Conflict Analysis. Extensively involved with organizing the CPSC Youth Workshop. Spent 5 years with the **Ontario Ranger Program**, which hires 16- and 17 year olds into a residential program in provincial parks to work on education, recreation and physical labour to maintain the park. The Program has since become a high school credit, teaching youth

how to work with people of different backgrounds, as well as with environmental peace building.

**Kellet, Elizabeth: Student. CPSC Youth Workshop recorder.**

**Lemay, Katie: Student, /CPSC Youth Workshop recorder.**

**National Defence, Alternative Dispute Resolution [www.cmp-cpm.forces.gc.ca/adr](http://www.cmp-cpm.forces.gc.ca/adr) (Chris Ford): Specific to youth** –1 person who works extensively with cadets (12-18 years of age) around conflict relevant to youth, so they have skills to deal with conflict. We have 30,000 reserve members, aged 17-55, many of whom are young folk doing this as a part time job. We make them conflict aware and competent through the conflict programs. **Personal background:** military, army engineers, now doing dispute resolution, penance for conflicts caused while in uniform. We are taking the concepts of interest based dispute resolution to a higher level, well beyond interpersonal relationships and conflict in the work place, working with operational forces on skill sets to deal with conflict internally and externally.

**National Defence, Conflict Management (Denise Moore):** Holds portfolio for Cadet programs (12-14 years old); gives Cadets base conflict resolution skills (hot buttons, conflict styles); teaches conflict prevention. **Past experience:** community mediation in courts, minor criminal cases.

**Red Cross, [www.redcross.ca](http://www.redcross.ca) (Sharon Sekhar)** The Red Cross works to alleviate suffering caused by fighting. Also helps people in times of peace to strengthen their capacities to live safer and healthier lives and prepare for and recover from disasters. It addresses humanitarian issues, global education programs to build awareness and better world citizens. Programs on bullying and violence prevention.

**Canadian Red Cross, Strategy and Governance (Amy Mapara):** The CRC does a significant amount of work with young people, e.g. through the Respect-Ed program, a violence and abuse prevention program. *Domestically*, we train Canadians in identifying a situation of violence and abuse, in peer-to-peer assessment, and in stopping bullying. *Internationally*, we work with peacekeepers, and other humanitarian organizations on creating safe environments, including avoiding potential abuse between humanitarian organizations and the vulnerable populations. **Specific to youth:** *Domestically*, we work with the Howe Interchange Project (HIP), a youth focused program in Nova Scotia, where it is mandated that the school system include our Education of Humanitarian law program; with Canadian youth to educate them on an array of topics: children in war, international humanitarian law, general humanitarian issues. *Internationally*, we work with youth on landmines, and landmine initiatives, children in war. Thousands, mostly volunteers, deliver our work internationally, and hundreds in Canada. Funding is mainly project based, sometimes through the government, often through CIDA. E.g. Women in War in Afghanistan was funded by CIDA. The Respect-Ed program is set up as an enterprise model for sustainability.

**National Judicial Institute [NJI], <http://www.nji.ca> (George Thomson):** Established in 1988, the National Judicial Institute is an independent, non-profit organization that serves the Canadian judiciary, by planning, coordinating and delivering judicial education dealing with the law, the craft of judging and social context. The NJI also partners with and promotes the education offered by many other organizations, both Canadian and international. **NJI Mandate:** - To foster a high standard of judicial performance through programs that stimulate continuing professional and personal growth; To engender a high level of social awareness, ethical sensitivity and pride of excellence, within an independent judiciary; Thereby improving the administration of justice.

**Ottawa Police Service (Vince Westwick):** Prison reform – alternatives to violence; women shelters; peaceclub in Jamaica.

**Smith, Jessica , Student, Recorder**

**Tarasoff, Koozma: CPSC Youth Workshop photographer** – a member of pacifist families for many generations, author of many books on the Doukhobors and other subjects, and expert photographer.

**United Way, [www.unitedway.ca](http://www.unitedway.ca) (Louise Powell-McCarthy):** Each of Canada’s United Ways – Centraides is an autonomous organization operated by a voluntary Board of Directors chosen from the community it serves. They are built upon a long history of bringing together diverse partners at the local level to initiate action on community issues and problems. Next to governments, the UW-C Movement is the largest funder of the voluntary sector and social services in Canada. Each year, UWs-Cs raise upwards of \$480 million, the vast majority of which is reinvested in local communities to support programs and services directed at improving the social conditions of Canadians. The Movement employs approximately 900 staff and engages tens of thousands of volunteers in various capacities. Mostly local projects based on the need to build communities, and better communities to live in. They have projects with mediation, structural change, non-violence, etc. My role is to build on collective experiences across the country, to grow on a larger scale, to influence more lives.

**Voigt, Evelyn – CPSC volunteer and Youth Workshop recorder**

**YMCA [www.ymcacanada.ca](http://www.ymcacanada.ca) ( Mary Anne Roche, VP):** YMCA is a global organization active in 120 countries, with peace building programs for young people, involving all kinds of conflict resolution. YWCA/YMCA holds a Peace Week annually. Each year during the third week of October, Canadians bond with people in over 90 countries around the world to mark **YWCA’s Week Without Violence™**, a week-long series of community [events](#) promoting diverse approaches to creating a violence-free world. More than 9,500 people in schools, workplaces and neighbourhood organizations throughout Canada recognize this annual violence prevention initiative aimed at making violence a thing of the past. It is an opportunity to explore peace through activities and also to present peace medallions. Of them, 100 receive peace medallions.

Have been doing it since 1987 to honour individuals or groups in their communities who, without any special resources, demonstrate in their lives and activities the values of peace and understanding. They are not of the Stephen Lewis stature, but peer groups in school, involved individuals and schools. The YMCA was established over 150 years ago as a charity dedicated to the health of both individuals and communities. Today, there are 45 YMCAs and 8 YMCA-YWCAs in Canada that offer programs and services tailored to each community's needs. Together, they serve 1.98 million people in more than 250 communities across Canada - and they keep growing. All Associations are members of YMCA Canada, which works to strengthen associations and advocates on their behalf, regionally, nationally and internationally. The YMCA in Canada is dedicated to the growth of all persons in spirit, mind and body, and to their sense of responsibility to each other and to the global community.

**YOUCAN, [www.youcan.ca](http://www.youcan.ca) (Dave Farthing, CPSC Youth Workshop presenter [see Presentations Annex A]).** YOUCAN is a non-profit organization specializing in youth-led methods for non-violent conflict resolution. YOUCAN is driven by youth and community volunteers and they are the key to YOUCAN's success. YOUCAN is run by young people, from our youth board of directors from across Canada, to our volunteer youth teams. After several years of implementing training programs in local communities, prisons and schools, YOUCAN has collected evaluations and has been monitoring the change in attitudes, beliefs and behavior as a result of conflict resolution training and restorative practices. We have found that community groups that teach youth positive ways to resolve conflicts are aiding in the reduction of violence in our society today. Youth who learn to resolve conflicts positively are likely to do the same when they grow up, especially in the workplace and in their chosen careers. Please see [www.youcan.ca](http://www.youcan.ca) (about us section) for published evaluation reports.

**YOUCAN, (Jermaine Downey, CPSC Youth Workshop group facilitator).**

**YWCA [www.ymcacanada.ca](http://www.ymcacanada.ca) (Paulette Senior):** Advocacy on issues with women and Girls - gender equity, provide shelter and housing, educational program for girls (healthy relationships, empowerment programs), global events such as a week without violence – held in October each year that promotes non-violence, violence prevention, education and empowerment. **YWCA** works on anti-bullying, and healthy relationships through PREVNET. Most of their youth leadership development programs have elements of peacebuilding.

**Appendix B:**  
**Plenary Presentations**

**Opening Remarks Richard Moore, President MDR Associates, Chair of CPSC Youth Workshop Organizing Committee:**

- Today we are going to embark on a conversation together about Developing a Path for our Youth to work as peace professionals.
- Some definitions of “path”: *Collins English dictionary* (a road or way, especially a narrow trodden track) and (The course or direction in which something moves); *Jerry Garcia of The Grateful Dead* (Somebody has to do something, and it’s just incredibly pathetic that it has to be us.); *Yogi Berra* (You got to be very careful if you don’t know where you’re going, because you’ll end up somewhere else); *Barbara Hall* (The path to our destination is not always a straight one. We go down the wrong road, we get lost, we turn back. Maybe it doesn’t matter which road we embark on. Maybe what matters is that we embark).
- The issue of peace, whether it is in our neighbourhoods, our schools, our communities or in someone else’s neighbourhoods, schools, or communities, affects us all. How to attain and preserve it, is one of the biggest and most pressing issues of the day.
- Developing a path for our youth to work as peace professionals is a big idea. Our organizing committee was unable to find evidence of any similarly organized conversation among Canadian youth leaders on how to develop such a path.
- We have been overwhelmed by the response. You are extremely busy leaders in your own organizations. Yet you have all to come together for the broader common good because you know how important is the question of peace and the role of youth within it. I would like to welcome you and thank you for embarking on this conversation with us.

**Background on the Civilian Peace Service and Expectations for the day:**

**Brian Strom, Director of the Canadian Institute for Conflict Resolution, Chair of the Civilian Peace Service Canada Selection Committee, and Facilitator for the CPSC Youth Workshop**

- Appreciation to the organizing committee for their work, in particular to Richard and Ashley Moore
- **Excited about the workshop for two reasons:**  
**(1) the goal of the workshop:** to develop a program that will equip and engage youth in the work of the Civilian Peace Service Canada towards a professionalized domain of peace work. A chance to see what we can do to train youth in the competencies of nonviolent conflict management and to provide employment opportunities for them to utilize these skills professionally;

**(2) The wide range of organizations dealing with youth represented in the workshop,** collectively involved in all three key branches of strategic peacebuilding paths: Structural and Institutional Change, Justice and Healing, as well as Violence Prevention, Conflict Response and Transformation.

- No wonder we are excited about what can be accomplished collectively today. We have a chance to share what we already do, to identify gaps, to brainstorm about what we wish we could do, and to identify some solutions on how to equip and engage youth In CPSC’s vision of the professionalized domain of peace work.
- **How did we come to this issue?** Six years ago, a small group had a vision that Canada should have a professional cadre of peace workers, trained, available in bigger numbers, and internationally and domestically deployed.
- The concept of a Civilian Peace Service was alive and well in Europe, particularly Germany. The Civilian Peace Service Canada (CPSC) ultimately focused on the accreditation of Peace Professionals.
- First we had to decide, what is a peace professional? Out of a conference (attended by Dr. Johan Galtung, the ‘father of peace studies’ who coined the term Peace Professional) came the definition of a core set of required values and competencies for Peace Professionals.
- It would not take away from the excellent work being done by Canadian peace workers all over the world. Rather, it was to explore how to elevate their profile; it would both formalize and attest to their needed competencies to work in the field; and it would create a cadre of peace professionals who could be called on at short notice to serve in areas of domestic and international conflict.
- Over the last 5 years workshops and conferences were held to develop and test a professional peace profile that embraced both competencies and values. This profile was also tested and endorsed with practicing peace workers.
- Furthermore the whole concept of a professional civilian peace service is woven into one of the 5 pillars of the Canadian Department of Peace Initiative (CDPI) with whom we collaborate closely
- The work of the CPSC has culminated this year with a tested accreditation process that has produced our two first accredited peace professionals in Canada – Dr. Ben Hoffman and Yves Morneau
- The accreditation process has been well received and is acknowledged as both cutting edge (evaluating values) and intensive – we have just released a report of our pilot process and currently have several applicants in waiting to go through the accreditation process
- What has become clear is that to have a sufficiently large and viable cadre of peace workers, who can be deployed both domestically and internationally we need to pay attention to who will the future peace workers be – who feeds this process and what are the career paths to work in this field.
- At a conference in 2009, we focused on how to involve more women in the field.

- Today, we will explore how to draw in youth, without whom the whole idea of professional peace service is unsustainable.
- Many good things are already being done across Canada. Today’s initiative brings associated organizations together to see how we can create the path, generate the excitement that would actually make youth want to enter the profession.
- So our challenge today is to start mapping out what it will take to both build capacity in our youth and to engage them in peace work. We invite you to challenge and stimulate us on how we connect with youth and what it might take to better equip and engage them. I am excited to part of that challenge with you today.
- By the end of the workshop, we are hoping you will help us sketch out a road map and maybe even commit some of your own time to move these yardsticks forward.

### **Dave Farthing, Founding Director of YOUCAN (Conflict resolution for youth by youth):**

- Peace keeping is an endurance sport. It is not a sprint. Culturally we do a lot of things that do not fit with the long term vision.
- Some of the adult frustrations around working with generation Y (aged 11 – 22):
  - They don’t look or act like us. As employees, they’re not necessarily as dedicated; a generation that doesn’t necessarily think of going into the work place for 10, 20, 30 years. Sometimes there are a lot of transitions; some loyalty issues.
  - Frustrations are particularly evident with teachers and doctors. Where previous generations had respect for titles, this generation comes in to the classroom or office with an i-phone. As a patients, they tell doctors what they need to do. They are people with international data at their finger tips. They have more information available to them than Harvard students did a few years ago.
- The Y generation values relationships. Relationships take time. So, youth values time. The opportunity for adults is to engage youth through these kind of relationships.
- The importance of listening: I was involved in one of the first high-school programs in Canada to reduce conflict through peer mediation. It had to do with two kids fighting. (They only used me because I was the biggest person there.) One of the kids at risk was at his third school, in a “three-strikes-and-you’re-out system”. The other, it turned out, had stolen his girl friend in grade 6. He could not even remember her name. The peer resolution process convinced them that leaving school could have a serious impact -- better they keep out of each other’s way long enough to graduate high school and then be able to get on with their lives. One of the boys came up to me later and said: “I want to be a mediator.” “Why?” I asked. “Because it is the first time I felt I was ever listened to before.” Listening is a skill we take for granted.

- Part of what YOUCAN does is to work on how to prevent and better deal with people who fall through the cracks; to provide young people with opportunities. It allows us to do this work in many different settings, not necessarily as observers, but as active participants.
- I was influenced years ago, by a conversation with Barry Stewart (who apologizes for not being here today). As Chief Judge in the Yukon, he saw that even as the UN or others came in to bring leaders together and peace treaties were being delivered at higher levels, arms were still being brought in to young people. The issue needed to be addressed at all levels, and with all cultures, including by bringing in people from other countries to help in the work with youth.
- Important: if we do the kind of work we already know, build those relationships, we`ll have success.

Ashely Moore – see following page

**Ashley Moore, Graduate student at Royal Roads University, MDR Associates, key organizer of CPSC Youth Workshop:**

- Prepared plenary for small group discussions on developing strategic paths for young peace professionals;
- Introduced the **Peacebuilding Wheel** developed out of Notre Dame University, by John Paul Lederach and Katie Mansfield in response to questions about the field and a desire to advance under-standing of peacebuilding practice beyond the focus of its many specialized subfields;
- **For example: What are the potential career pathways for a strategic peacebuilder? What does the whole field of peacebuilding practice look like? Where do I fit in? What are the potential career pathways for a strategic peacebuilder?** It illustrates the field’s main components and sub-components and their relationship to each other. (Details in Annex D)
- Asked workshop participants to place their organizations in the appropriate field (see Figure 1: Conference Participants) and then break into working groups to answer three questions:
  - (1) What is being done now, and by whom, in the area of youth engagement in conflict resolution, community development and peace building?
  - (2) What options are available to building a clear path for young Canadians to become “peace professionals”
  - (3) Next steps forward in building a national path for youth interested in becoming “peace professionals”.

**The Peacebuilding Wheel**



The **inner circle** highlights the three major areas of strategic peacebuilding: 1) efforts to prevent, respond to, and transform violent conflict; 2) efforts to promote justice and healing; and 3) efforts to promote structural and institutional change.

The **outer circle** highlights sub-areas of practice and career focus within those three areas. For each of these sub-areas, a variety of individual career pathways are proposed. See Annex C for details.

## Appendix C: Peacebuilding Wheel and Strategic Peacebuilding Paths.



<http://kroc.nd.edu/alumni/career-resources/strategic-peacebuilding-pathways>

**What does the whole field of peacebuilding practice look like? Where do I fit in? What are the potential career pathways for a strategic peacebuilder?**

This graphic, developed by [John Paul Lederach](#), professor of international peacebuilding, and [Katie Mansfield](#), peacebuilding network coordinator, is a response to questions about the field and a desire to advance understanding of peacebuilding practice beyond the focus of its many specialized subfields. It illustrates the field’s main components and subcomponents and their relationship to each other.

The **inner circle** highlights the three major areas of strategic peacebuilding:

- 1) Efforts to prevent, respond to, and transform violent conflict;
- 2) Efforts to promote justice and healing; and;
- 3) Efforts to promote structural and institutional change.

The **outer circle** highlights sub-areas of practice and career focus within those three areas. For each of these sub-areas, a variety of individual career pathways emerge. For example, the following are career pathways taken by Kroc Institute alumni (many careers could be included in multiple categories):

### **Restorative Justice**

- Addressing historical and ongoing harms against indigenous people
- Community-based restorative justice

- National restoration processes (addressing historical structural harm)
- Prison system reform

### **Transitional Justice**

- International Criminal Court or tribunals
- Justice to address mass atrocity and human rights
- National and local justice processes

### **Trauma Healing**

- Child soldier reintegration
- Collective community healing
- Refugee resettlement and services
- Trauma therapy and counseling/social support
- Victim support and reparations

### **Humanitarian Action**

- Crisis health care and social services
- Human rights protection and monitoring
- Humanitarian advocacy and law
- Humanitarian emergency response
- Information management for relief operations
- Public health work related to structural and physical violence

### **Government and Multilateral Efforts**

- Civil-military relations
- Demobilization and disarmament
- Diplomacy
- Intergovernmental organizations
- Peace processes
- Policy analysis and implementation
- Post-conflict reconstruction

### **Nonviolent Social Change**

- Active nonviolence
- Community organizing, mobilization or social action/movements
- Issue-based educational campaigns
- Media/journalism/writing
- Minority and marginalized empowerment and civil rights advocacy

### **Dialogue / Conflict Resolution Strategies**

- Arts-based approaches to social transformation
- Conflict monitoring and early warning
- Cross-cultural contact programs
- Inter-faith, inter-ethnic, and intercultural dialogue
- Language interpreting or teaching
- Local peacebuilding institutes and training
- Mediation or dispute settlement
- Reconciliation
- Violence prevention or resolution

### **Education**

- Adult and civic education
- Applying gender lenses to peace and conflict
- Building peaceable schools
- Educational reform initiatives
- Investigating cultural and structural violence
- Leadership development and training among historically disadvantaged groups
- Service learning
- University-based peace studies/ peace education/ peace research
- Vocational schools

### **Development**

- Economic development
- Gender equality work
- Housing and urban development/redevelopment
- Human and social development
- Local and international development
- Microfinance and small business development
- Strengthening democratic institutions and participation
- Sustainable development, sustainable agriculture

### **Dealing with Transnational and Global Threats**

- Corruption and organized crime
- Cultural and structural violence
- Economic and social injustice
- Environmental degradation and climate change
- Gender exclusion and gender-based violence
- Genocide and mass violence
- Human rights violations
- Human trafficking
- Imperial domination
- Nuclear and small arms proliferation
- Poverty, hunger and homelessness
- Terrorism
- War

### **Law: Advocacy and Solidarity**

- Family law and domestic violence protection
- Human rights law
- Immigration law, immigrant services and education
- Indigenous cultural preservation, solidarity and rights
- International law and policy work
- Labor and employment law/protection
- Land issues
- Migrant justice, migration and human trafficking
- Work with youth: Child protection, rights, services

**ANNEX D: GROUP DISCUSSIONS – DETAILED NOTES:**

**(N.b. The next page includes a discussion on the need to create a CPSC National Peace Profession Strategic Plan, including a strategy on how to make its youth outreach as widespread as possible):**

Common Themes	Gaps
<ul style="list-style-type: none"> <li>• Prevention and early intervention</li> <li>• Broadening the voice enlarging the voice in decision making. (Circle processes work so well because everybody has a voice in the process of decision making). Trying to apply the law without understanding the context is really problematic, so all voices must be heard in a legitimate way.</li> <li>• Peacebuilding is only needed because there is conflict.</li> <li>• Getting people who are not likely to be criminally involved more interested and involved in the peace process (to be constantly in response, but able to educate and prevent as well)</li> <li>• Peer model – building understanding across class, racial, etc. boundaries</li> <li>• Let’s invest in things we KNOW work, rather than things we know DON’T work.</li> <li>• Huge opportunities for professionals to reach out and mentor young people into roles.</li> <li>• There is a lot of room for activism among young people in the peace profession, but not a lot of job opportunities or stability.</li> <li>• Investing in youth and youth skills so that they actually can contribute.</li> <li>• Current system is responsive and conflict driven (this is where the money is), but it needs to be preventative and peace-driven.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant voices are not always heard, there is not a mechanism for that (and those that do exist are under-utilized).</li> <li>• In our community, much of our focus is on troubled youth (which is important and valid), but it doesn’t necessarily present the opportunities for youth to develop interest, skills, a voice, etc. that will lead to peacebuilding.</li> <li>• We don’t necessarily always see young people as people who can remedy their own ills (for problems with youth, youth can help be part of the solution).</li> <li>• Failure to learn, and to invest in what we know works. (We invest tons of money in the traditional justice system, and almost no money in the alternative kinds of justice that we KNOW work).</li> <li>• Need a role for youth to be involved and participate</li> <li>• Coordinated advocacy (several little organizations doing their own thing – the time is right at the moment to criticize the Harper agenda of being tough on crime, because he’s being called to account.). None of us have the resources to mobilize this voice, but we could if we banded together like-minded people.</li> <li>• There is not a lot of career stability for young people in the peacebuilding field.</li> <li>• Very few marketable skills are available – youth need a broad understanding to give things context, which can be attained in university degrees, etc. but they need to have some kinds of best practices and skills to use.</li> </ul>

We need peacebuilders because we are at war, but if we’re not at war we don’t need them. In the same way, because we have troubled youth, this is why we need interventions to help them. Peacebuilding is only needed because there is conflict.

We need to get youth who are NOT aware of the “war” to become more aware of it, so that they can be part of the solution – we need to get them aware and interested in order to foster better understanding of the reality for the youth who ARE in the war.

#### **HOW TO MAKE THE CPSC YOUTH OUTREACH STRATEGY AS WIDESPREAD AS POSSIBLE:**

- The lack of one central point to coordinate peace initiatives
- Federal Department of Peace (this is possible, but not likely to happen any time soon) → government
- One participant expressed that having a central point is possibly not actually the best option, because the voluntary sector already does all of the things on the path
- Have a “211” for peace professionals (a clearing house). Brian said that his foundation is paying for a digital map of all the peace worker professionals in Quebec. Can we get this done for other provinces as well?
- Funding:
  - Foundations
  - Example: Brian Bronfman’s foundation
  - There are very few foundations that fund peace initiatives (Brian’s foundation is possibly the only one that funds THIS kind of peace initiatives). Therefore, we have to seek other foundations that focus on things like youth, education, etc. Also, foundations need to see real, tangible outcomes that have a real impact.
  - Channels of funding: Foundations, individuals, corporations and government. Corporations are unlikely to fund peace projects unless it fits with their business plan; government is not currently valuing peace initiatives; therefore foundations and individuals are the best bet, because they have more flexibility in terms of taking risks on projects that are a bit more creative

#### **The lack of an over-arching strategy for developing career paths in the peace professions**

- Syllabi-curriculum that is map to desired outcome (informal, formal, non-formal) → from kindergarten, to university and beyond. And there must be parallel forms of education happening simultaneously (formal education at the same time as opportunities for volunteering and further involvement).
- Peace concisely defined directly related to what we understand as peace. Narrow down the definition – are we talking about conflict resolution, poverty reduction, etc. (All these things relates to peace)
- Identify useful, transferable skills that will get young people employment; and provide an opportunity for youth to practice these skills – making formal and informal working together (educational institutions and opportunities for practice working together).
- Youth civilian peace service (right now, within the government structure, there is no expertise available for prevention, mediation, and reconciliation of conflicts). If there is a

professional youth civilian peace service (similar to cadet program) with different levels, then we have several youth who have been honing these skills for their whole life. All this takes is money and a curriculum. Adding MEANINGFUL internships (not getting coffee).

- School → youth civilian peace service → internships → peace professional options
  - This should be mostly domestic: not focused on going to exotic locations
  - This should be an alternative to military service, and funded by the government
  - Through a national youth service, there need to be very tangible support from government, and very tangible benefits that compare to those of military service (i.e. bursaries for post-secondary education)
  - We could also apply this same type of strategy to other types of careers (breaking up gangs at Jane & Finch, going into a more academic stream of conflict studies or peace professions, youth engagement, etc.).
- An overarching strategy (related to previous point of civilian peace service) that is a national youth service which coordinates all strains of peace work.
    - We need one central path (a civilian peace service) that can take young people to several different destinations (youth involvement coordinator, international development peace officer, gang intervention worker, RJ facilitator, etc. etc. etc.). One main curriculum will help young people get to any of these places.
  - Make it mandatory that all children in schools will be aware of all the fundamental applications and philosophies of the world’s great religions and cultures → this is a pretty good start to getting toward having children who are interested in peace. There is a model of this in Quebec.
  - We have research councils that are federally and provincially funded that create standards for how to do things (about health, arts, science, etc.). We need one for peace – the Department of Peace can do this, but only if it gets the funding.
  - Peacebuilding training for students in high school – start fostering a culture of peace in schools by having peer mediation programs, conflict resolution training, etc. (i.e. YOUCAN program in Ottawa schools).
  - Invest in the Human Resource Council in the voluntary sector, and they would work on the curriculum. → invest more in the voluntary sector
    - Tangibility, lack of funding going to the right places, and the lack of motivation to give to something called “peace”
    - There needs to be applied knowledge, real skills, etc. for funders to see value in giving money to peace initiatives
    - Quebec recently initiated a mandatory part of the curriculum on ethics, religion and conflict resolution.
    - Program in Quebec called Peace Pals (peer mediators)
    - A common theme among members of the group in this session was that we need a stricter definition or a more specific definition of what peace is to have a real conversation about solutions – i.e. solutions to what? What kind of peace and what aspects of peace are we talking about?

### Question 1: What does a peace professional look like?

#### Points made during discussion:

Non-formal education to complement what schools are doing: There is more that organizations can do than schools, in a more **intentional** way. *Key: Peace professionals intentionally teach “peace”*

Definition: PEACE PROFESSIONAL = PEACE BUILDER. A Peacebuilder is a way of BEING: A peace professional is simply a professional way of Peacebuilding. It is difficult to define peace builders because the mandate is very broad: it is easier to find gaps. Not sure that it makes much sense to define a peace profession, the discussion should be more about what we can do to create a non-violent society and how that can be sustainable through work with youth. We should concentrate on prevention and promotion. We can cover areas where we can make improvements. We need to discover how youth get the CPSC competencies they need.

### Question 2: How does your organization give youth the competencies?

#### Discussion:

When Katimavik recruits they look for specific values, and also values that are to be developed.

When it comes to competencies they give out workshops to youth

Learning how to safely use social media to be a peace builder; Finding technologies that apply to youth, making peace building a “cool” or relevant thing.

### Question 3: What are areas you want to put on that path? What do you need to get there? What are the intentional components of that path?

#### Discussion:

The path for a peace professional is different than the one for a peace builder. We need to see what the path for a peace professional is, answer that question first. There is an education component, a civilian component, etc. What is in our organizations for this? We need to figure out what we are all doing as a whole.

### Question 4: What are some gaps?

**Discussion:** Youth are very easily engaged, they get really excited, but then they have a hard time getting engaged. Youth come to Katimavik and they want to change the world. We need to create tangible calls to action on really big issues: Youth get really excited but then they can't find a way to take tangible action and they lose interest. Youth expects change NOW, they do not want to wait. We need to shift their lens. We need to teach skills that will cause youth to be patient and to have necessary skills for long term change. Expose links between youth's actions and their impact because sometimes they can't make the connection themselves.

We need a system that tells us how to develop a path: work on policy, training, communication strategy, advocacy. We need to be able to advocate for policy change. We should teach advocacy skills for policy change.

Youth get discouraged because they're missing skills, contacts, resources. They raise money, take some action and feel their efforts are in vain because it is not picked up by decision makers.

We do not have the equivalent of Cadets in Peace Building and Community Development. Yet, you do not want to polarize peace builders and cadets, because part of the Cadets is about creating peace and civilian participation.

So need to find a way to credit all different paths. Peacebuilding needs to get credited. Find an organization that will credit them.

### Question 5: What are the Gaps?

**Discussion:** Mechanisms of Communication to bring about more solidarity in the network of organizations; Inventory to identify what to do with skills acquired, inventory of ways to create a career path; Finding a way to create a stable path - bureaucrat style. Not everyone wants to become an entrepreneur. Network of professionals/ developing opportunities; defining whether we want the work of peace professionals to be institutionalized and structured or not. If so, we need a union to oversee the profession; finding a way to identify peace professional jobs or create them. We need to professionalize the skills with codes of conduct, etc.

Education, training (where to go to school?): It is difficult to integrate programs in curriculums because provincial regulations are strict; Convincing young people that they can have an impact, how they can get them significant experience.

Knowing what our field wants - what EXACTLY are we working towards?

We need to figure out which kinds of professions we want to include in the umbrella of peace professionals (What's in scope?); To be able to grow initiatives into a large scale (ex. peace brigade - trained people sent out to conflict zones to protect targeted social activists) with the goal to try to manage extreme conflicts without armed forces.; Getting the mechanisms in place to deploy civilians to conflict zones; How do we link each other up in creating a network is the main question to be addressed; Determine how interdisciplinary it is or should be or let it be; There is resistance for accreditation because the movement is so “grassroots”. Now how do we bring peace professionals to be accountable to their work? We need to find a way to pay voluntary peace workers.

### THE MAIN GAPS IDENTIFIED : There are two levels to the conversation --

1. Where are we going as a profession? There are no methods around peace building and ways of dealing with conflict (there is a method around war, why not around peace?) There are “down” sides to professionalization, do the up sides overshadow the downsides?
2. How do we engage people (youth) within the profession? For this conversation to be viable and successful it must be sustainable, we must determine what is different about

what we are proposing that makes it different from what exists.

### **Question 3: Looking at short term solutions**

**Discussion:** Foreign Affairs is looking to develop civilian engagement programs. As things move forward in conflict, we will have more and more civilians on the ground.

We need to start with domestic initiatives to gain credibility and then move on to national proportions

Ignite Policy Makers: so that they can find ways to include peace values in their criteria (ex. Olympics and aboriginal women making bouquets of flowers). On one hand you need education and lobbying..

### **Question: Looking at long term solutions**

#### **Discussion:**

Justin Trudeau: introduced a motion for a national youth policy (which got rejected): Wants to establish a youth organization as significant as the armed forces, without taking their place.

Developing a roster of individuals that would be useful for the government, non-governmental organizations and the individuals in question

Giving youth ownership of their future professions, of this process

There must be accreditation of formal and informal education, taking experience into consideration; Finding a way to validate their profession, not necessarily in the formal education kind of way. A lot of the successful peace builders are far from owning PhDs. In this field, a PhD doesn't mean much (is not a criteria that can stand alone)

You need to figure out an evaluation process, you need to accredit current peace professionals, you must build a task force of new peace professionals.

### **Education, Youth and Peacebuilding Discussion:**

#### **Question: Are schools being successful?**

#### **Discussion:**

I don't know that we are. A question for us to explore. Things are changing with the connectedness children have through technology and our society is changing. Schools have not adapted as well as children. In schools generally speaking the kids are leading this, which is good. But I have a sense that the teachers are not in touch with how connected the children are globally and at home. Children bonding with children. Not with adults. Not with authority.

**Question: How can we deliver the knowledge to the kids? Gaps and opportunities in delivering peacebuilding knowledge at school:**

**Discussion:**

- **Examples of CTF Imagination projects:** Ottawa school, through kids survey, realized they had 50 countries involved, so fundraised to get 50 flags around school. In Nova Scotia initiated “Real Friends” at high school, instead of Facebook friends, for fear of losing interaction skills. At request of students. Teacher facilitating it. A lot of fantastic stuff going on. Trying to encourage teachers to let the class take the curriculum, within bounds, to wherever the kids want to take them. In past 2 weeks another 100 signed up for Imagination projects. Teachers like the idea. Whether we’re falling behind the kids, not sure. Part of it was that teachers were dissuaded by their federations from taking part in social media because of the safety/ litigation issues. But facebook is becoming the cafeteria where teachers would stroll and find out about things, so they now stroll Facebook. We’re falling behind in the methodology for reaching out.
- **We probably have the skills. But the kids are not looking to us.** So many streams, connections, multiple levels – confusing when trying to talk about peacebuilding options.
- **How kids learn:** We are underestimating what 11-13 year olds know. They are all onto porn sites, social networking, learning about international events, an equivalent information base to university levels 15 years. From that they come into school to a relatively primitive environment, then go home again and do their real things ...
- **Kids are being exposed to material through the web, not knowledge.** Real learning is happening at school, but a less structured approach works better today with the student, because they have the access to the information. But the learning about the importance of what they are reading and what’s behind the story is a different matter .What were seeing in the Middle East, is what is happening everywhere: Kids are learning from each other. They still need guidance, direction, in a very chaotic world.
- **School is not about imparting knowledge anymore. Its about how to use it,** how to deal with the information that your accessing from anywhere. Like open book exams. Same principle. It is not about knowledge, but how to apply it, interpret it, look at it critically. CTF has a program that concentrates on crucial thinking... great idea...but it takes 3-4 years for the ship to start to turn because it is such a huge bureaucracy. The MEDIA Awareness Network and organization teaches media literacy, how to interpret, filter what kids are getting through the media.... for children and Youth. International youth exchanges. Bringing them together. Because when you are sitting together it is very different. Common to all organizations. Katimavik, Guides, WUSC, CECL, variety of groups jointly.

- **Need for a paradigm shift – from episodic to institutional.** If we want something different. We have to do something different. Fabulous programs in place, for ever. But we are still sitting here , and figuring out how to develop the path.
- **One of the gaps: we need some role models.** Need to identify and also make those available. Need Peace role model. E.g. equivalent to the Kielbergers “From me to we”. My reason for being here is the gap between the episodic (e.g. kielberger, who creates his own path) and the pattern that is structurally laid out in the military. Kids get disillusioned, they have no ready made institution to be part of, and make contributions to. They go to Canada World Youth, for example, and then what? A gap between the volunteer activities and how do I make a living out of that. What happens after people leave academia. The Quebec Branch of Canadian Department of Peace is looking into starting a peace cadet program. Military cadets receive huge funding. What about peace cadets? Peace medallion is so important to YWCA. The challenge is to share. This is about shining a spotlight, about the community. Every project has a web presence. Some people are doing huge programs with organizations. Others think, I cannot do that, but I can plant flower, so kindergarten age kids are beautifying yards.

#### Highlights:

- **Need for a paradigm shift – from episodic to institutional.** If we want something different. We have to do something different.
- **There is a two-pronged process in peace education:** internalizing the information and choosing a career path. One may choose a peace career path. Others may say, my peace path has been peace parenting.
- **Need for a network using Global patterns of coordination:** I would like to see a network come out of it. Picture a kid. Gets a peace badge, stoked on it, maybe gender issues, so at some point would ask what can I do with this.
- **Use this work shop as a nucleus as a network for practical opportunities,** a network, providing information to guidance counsellors on peace opportunities.
- **Use social media:** Kids themselves are going onto TED, Youtube. Blog with group. Speech by Martin Luther King. Very literate and very connected. And what systems they are using organize themselves.
- **Need schools to connect more with other institutions.** Schools connect with other schools, not nec with NGOs and NGIs.

#### Peace Professionalism: TWO MAIN THREADS WERE IDENTIFIED:

- **Where are we going as a peace profession?** There are no methods around peace building and ways of dealing with conflict (there is a method around war, why not around peace?) There are “down” sides to professionalization, do the up sides overshadow the

downsides?

- **How do we engage people (youth) within the profession?** For this conversation to be viable and successful it must be sustainable, we must determine what is different between what we are proposing and what already exists

### **Specific Gaps Raised in the Discussion:**

- Communication mechanisms to bring about more solidarity in the network of organizations
- Inventory to identify what can be done with the skills acquired; inventory of ways to create a career path;
- a stable career path - bureaucrat style. Not everyone wants to become an entrepreneur
- Network of professionals/developing opportunities
- Defining whether we want the work of peace professionals to be institutionalized and structured or not. If so, we need a union to oversee the profession
- A mechanism for identifying or creating peace professional jobs
- The need to professionalize the skills with codes of conduct, etc.
- Education, training (Guides on where to go to school?)
- It is difficult to integrate programs in curricula because provincial regulations are strict
- Means of convincing young people that they can have an impact and how to get significant experience
- Defining what EXACTLY are we working towards in this field; what professions to include in the umbrella of peace professionals; what scope; how interdisciplinary
- How to grow the initiatives into a large scale undertaking (e.g. peace brigade - trained people sent out to conflict zones to protect targeted social activists) with the goal to try to manage extreme conflicts without resorting to armed force.
- Creating mechanisms for deploying civilians to conflict zones
- How to get peace professionals to be accountable for their work? There is resistance for accreditation because the movement is so “grassroots”.
- A mechanism for paying voluntary peace workers.

### **Question 3: Looking at short term solutions**

- Foreign affairs is looking to develop civilian engagement programs. As things move forward in conflict, we will have more and more civilians on the ground.
- We need to start with domestic initiatives to gain credibility and then move on to national proportions
- Ignite Policy Makers so that they can find ways to include peace values in their criteria (e.g. Olympics and aboriginal women making bouquets of flowers)
- education and lobbying

#### Question 4: Looking at long term solutions

- Justin Trudeau introduced a motion for a national youth policy (which got rejected): Wants to establish a youth organization as significant as the military cadets, without taking their place.
- Developing a roster of candidates that would be useful for the government, non-governmental organizations and the individuals in question
- Giving youth ownership of their future professions, of this process
- Accreditation must take into account both formal and informal education, as well as pertinent experience. A lot of successful peace builders do not have PhD's. The evaluation needs to accredit current peace professionals, as well as building a task force of new peace professionals.

#### GAPS

- Silos – everyone is doing great things, but they aren't collaborating with each other.
- Lack of coordinating body, this is a gap, but the solution could be a coordinating body
- Silos: words to express the idea that this is the problem what is the vision for the future?
- There is a briefcase of tools that are brought to the table, and methodologies and goals are somewhat similar, but they bring all these things to the table, but it might be nice to have a catalogue of services, because then they can be catalogued in their areas. You can understand the silos by understanding what people are saying
  - Research within a catalogue would be great, because then you can look at best practices and then we can discover how well things are working, what is working, what is not working, research around the effectiveness to raise the best and promising practices
  - to build on that a little, the universities that are represented are doing the research and we need to do our own research on this, because at Royal Roads University then there are things that we could do to improve the
  - Researchers are available through university programs and research done and research opportunities.
  - Not quite sure if other organizations would know what happened.
  - You could develop something that could work for you. If you had the people to do it with
  - Right, so the research would have to start from a base point. Research that has been done and research opportunities and funding
  - Anything else about research? What kind of research are we talking about?
  - Of conflict intervention, resolutions
  - All this is happening, but people don't know about what other people are doing. By creating a central place where people are sharing what's going on, you start learning more about what is going on and what is happening

- Creating a coordinating body is a great idea, but perhaps it won't happen. Are there any technological solutions – something like a website that people could contribute to, sign on to, exchange ideas, someone would have to organize that, but it would be a place where like minded places and organizations could go to find out what the thinking is, what is going on. Etc
- Website, finding information, can evolve in a number of ways, could also act as a broker, where people are looking at opportunities to work, intern, do research, and then another list of opportunities for students and youth and so on. – that's a very affordable solution.
- a website with a drop down list in order to find that type of thing.
- I'm looking for a person that can do... this, and there is someone else that has that skill set and time, it's tricky to get them together to do that, but in this field there are people that would be interested in that organization.
- The second thought – this kind of event, a commitment or undertaking to do this on a regular basis – these kinds of meetings are great because you get to meet people, they are invigorating, they reenergize – you can create partnerships versus silos.
- By regularly identifying the gaps you can have people step in to fill them
- Stimulate innovation
- Another thought under the website, - newsletter
- Discussion groups, (IT), with linked in, discussion groups on Facebook, bringing up stuff on Twitter – this encourages people to share their ideas because there is a forum, stimulates other people to do this too.
- Other organizations and other bodies outside of your circle, government for example, often look to those sources when they're searching to fill a need, to recruit, engage, obtain expertise, i.e. DFAIT looks to those kinds of things for their open source reviews
- Deemed as potential tools – along a spectrum, based on the suggested tools, coordinating bodies is a set of tools, which we can place on a spectrum – one end, reading information (newsletter) other end of the spectrum – forums, small group dialogue, information sharing,
- Website, discussion groups, that kind of thing as well. More examples, filling in the headings
- Really a set of tools, instead of an over viewing body – this seems more plausible than a governing body → this could be very possible, this spectrum – great idea!
- Other advantage is that you're working internal to your community but you're making it externally as well.

- How do we put a specific youth engagement aspect to it? We could have a youth component to each tool, or you can weave it into the fabric of the principled philosophy sort of way
- Perhaps we don't even have to go that deep – emphasize that whatever we do it has to have a part where it serves youth engagement
- You'll reach out to them if you're thinking about it
- It's a very important point that you're making, perhaps we can look at it as the back door – they are part of what we're going to do. If you're going to make it attractive to youth, then you'll need youth to make it presentable to youth.
- There's different ways of looking at service to youth, keeping in mind it's always about their engagement – youth as the audience, engagement, volunteers, creators, part of the process, and then also services to youth
- Customers, actors and owners
- Shy away from tokenism, give full participation to youth, you don't want to patronize either, you want to engage and interest them, if they think they're dealing with the youth website, in my experience, youth will engage more when they think this is real and having value
- Part of the design as youth, they will buy in because they are part of the design, as they see things reflected in what happens, they will take ownership of what they can become involved in.
- Ignite interest, passion and enthusiasm – don't want to lose the substance. It needs to be a combination of marketing and substance
- Design team must meet the needs of all stakeholders
- But more so – it needs to be designed by the users,
- When I heard the world real, I had an emotional reaction to that, because the opposite is fake, but what about experience
- A youth that is 15 years old will not have the same reaction to things as someone who has a career
- Positions of power tend to belong to those that are older, without saying that it's not real what they're contributing, or that it cannot be realized, there is a need to recognize there should be a collaborative approach to what is going to happen. They are a part of the decision making process
- When we try to engage youth, if we develop a youth program it invariably backfires on us, (policing) what they want to see, is they want to see real police work, they want to know what police officers are doing, they want to get a peak at the real thing, and not be fed something, not the watered down version –
- Youth want to feel like they're taken seriously

- Concepts underlay what other people are talking about – opportunities along tools of peacebuilding, if we don’t tailor it to youth – more towards “entry level” – into peace work and anything to do with peacebuilding/making/keeping etc.
- Youth don’t need a sanitized view point
- What is “real”? words – power, balancing power, and recognizing the differences people bring to the table, and that those differences are equal – equally valued as part of the process that is equally valuable to all stakeholders
- How do we make sure that everyone own this resource that we’re proposing to be created?
- Is the participation component, what came out of our group discussion – youth voice came out, the tools would have to have an opportunity for interaction and to be somewhat dynamic, and allowing people to have their voice heard sometimes speaks to power imbalance
- Picking up on the word real, - talking about realistic
- Respect for skills and experiences that are brought to the table – of all experiences, and to use that experience
- Differently immediate
- Take in information, and what do we do with it? Where do we go from here?
- Addressing the issue we have – people aren’t talking to each other because it’s not easy to find each other
- It’s a related gap, to the solution that we’ve created, because we’ve created the “body” to overlook requires resources, how can we address or fill this? How can we support this? Otherwise it’s a gap in actually making it happen. How do we address the solution?
- Skills and expertise, the capacity, coordinated somewhere, capacity organizationally or otherwise in order to do it
- Software, governance, people, skills, structure and roles and responsibilities, commitment and conviction
- What about government? We think that this would be getting a little far ahead – governance is important, but what does the overall body look like? What does the mandate and the structure look like.
- By who? By people here today, by all of us, by key players, through commitment and conviction – let them stand up and be counted
- In order to make it happen, the solution to make it happen, these things are necessary – goes towards *who*
- We are just being strategic right now – there HAS to be commitment, but between stakeholders too – to the project, commitment at the nucleus and at the tentacles

- What are we talking about with commitment? That may form who will step up – commitment to the project, what we’re trying to create for the purpose of it, a tool spectrum, maybe we just need to add a few words around tool spectrum.
- Integrate, to create mechanism for coordinating and integrating youth – for the purpose of peace, ... of youth in peacebuilding
- My only question is: what are we coordinating? The silos or the youth? – the catalogue of services and of youth, tools,
- Does that address what we said about real, how and characteristics
- Have we solved the silos gap? Anybody outside of the room, are people going to understand what we mean about
- State what the gap is – silos, group thinking, the way to address silos is to create mechanisms for coordinating integration of youth in peacebuilding
- We a creating a mechanism through the tools – tool spectrum, keep it real, respect, we’re coordinating tools,
- We’re coordinating efforts – the bracket after coordination, would be the efforts of the people and organizations in the silos

**Competition for Funding: Need coordination of programs , and the funding of programs.**

All of these people are doing great work . But they are all fighting for the same piece of pie so, there is a disincentive to work together, because you are in competition with each other for your own existence. Just as CIDA coordinates internationally, so also the peacebuilding profession needs a body coordinating interventions in the field. Gap in jurisdictions, turf wars

**Trying to link up community organization and schools**, hardest is to get teachers to contact orgs and orgs to coordinate with schools.

**Federal govt has turf wars between agencies...** e.g. DFAIT and DND, inter- and intra departmental turf wars.

**What is creating the gap? Are the gaps opportunities or obstacles?** If we’re developing a path, this gap is either going to be an opportunity or an obstacle.

**A culture of competition rather than complementarity** (We have become used to thinking in pockets. Things may be changing slowly )

**The vertical gap between conversations such as this one and the leadership of this country.**

- Maybe CDPI will fill the gap. Can have discussions and plans. We need the champion . There are some in parliament. Certain members are not listening.

**How to tap into the connectivity and cooperation of youth?** Create a TED talk.

- **Careers and their impact:** More opportunity for communication, more opportunity to get answers. But where careers are put into jeopardy. There are still silos. There is a gap between peace making as a voluntary and peace making as a career. Every boys and girls club. Every teacher is working on conflict resolution. Peer mediation programs. Etc. if it was in there would that not link into career Ramsbothen, O., Woodhouse, T. and Miall, H. (2005). *Contemporary Conflict Resolution.* (2<sup>nd</sup> ed.). London: Politydevelopment. Guidance teacher in Ontario hear from health care, dentist, etc. But there are no links between the teaching institutions and peace as a career.
- **Two streams peace education (internal and professional) -**  
As a citizen am going to live a peaceful life and contribute to my neighbourhood. For the second there is no obvious career link.

### **What about the private sector?**

- If the kids need mentors. Don't we as citizens also need the mentors. e.g. CBC heroes.
- ***\*If you have a message you want it packaged. Canadian Advanced Technology Alliance will get the message to where it needs to go (John Reid).***

### **Supplementary to vertical gap. Us and leadership. And private sector. And citizens.**

To make things concrete, civilian peace service Canada should put out specific information: “If you want to be a peace professional, where to go for the information and for what designation; A clearing house for the variety of career paths, and ultimately how to qualify as a peace professional. What does it mean? CPSC needs to say: We can have streams: diplomat, mediator, etc.

### **Gaps: Part of the funding problem, do you have a constituency?**

i.e. green peace supporters are environmentalists. Who are CPSC's supporters? Potential donors do not have CPSC on their radar, need to bring it onto their radar...

### **Gap: having resources to get resources. Funding is vital.**

## Annex E: Participant Evaluations of the CPSC Engaging Youth Workshop

**Brief Summary:** *The responses were overwhelmingly positive, as can be shown by the workshop ratings. Most of the positive feedback concerned the opportunity to network with a like-minded, but diverse community. It is clear that most, if not all of the attendees were inspired by one another for the possibility of new and creative ideas. This was an opportunity to commit to taking action and following through. There was a great deal of enthusiasm for a follow-up event, building on the fruits of the day.*

*A need for more focus and clearer objectives at the start of the day, as well as a need for more direction and focus in small groups came up as constructive criticism. There was also a good level of concern for the absence of young people present, leading to questions of how to engage youth in these initiatives.*

*According to the feedback, the day was well organized, well facilitated and definitely created energy for more of the same. As one comment said ‘this is potentially history in the making’!*

A. How would you rate today’s workshop?

1. not worth my time (0)
2. ok (0)
3. average (6)  
3.5 good? (1)
4. great (19)
5. outstanding (1)

B. What I liked about today’s workshop (please comment)

### Attendees

- Learning what others do in this area
- Excellent cross-section of stakeholders / networking
- Diversity/ conversations with people you wouldn’t usually speak to

### Content

- Enthusiasm/ new possibilities
- Opportunity to learn new trends
- Chance to learn about interconnectedness among groups
- Willingness of participants to commit
- Great ideas/ dialogue
- Peace-building paths
- Walking away with concrete actions
- Source of ideas and resources

### Structure of event

- Good time-keeping
- Lots of time to discuss/ ask questions
- Well facilitated/organized
- The process ran smoothly

- Large number of facilitators and recorders

C. What I did not like about today’s workshop (please comment)

**Structure of event:**

- Too much material covered in the time available
- Too many breaks / Not enough breaks ☺
- Unilingual

**Content:**

- Lack of information from Quebec
- More focused on the subject matter expertise rather than youth serving org’n role
- Lack of focus on purpose of event, more context at the beginning
- Too much time spent describing ourselves and our organizations

**Attendees:**

- Lack of youth present/top heavy
- Needed to address engaging youth in the field

**Small Groups**

- Objectives of workshops not followed up in the discussions/lack of focus
- Poor small group facilitation
- Questions difficult to answer and not always relevant
- Groups should have been pre-segregated into topics

D. Advice for future workshops?

**Structure:**

- More time to focus and explore scope and applicability of action items
- Have another workshop
- More of the same with more youth attendees
- More time/more breaks ☺
- 6 month re-assessment
- Specific consideration of ‘out of towners’
- An evening session – ‘wine and cheese’

**Small Groups:**

- Facilitators need more focus

**Content:**

- Break down career paths into small sections
- Maybe a ‘working lunch’
- Bilingual
- Build on what was done today
- Keep focusing and more specific
- Greater clarity re. expectations and outcomes, common understandings
- More tangible questions/more focused at the outset
- A tighter agenda – set formalization of the field as a priority or embellishing the current model