

World Vision Russian Federation



**Peace Building and Conflict Resolution  
in the North Caucasus**

Final Report

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## Introduction

Following the September 2004 terrorist attack on School Number One in Beslan, North Ossetia, World Vision Russian Federation responded immediately with medical supplies and equipment to hospitals treating the injured in both Beslan and neighboring Vladikavkaz. However, as the initial shock of the attack and the primary response to care for the wounded subsided, latent ethnic tensions began to resurface between North Ossetia and the republics of Chechnya and Ingushetia, particularly between North Ossetia and Ingushetia, which have a history of bilateral conflict. **(See insert for a brief contextual overview)**

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The Ingush and Chechen peoples have close historical, cultural and linguistic ties, although the Ingush have not shared in the fierceness of the resistance to Moscow put up by the Chechens over the past 200 years. Like the Chechens, however, the Ingush, despite their history of relative loyalty to Moscow, were deported to Central Asia towards the end of World War II by Stalin who accused them of collaborating with the Nazis.

One of the consequences of these deportations was the transfer to the North Ossetian autonomous republic of the Prigorodny region, which had been inhabited almost entirely by Ingush but was now resettled by Ossetians. In 1957, Soviet leader Khrushchev allowed the deported peoples to return home, but this, however, was not accompanied by a

decision to return the Prigorodny region to the then Chechen-Ingush Republic. As the Soviet Union fell in 1991, and as Chechens and Ingush formed their own republics within Russia, Ingush extremists attempted to reclaim the territory of Prigorodny by force, setting off a bloody conflict that left several hundred dead.

When federal forces intervened, they enforced a presidential decree that the Prigorodny region was to remain part of North Ossetia. The hostilities and reprisals produced between 40,000 and 60,000 Ingush displaced people, almost all of whom fled to Ingushetia, where many today live in temporary settlements and camps. Although there are Ingush and Ossetians living in the Prigorodny region today, the Ingush claim that they do not enjoy equal rights and are denied services because of their ethnicity. Following the attack in Beslan, in which many hostage takers were believed to be Ingush, this ethnic tension has risen again.



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World Vision's operations were directly impacted by this increased tension as local Nazran based staff were not able to assist with World Vision's relief efforts in North Ossetia. As time progressed, more and more reports of retribution were rumored, specifically after the 40 day mourning period observed by the Beslan, and North Ossetian, community.

Hostility was evident in other forms as well. Following the Beslan tragedy, children from schools in Chechnya and Ingushetia, where World Vision works, drew posters of support and encouragement for the children of Beslan. When World Vision Program Manager David Womble and Operations Manager Jitka Kubinova brought two of these posters to the Beslan administration office, several staff members in the office informed World Vision that these tokens of support were not welcome given their origin, despite our explanations that the children of Chechnya and Ingushetia were disturbed and horrified by the Beslan attack no less than children worldwide who sent similar letters and drawings of support.

Within the context of escalating ethnic tension, World Vision proposed to conduct two pilot peace building and conflict resolution trainings for groups of students from all three republics and for teachers from all three republics, knowing that organizing such trainings would be challenging given the prevailing atmosphere. Thanks to USAID in Russia and the Office of Conflict Management and Mitigation, World Vision implemented these activities in a pilot project that produced positive results and is discussed further below.

### **Description of Activities**

World Vision identified three individuals, one Chechen, one Ingush, and one North Ossetian, who would form a team of trainers for the workshops to be conducted for students and teachers. Individuals were selected based on previous facilitation experience and an eagerness to be part of an effort to bring the three republics into closer communication with each other (**see insert on trainers below**). Beginning in December 2004, these three staff were trained as trainers in peace building and conflict resolution and created the curriculum for the workshops to take place in early 2005. (Copies of the curriculum have been presented to USAID Russia.)

**Chechnya Trainer Bela Tsugaeva:** Ms Tsugaeva has worked for World Vision Russian Federation for more than three years and has extensive experience as Capacity Building Manager in community based training in Chechnya and Ingushetia.

**Ingushetia Trainer Magomed Daurbekov** was previously the manager of the BPRM-funded Community Mobilization Center in Slepsovksaya, Ingushetia, and helped organize several training events there.

**North Ossetia Trainer Zalina Kantemirova** is from Beslan and is a recent graduate from Vladikavkaz University with a degree in journalism. Her sister, beginning her first day of school as a teacher in Beslan School Number 1, was among those taken hostage during the Beslan siege and was also among the survivors. Though Ms. Kantemirova had no peace building experience, she came to World Vision with a sincere desire to help heal the wounds left by the Beslan tragedy.

The trainers then identified students and teachers from their respective republics who were willing to participate in such a project. World Vision presented the project to each republic's Ministry of Education to ensure their support for the project prior to contacting students, parents, and teacher participants. In addition, signed consent forms were obtained by each parent allowing his or her child to attend the training. It was decided that both trainings would be conducted in Nalchik, Kabardino Balkaria, a fourth neutral republic accessible by each of the three participating republics.

### **Report on Students Workshop**

The first training event for students was held on February 7-11. 29 students from three republics of the North Caucasus (11 from North Ossetia, 10 from Ingushetia, and 9 from Chechnya) were selected in cooperation with the Ministry of Education from each Republic and with the consent of each students' parents. One parent from each group was also present to help manage the supervision of the children. A World Vision Russian Federation psychologist also served as one of the facilitators. The agenda of the training (**see Attachment 1**) included group discussions of topics including, What is conflict? What are the sources of conflict? What are our cultural values and what influence do they have on conflict? What are tolerance and intolerance and how are these manifested?

Theory and group work were combined with games and ice-breaker activities targeted at developing a team building spirit as well as to help children express themselves while learning more about each other. All games contained a latent message of joining together, with participants joining hands and looking each other in the eyes. Each participant received peace building and conflict resolution journals containing all materials discussed during the training, including recommendations on how students can conduct similar activities in their own schools.

Students were also given two books published in the Russian Federation by conflict experts to help deepen their knowledge on the topic of conflict resolution.

Conflict Study, Ratnikov, Golub, Lukashova, Ostrovskiy, Yudin, Skripnikova, Moscow 2002

The book consists of five chapters – the subject of conflict study and its history, general theory of conflict, interpersonal conflict, conflict at different levels of society, and methods of prevention and resolution.

Conflict Study: Questions and Answers, Ratnikov, Moscow 2004

The Questions and Answers book addresses questions on what motivates conflict, conflict and stress, developing social partnerships as a tool for conflict resolution, negotiation tools, and ethnic conflict.

Participants also receive t-shirts with the message “LET’S MAKE PEACE” written across the front and “Peacebuilding and Conflict Resolution, North Caucasus 2005” across the back, with USAID and World Vision logos. The image of a dove and the peace symbol were also printed on the t-shirts. In the evenings, students socialized around a music center in the conference room. National songs from each republic were played, and students presented traditional dances from each republic. These evenings strengthened the bonds of friendship between the groups, and groups of Ossetian students were found dancing together with Ingush and Chechen students.

During the workshop, World Vision facilitators had created a space on the wall for students to leave messages for each other in envelopes with each participant’s name on it. This proved to be a very popular facet of the workshop and facilitated communication between individuals of different republics. At the end of the workshop, the participants created a giant poster with each of their handprints traced on it, and on which other students could leave messages for individuals.

### **Report on Teachers Workshop**

The second training, for teachers, was held February 17-21 at the same facility in Nalchik. 30 teachers, 10 each from Chechnya, Ingushetia, and North Ossetia, were invited to attend. Selection of teachers was conducted in cooperation with each republic’s Ministry of Education. As with the training for students, a World Vision psychologist joined the team of facilitators. For teachers, however, World Vision also invited an expert on non-violent education to lead sessions specifically for teachers on how they can incorporate peace building and conflict resolution into their lessons.

While the agenda for the teachers (**see Attachment 2**) differed from that of the training for students, many of the same ice breaker activities were employed as a means of introducing the participants to each other, and many of the same questions were discussed with regard to conflict, tolerance, and resolution, albeit teachers provided their classroom perspectives. Each participant also received the same curriculum journals prepared by World Vision which covered all of the lessons and discussions of the workshop, with practical suggestions for incorporating peace building and conflict resolution activities in their classrooms. Teachers were also presented with two books each on conflict studies. These are:

Conflict Study, Antsupov, Shepilov, Moscow 2004

This is the second edition of the first book in conflict study in Russia. There is an attempt made in the book to generalize and systematize scientific knowledge about conflicts received in different fields of Russian science. It is issued for students, post-graduates, teachers and experts. The book consists of 7 chapters: Introduction into conflict study, Conflicts in the world of animals, Methods of research of conflicts, Theoretical basis for conflict study, Interpersonal conflicts, Conflicts in different spheres of human interaction, Prevention of conflicts.

Conflict Study: Social Conflicts, Kilmashkina, Moscow 2004

This book gives definition of social conflict, its types and functions. Special attention is paid to the questions of prevention and prophylactics of social confrontations within the period prior to conflict. Also addresses social and economical, social and political, religious and international conflicts on the stage of contemporary Russia.

A list of all participants is found as **Attachment 3**. World Vision tried to maintain a gender balance among participants for both trainings. Of 34 total student participants, 19 were girls and 15 were boys. Of 30 total teacher participants, 23 participants were women while 7 were men.

After the workshop, the three facilitators and participants created a newsletter (**see separate PDF file attachment**) which was distributed in schools and to the Ministries of Education in all three republics (a copy of the newsletter was presented to USAID Russia along with the photo report and other project documents). 4,805 newsletters were distributed to schools in North Ossetia, Chechnya, and Ingushetia through the district educational departments. Republican Ministries of Education and Ministries of Youth also received copies, as well as libraries in Vladikavkaz and the Beslan administration.

### **Challenges, Successes, and Lessons Learned**

Following the tragedy of Beslan, it is understandable that parents and officials from North Ossetia would be protective of their children, especially with regard to travel and interacting with people from Chechnya and especially Ingushetia. It took a large amount of time and effort to explain the objectives of the project to the Ministry of Education, but World Vision felt it important to receive the endorsement of each republic's government for the activities. While students from Beslan did participate in the training, identifying students and parents who would allow their children to participate was not easy. In Ingushetia, a representative from the Ministry of Education demanded to attend the workshop so as to supervise the messaging disseminated there. World Vision expressed its concern that students would not express themselves freely if surrounded by adults, especially officials, and might be inclined to say what they felt adults wanted them to say. In the end, while World Vision accepted the Ministry's request to attend, no representative came to the training.

Measuring the success of a peace building program is challenging, especially for a pilot project such as this. In other programming areas, such as emergency assistance, one can measure the number of latrines built, the cleanliness of drinking water, or reduced mortality rates, but there are currently no commonly agreed indicators for measuring the results of peace building or conflict focused programming. CDA, the Collaborative for Development Action, has published an informative issue paper on indicators for peace projects.<sup>1</sup>

The overall goal of this project, as stated in the proposal, was to foster a greater respect and tolerance among communities from the North Caucasus republics of Chechnya, Ingushetia, and North Ossetia, to promote a deeper understanding and appreciation among the groups, to help communities identify connectors which bridge the three communities and to build upon those while minimizing community dividers, and to use the workshops to enable the participants themselves to reach out to their wider ethnic communities in promoting peace and reconciliation.

In this regard, the training should be considered a success for the selected participants. Based on evaluations of the training solicited from the trainers, trainer observations, observations from parents and teachers after the training, and follow-up activities, the students who participated in the workshop left Nalchik with friendships forged between themselves and students from the other republics, a better understanding and appreciation for other ethnic groups, and motivated to share what they had learned with their community.

Ms Kantemirova, the trainer from North Ossetia, met with teachers from the schools where students were selected as well as with Ministry of Education officials. She was told that the students returned from the training with different attitudes, and expressed having enjoyed the training very much. They also expressed a desire to see further trainings in the future. Children from all three republics have continued to stay in touch with each other – one of the main examples of this is through SMS text messaging. One of the participants from North Ossetia gave an interview about the training to a Vladikavkaz radio station, and a news article also appeared in a Vladikavkaz newspaper.

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<sup>1</sup>[http://www.cdainc.com/rpp/archives/2001/07/measuring\\_peace\\_indicators\\_of\\_impact\\_for\\_peace\\_practice.php](http://www.cdainc.com/rpp/archives/2001/07/measuring_peace_indicators_of_impact_for_peace_practice.php)

Glimpses of success can also be found through short personal anecdotes during the training. During one evening session, when most of the students were participating in singing and dancing activities, two boy students were not present – one from North Ossetia and one from Ingushetia. When the facilitators went looking for them, they found them in one of the hotel rooms playing chess with each other. When the students arrived for the first day of the training, groups segregated themselves by ethnic group. That these two boys developed such a friendship illustrates the potential for two ethnic groups with a history of conflict to find common interests and build upon those.

As noted above, much preliminary work needed to be done in order to convince local governments and parents that such a workshop would be valuable and safe for their children. In the future, presentations to groups of parents and teachers more thoroughly explaining the goals and objectives of the project will be necessary.

### **Future Potential**

World Vision received valuable feedback from both students and teachers through end of workshop evaluations. Further trainings were strongly requested by both groups, as well as by the Ministry of Education once teachers reported back to their school directors. World Vision can organize further Training of Trainer seminars so that children can become certified trainers of peace building and conflict resolution in their own schools. World Vision could cover each school in all three republics, inviting two students-activists with leadership potential, who are articulate and energetic, and who demonstrate the qualities of a good trainer. These students could then return to their schools to conduct trainings for their peers. Such trainings could lead to the establishment of a Students Peace Network in the North Caucasus, and have a more sustainable impact on the improvement of relationships between conflict republics. While ethnic tensions continue to prevent many Chechens and Ingush from traveling to North Ossetia and vice versa, a “virtual” network could be developed through the internet. The network of student leaders could create their own North Caucasus website, sharing messages, describing activities in their schools, and promoting dialogue between the three republics.

**Attachment 1**

**Training for students  
"Peace Building and Conflict Resolution"  
7-11 February, 2005 Nalchik  
Agenda**

**The first day - February 7**

15.00 – 18.00	Arrival to the hotel. Registration, accommodation.
19.00	Dinner

**The second day - February 8**

9.00 – 10.00	Breakfast
10.00 – 11.00	Welcome speech. Acceptance of rules of conduct (writing on the flipchart rules of behavior at the training: respect each other etc.). Introduction "Name plus adjective". Conversation "What is conflict?"
11.00 – 11.20	Coffee-break
11.20 – 13.00	Game "small cart with vegetables". Mini-lecture "Sources of conflict". Group work on determination of conflict. Test "Do your parents understand you?" Game "Enticement". Group discussion "A letter from Azamat".
13.00 – 14.00	Lunch
14.00 – 15.00	Game "The floor, the nose, the ceiling". Conversation "Our values and their influence on exercise "My values".
15.00 – 17.00	Exercise – warming-up "Molecules". Brainstorming "What is violence?" Game "Touch the blue". Mini-lecture ". Styles of behavior in conflict". Game "Break-through". Feedback.
19.00 – 20.00	Dinner

**The third day - February 9**

9.00 – 10.00	Breakfast
10.00 – 11.00	Introductory conversation. Introduction "Name plus gesture". Warming-up "The floor, the nose, the ceiling". Mini-lecture "Tolerance. Demonstration of intolerance".
11.00 – 11.20	Coffee-break
11.20 – 13.00	Game "Wind blew". Test "Your style of Communication". Group work "Cases of intolerance that we experienced or observed". Discussion "A story of Nurlan". Game "Breach of prison."
13.00 – 14.00	Lunch

14.00 – 15.00	Game "A crocodile and frogs". Exercise "Our values." Exercise "I am counting."
15.00 – 15.20	Coffee-break
15.20 – 17.00	Game "Who was born in May?" Conversation "Behavior – what is it?" Warming-up "Unfinished sentences". Discussion of a story "Six wise men". Exercise "Rope lugging". Mini-lecture "Conflict resolution according to the rules of fair fight". Game "A tiger, a mouse and an elephant". A story about a bottle of milk. Test "My approach to conflict". Game "Wind blew". Discussion "The language of friendliness". Game "Dominoes". Exercise "Ultimatum". Feedback.
19.00 – 20.00	Dinner

#### The fourth day - February 10

9.00 – 10.00	Breakfast
11.00 – 16.00	Excursion to the "Blue lakes". Outdoor lunch. Conversations with a WV psychologist close to nature.
17.00 – 19.00	Work with a WV psychologist
19.00 – 20.00	Dinner
20.00 – 23.00	Amateur performance. Concert. Karaoke songs.

#### The fifth day - 11 February

9.00 – 10.00	Breakfast
11.00	Departure

**Training for teachers**  
**“Peace Building and Conflict Resolution”**  
**17-21 February, 2005 Nalchik**  
**Agenda**

**The first day - February 17**

15.00 – 17.00	Arrival to the hotel. Registration, accommodation.
18.00	Dinner

**The second day - February 18**

9.00 – 10.00	Breakfast
10.00 – 11.00	Welcome speech. Acceptance of rules of conduct (writing on the flipchart rules of behavior at the training: respect each other etc.). Introduction “Name plus adjective”. Conversation “What is conflict?” “History and the subject of the science of conflict”.
11.00 – 11.20	Coffee-break
11.20 – 13.00	Game “small cart with vegetables”. Mini-lecture “Sources of conflict”. Group work on determination of conflict. Test “Your style of communication”. Game “Enticement”. Group discussion “A letter from Azamat”.
13.00 – 14.00	Lunch
14.00 – 15.00	Game “The floor, the nose, the ceiling”. Conversation “Our values and their influence on the conflict.” Exercise “My values”. Mini-lecture “Styles of behavior in the conflict”. Game “Wind blew”. Brain-storming “What is violence?” Conversation “Interpersonal conflict”.
15.00 – 15.20	Coffee-break
15.20 – 17.00	Game “Who was born in May?” Mini-lecture “Tolerance. Demonstration of intolerance.” Group work “Cases of intolerance that we experienced or observed”. Discussion of a story “Six wise men”. Test “My approach to the conflict”. Game “Tiger, mouse and an elephant”. Conversation “Conflicts on different levels of social system”. Feedback.
19.00 – 20.00	Dinner

**The third day - February 19****Trainer: Islamova Malika****Topic: Non-violent education****Credentials:****2002** received title “Teacher of the year” in Russia**2002** received a silver sign “For human rights” for input in protection of children’s rights in the Chechen Republic**2004** received title “Honored Teacher of the Chechen Republic”

**2004** did presentation at the international conference in Slovenia, Kranska Gora city about children's rights in Chechnya

**Currently** coordinator of Programs in Chechnya of "Dyonal" NGO

9.00 – 10.00	Breakfast
10.00 – 11.00	State of children in the region. Topicality of non-violent education. Brain-storming "Demonstration of violence at schools"
11.00 – 11.20	Coffee-break
11.20 – 13.00	Non-violent education and its main characteristics. Reading an extract from a story "Parents` meeting" about a school in Denmark."
13.00 – 14.00	Lunch
14.00 – 15.00	Group work "Differences between traditional and non-traditional education (compilation of a table on a flip-chart.)Game "A crocodile and frogs". Exercise " Our values".
15.00 – 15.20	Coffee-break
15.20 – 16.00	Role-games: "Resolution of conflict situations (from the pedagogical experience of the participants)
19.00 – 20.00	Dinner

#### **The fourth day - February 20**

9.00 – 10.00	Breakfast
11.00 – 16.00	Excursion to the "Chegem Waterfalls". Conversations with a WV psychologist close to nature.
17.00 – 19.00	Work with a WV psychologist
19.00 – 20.00	Dinner
20.00 –23.00	Amateur performance. Concert. Karaoke songs.

#### **The fifth day - February 21**

9.00 – 10.00	Breakfast
11.00	Departure

## Attachment 3

## Student Participants

Name	Age	Gender	Republic
Aliev Magomed Ibragimovich	16	M	Malgobek, Ingushetia
Polonkoeva Luiza Batirovna	16	F	Malgobek, Ingushetia
Yevloev Adam Magomedovich	15	M	Karabulak, Ingushetia
Hamidov Artur Gilanievich	16	M	Sleptsovskaya, Ingushetia
Tsechoev Movsar Akhmedovich	16	M	Malgobek, Ingushetia
Havtieva Yelizaveta Ruslanovna	14	F	Troitskaya, Ingushetia
Asmurziev Rustam Ruslanovich	14	M	Karabulak, Ingushetia
Dourbekov Amir Gilanievich	15	M	Karabulak, Ingushetia
Ausheva Indira Akhmedovna	16	F	Malgobek, Ingushetia
Akhriev Bashir Aslangireevich	15	M	Malgobek, Ingushetia
Meyrieva Lyuba Ayupovna (parent)		F	Troitskaya, Ingushetia
<b>North Ossetia</b>			
Kantemirov Kazbek Taymurazovich	16	M	Vladikavkaz, North Ossetia
Ikoeva Milana Yurievna	16	F	Beslan, North Ossetia
Ikoev Zaurbek Yurievich	13	M	Beslan, North Ossetia
Plotnikova Olga Mihaylovna	16	F	Vladikavkaz, North Ossetia
Zematova Anora Taymurazovna	14	F	Vladikavkaz, North Ossetia
Tsidaeva Marina Kazbekovna	15	F	Vladikavkaz, North Ossetia
Gagloev Atsamaz Vyacheslavovich	16	M	Kambileevskoe, North Ossetia
Plieva Alana Vladimirovna	14	F	Vladikavkaz, North Ossetia
Kondratiev Timur Olegovich	15	M	Vladikavkaz, North Ossetia
Hamatova Agunda	16	F	Vladikavkaz, North Ossetia
Kubalova Diana Aslanovna	16	F	Vladikavkaz, North Ossetia
Ikoeva Temerida (parent)		F	Beslan, North Ossetia
<b>Chechnya</b>			
Hadjaliev Ismail Hasanovich	16	M	Urus Martan, Chechnya
Jantsaev Ramzan Yusupovich	15	M	Urus Martan, Chechnya
Salimurzaeva Rukiyat Vahaevna	19	F	Goy-Chu, Chechnya
Yeskiev Habib Visanovich	16	M	Goiskoye, Chechnya
Asieva Daret Aptievna	14	F	Urus Martan, Chechnya
Djukalaeva Selima Salmanovna	14	F	Alkhazurovo, Chechnya
Ibragimova Ellina Abdul-Azimovna	16	F	Kalanchakskaya, Chechnya
Vahidova Ayshat	15	F	Goiskoye, Chechnya
Djantaeva Zalina Sayhanovna	15	F	Urus Martan, Chechnya
Dudugova Rumisa Huseynovna	16	F	Urus Martan, Chechnya
Djukalaeva Gulez (parent)		F	Alkhazurovo, Chechnya
<b>Trainers</b>			
<b>Dourbekov Magomed (trainer)</b>	28	M	Nazran, Ingushetia
<b>Kantemirova Zalina (trainer)</b>	24	F	Beslan, North Ossetia
<b>Tsugaeva Bela (trainer)</b>	34	F	Grozny, Chechnya
Djambulatova Zulpa (trainer - psychologist)	53	F	Grozny, Chechnya

## Teacher Participants

Name	Age	Gender	Republic
Bogatyireva Fatima Magomedovna	21	F	Malgobek, Ingushetia
Albakova Leyla Hasoltovna	47	F	Malgobek, Ingushetia
Pugoeva Zufira Bisultanovna	45	F	Malgobek, Ingushetia
Albakova Asiyat Sultanovna	46	F	Malgobek, Ingushetia
Albakova Ayshat Beksultanovna	50	F	Sagopshi, Ingushetia
Gandaloeva Roza Muratovna	38	F	Sagopshi, Ingushetia
Pogorov Akhmed Huseynovich	24	M	Mayskoe, Ingushetia
Gazdieva Zarema Musaevna	28	F	Malgobek, Ingushetia
Albakova Fatima Muhtarovna	24	F	Malgobek, Ingushetia
Derbicheva Fiza Amerhanovna	24	F	Malgobek, Ingushetia
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Tsagaraeva Marina Viktoravna	35	F	Vladikavkaz, North Ossetia
Dzedaeva Diana Islambekovna	34	F	Vladikavkaz, North Ossetia
Melikova Marina Borisovna	40	F	Beslan, North Ossetia
Vakulina Elena Aleksandrovna	25	F	Vladikavkaz, North Ossetia
Muhagova Margarita Alekseevna	20	F	Beslan, North Ossetia
Cherchesova Zaya Konstantinovna	45	F	Beslan, North Ossetia
Rubaeva Liana Tsaraevna	32	F	Vladikavkaz, North Ossetia
Ambalova Zalina Olegovna	28	F	Vladikavkaz, North Ossetia
Djatieva Inna Ahsarbekovna	32	F	Vladikavkaz, North Ossetia
Bozrova Fatima Ahsarbekovna	29	F	Beslan, North Ossetia
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Zubayraev Ruslan Saydovich	42	M	Goyskoe, Chechnya
Asagova Malika Sultanovna	35	F	Alkhazurova Chechnya
Djukalaev Ruslan Murvanovich	51	M	Alkhazurova Chechnya
Guchigov Aslanbek Shapaevich	37	M	Urus Martan, Chechnya
Dakaev Ruslan Tagirovich	52	M	Urus Martan, Chechnya
Zubayraev Adam Yunusovich	39	M	Goyskoe, Chechnya
Tsatsaeva Hijan Salmanovich	35	M	Urus Martan, Chechnya
Jansaeva Royzan Abdul-Vahabovna	28	F	Urus Martan, Chechnya
Minarbueva Luiza Musaevna	37	F	Alkhazurova Chechnya
Djanasar-Alieva Kisa Akhmedovna	46	F	Urus Martan, Chechnya
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<b>Dourbekov Magomed (trainer)</b>	28	M	Nazran, Ingushetia
<b>Kantemirova Zalina (trainer)</b>	24	F	Beslan, North Ossetia
<b>Tsugaeva Bela (trainer)</b>	34	F	Grozny, Chechnya
Djambulatova Zulpa (trainer - psychologist)	53	F	Grozny, Chechnya
Islamava Malika (non-violent education)	45	F	Grozny, Chechnya



# МИРОТВОРЧЕСКИЙ ВЕСТНИК

Давайте творить мир!

Международная Гуманитарная Организация «Ворлд Вижн Интернешнл» (ВВИ) в феврале текущего года провела два тренинга в г. Нальчик для 72 человек, учеников и учителей из трех республик Северного Кавказа: Чеченской Республики, Республики Ингушетия и Республики Северная Осетия (РСО-Алания) по теме «Миротворчество и Разрешение Конфликтов». Целью данного миротворческого проекта, финансируемого одним из самых крупных доноров мира «Американская Помощь» (USAID), было обучение участников культуре мира и толерантности, выработке таких черт характера как открытость и уважение различных культур и этнического происхождения, помощь в приобретении навыков ненасильственного разрешения конфликтов.

Организация ВВИ предоставила возможность и условия представителям трех народов пообщаться в дружеской атмосфере, обсудить причины разногласий, существующих между республиками, выявить то общее, светлое и хорошее, что объединяет три нации и наметить пути дальнейшего совместного долгосрочного развития идей миротворчества. Все участники активно участвовали в обсуждении наболевших в течение долгих лет проблем и пришли к выводу, что «Северный Кавказ – это наш общий дом, что намного лучше стать друзьями и ездить друг к другу в гости, чем постоянно враждовать друг с



Экскурсия на «Голубые Озера» и «Чегемские Водопады» еще раз доказали, что между всеми людьми, населяющими нашу Планету, есть много общего, например, одинаковое восприятие красоты. Нужно объединяться не для того, чтобы воевать, а для того, чтобы совместно созерцать прекрасную природу, защищать окружающую среду, познавать культуру и традиции друг друга и жить в мире и благоденствии.

Каждый из участников получил тренинговые материалы, включающие рекомендации по распространению полученных знаний, а также книги по конфликтологии, которые позволят глубже изучить природу конфликтов и более эффективно находить пути выхода из них.

Мы очень надеемся, что зерна добра и мира, посеянные нами в сердцах жителей трех республик, дадут богатый урожай взаимопонимания и взаимоуважения.





# Немного о программе

В комплексе актуальных проблем современного мира проблема ненасилия и миролюбия является одной из важнейших. Решение этой проблемы во многом предопределяет будущее человечества.

История XX столетия сопровождалась усилением международной напряженности, повышением уровня жестокости, насилия и терроризма. Негативные явления особенно болезненно сказываются на подрастающем поколении.

Организация ВВИ провела два тренинга: для учеников и учителей по теме «Миротворчество и Разрешение Конфликтов», каждый из которых имел свою программу, учитывающую возраст и кругозор участников. Если мы хотим жить в мире, важно поднять уровень культуры мира. И именно школа может помочь в решении этой задачи. Крайне важно научить детей умению жить в мире и согласии, поэтому необходимо включить такую область знаний в общий процесс обучения.

## Основные темы из программы тренинга для учеников:

- ✓ Что такое конфликт?
- ✓ Что такое насилие? («Мозговой штурм»)
- ✓ Источники конфликта.
- ✓ Стили поведения в конфликте.
- ✓ Толерантность. Проявление нетолерантности.
- ✓ Наилучшие способы разрешения конфликтов.



## Основные темы из программы тренинга для учителей:

- ✓ Становление и предмет конфликтологии.
- ✓ Наши ценности и их влияние на конфликт.
- ✓ Положение детей в регионе. Актуальность ненасильственного образования.
- ✓ Проявление насилия в наших школах. («Мозговой штурм»)
- ✓ Ненасильственное образование и его основные черты.
- ✓ Разрешение конфликтной ситуации - из педагогического опыта (ролевые игры).
- ✓ Способы предупреждения и разрешения конфликтов.



- **Как применить полученные знания?**
- **Как сделать так, чтобы тренинг по миротворчеству не стал одноразовой акцией?**
- **Как добиться того, чтобы проект мира стал долгосрочным?**



На эти и другие подобные вопросы постарались ответить учителя из трех республик, работая в группах. Результат их поисков оптимальной долгосрочной модели для реализации миротворческих проектов суммирован ниже:



1. Включить тему миротворчества и разрешения конфликтов в учебный план, сделать ее неотъемлемым компонентом школьной программы и проводить в форме спецкурса или тренинга.
2. Создать группы миротворцев, предварительно прошедших обучение в области данной тематики, включающих психологов, учителей, учеников и родителей в целях более эффективной реализации миротворческого проекта.
3. Привлечь материальные средства для работы созданных групп для успешной реализации идей культуры мира.
4. Наладить контакты с гуманитарными организациями, работающими в данной области, с целью повышения квалификации членов группы.
5. Обмениваться опытом со школами сел, городов, регионов, осуществляющими миротворческие

проекты.

## Истории, которые нас тронули:

### Победила ДРУЖБА!!!

В день приезда в г. Нальчик участников тренинга охватила паника. Пропали двое учеников Гаглов Ацамаз из Осетии и Хаджалиев Исмаил из Чеченской Республики. Все подумали, что мальчики что-то не поделили и устроили «разборки». Начали стучаться в комнаты, где проживали пропавшие. Но напрасно, из комнат никто не отзывался. Спустя час выяснялось, что мальчики заперлись в комнате Исмаила и играли в шахматы. «Мы не хотели, чтобы нам мешали», - объяснили мальчики, когда мы у них спросили, кто же все-таки победил в тайном шахматном турнире, друзья ответили, улыбаясь: «Победила Дружба». Паника сменилась на всеобщую радость и смех, мальчики впоследствии стали лучшими друзьями. Как мы могли волноваться – они ведь оба такие милые!

Вот они!



*Ацамаз из Осетии и Исмаил из Чечни стали лучшими друзьями*



*После такого дружного общения с участниками тренинга к Фатиме не могло не прийти чувство спокойствия*

### Тревожная ночь.

Первый день приезда учителей из трех республик в г. Нальчик казался безоблачным, но только не для Фатимы из Беслана. Поздней ночью она начала будить свою соседку по комнате: «Вставай, вставай! Кто-то наверху стену сверлит, я боюсь, может кто-то бомбу закладывает, давай вставай!»

Испуганные девушки обратились к администратору гостиницы, который их уверил, что повода для беспокойства нет, что их сосед сверху (кстати, тоже осетин) включил телевизор на всю громкость и смотрит «ужастик», что они перепутали звуки фильма со звуками «сверления». Он добавил, что все находится под «железным» контролем. Чувство спокойствия и безопасности к Фатиме пришло после общения с участниками тренинга. На протяжении всех остальных ночей Фатима никого не беспокоила.

## Железная Леди – Зульфия

Настоящая работа психолога «Ворлд Вижн Интернешнл» началась вечером. Желающих проконсультироваться у этой мистически энергичной женщины была уйма. Зульфия работала от заката до рассвета и не было ни одного человека, который бы обратился к ней и не получил соответствующей психологической помощи. «Ener-gizer»- так прозвали ее участники тренинга.



*Психолог Зульфия до того была погружена в работу, что порою ей не хватало одной пары очков.*



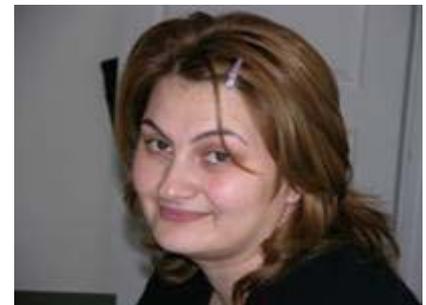
**Джукалаев Руслан, 50 лет, с. Алхазурово, СШ № 2, Чеченская Республика:**

*«Сегодня учителям необходимо помочь ученикам в приобретении навыков ненасильственного разрешения конфликтов. Это будет значительным шагом вперед в вопросе миротворчества».*



**Богатырева Фатима, 22 года, г. Малгобек, Республика Ингушетия:**

*«Страх, террор, вражда... Во время тренинга мы не знали, что это такое. Мы были людьми одной национальности под названием «Миротворцы!»*



**Бозрова Фатима, 28 лет, г. Беслан, РСО-Алания:**

*«Такие тренинги нужны для того, чтобы наступил мир не только на Северном Кавказе, но и во всем мире».*



**Икоева Милана, 16 лет, СШ № 4,  
г. Беслан, РСО-Алания:**

*«Я бы хотела снова встретиться со своими друзьями, с которыми познакомилась на тренинге в г. Нальчик. Такие тренинги нужно проводить в Осетии, Ингушетии и Чечне и тогда прекратятся распри, все будут жить в мире и понимании».*



**Аушева Индира, 16 лет, СШ № 3  
г. Малгобек, Республика  
Ингушетия:**

*«Данный тренинг у меня ассоциируется с чем-то нужным, добрым, чудесным. Я познакомилась с очень интересными людьми из Осетии и Чечни. У нас, оказывается, столько много общих ценностей, интересов и стремлений».*

**Жантаева Залина, 15 лет, ст.  
Серноводская, СШ № 4, Чеченская  
Республика:**

*«Жить в мире намного лучше, чем постоянно опасаться друг друга. Общаясь с учениками из Ингушетии и Осетии, я поняла, что у нас очень много общего, и я уверена, что очень скоро мы совместными усилиями сделаем наш общий дом-Кавказ самым солнечным, гостеприимным и счастливым. Наше счастье – в наших руках. Мир начинается с нас!»*

Учителя-участники тренинга написали Менеджеру Программ «Ворлд Вижн Интернешнл» Дейвиду Уомблу следующее письмо:

Менеджеру Программ  
Ворлд Вижн Интернешнл  
Дейвиду Уомблу

Уважаемый Дейвид, выражаем Вам благодарность за своевременное проведение данного тренинга. Вами предусмотрены все организационные моменты (прекрасные условия проживания и работы, а также вышкольное питание, доброжелательное отношение персонала стип.).

Мы, разны личности со схожими проблемами в семье, в работе, с некоторыми недоверием сначала смотрели друг на друга. Но стало нам побиваться с тренерами и участниками тренинга, как все границы непонимания были стёрты.

Психологическая работа энергичной, неукротимой зурости и веселье, расслабляющие игра Магомедом быстро создали команду, в которой не стало границ, интуиции и осетин, а остались люди - "человек". Было интересно слушать мнения людей Абхазии о психологическом-педагогическом играх в зонах образования и воспитания в зоне конфликта, а также нетрадиционных методах за рубежом.

Беспрестанное внимание обаятельной Бэли и спокойной Залины способствовали достижению мира творческих целей и положительного эффекта общей работы. Эта программа без политики и наших помощи нам означает, что мы все дети одного региона-Кавказа, что мы все добрые соседи, добрые друзья.

Но хотелось бы добавить, что однократной акции всё же недостаточно, было бы желательно, чтобы они проводились чаще для поощряющей миротворческой деятельности внутри региона силами учителей и детей.

С уважением участники тренинга "Миротворчества и разрешения конфликтов".

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2. [подпись]	8 [подпись]	15 [подпись]	22 [подпись]
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6. [подпись]	12 [подпись]	19 [подпись]	26 [подпись]
	13 [подпись]	20 [подпись]	27 [подпись]



Амир, Адам и Рустам из Ингушетии постоянно поддерживали друг друга, иногда даже за волосы



Совместный просмотр фотографий



Обаяние зажигательной Лианы из Осетии распространялось не только на участников тренинга, но и далеко за его пределы

Участники двух тренингов по теме «Миротворчество и Разрешение Конфликтов»  
г. Нальчик 2005 г.

*Ученики*



*Учителя*





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