

LivingSidebySide® program –Tolerance in Action–



A peace education program by
US NGO Legacy International



WHAT IS LivingSidebySide®?

A experiential training program that fosters
inter-ethnic/religious/racial understanding,
leadership, and conflict prevention &
resolution skills among youths.

LivingSidebySide® Goal and Framework

Goal: To provide the motivation and the means to change attitudes and behavior related to intolerance and conflict

Tolerance-in-action is built upon a three-pronged framework of:

#1: Increased awareness and knowledge

#2: Discovery of shared values and “common humanity”

#3: Learning and applying new skills

Components of LivingSidebySide®

- A standard curriculum for an 18 lesson, 36 hour youth training program for ages 15 – 17
- 8 day Training of Trainers for teachers or youth workers
- monitoring and coaching of new trainers during implementation
- Trainer Certification Process
- Capacity building for local organizations & staff

Features

- Comprehensive Topics (from self-identity; prejudice, leadership, conflict prevention, mediation, community action)
- Curriculum can be adapted linguistically & culturally
- two person training team as a model
- Legacy is able convene various stakeholders as needed (families, teachers, students, schools, community organizations, etc.) to support long-term implementation

30 year History of LivingSidebySide®

Over 5,000 alumni from over 110 cultures and countries in annual
“Global Youth Village” and other projects:

- Israelis and Palestinians
- Northern Irish Protestants and Catholics
- various Nigerian tribes
- Abkhazians and Georgians
- Croats, Muslims, and Serbs from Bosnia and Herzegovina
- Americans of diverse backgrounds

Theory of Change

2014 Pilot in Kyrgyzstan

Inter-ethnic tolerance will be increased by stimulating the development of healthier relationships among youths of different ethnic groups at the local level, and increasing their knowledge and skill concerning alternatives to conflict.

Design features based on the Theory of Change

Educating youths using an action-based, people-to-people approach (rather than an informational/academic approach), in a format crafted upon factors which promote inter-group harmony:

- Equal status engagement
- Guided interactions which promote meaningful exchange rather than superficial contact
- Commonly held goals that require cooperation to succeed
- Elements that reduce any initial tensions
- Interaction endorsed by local authority figures (school, teachers, parents, etc.)

2014 pilot in Southern Kyrgyzstan

- Approval & support of Ministry of Education, seeking a conflict prevention skills curriculum for national implementation
- co-implementation with local partner organization CIB
- 20 teachers trained and work in mixed-culture pairs
- 3 Rounds, 10 schools, 553 students completed
- Delivered after school, 8+ weeks per round
- 60 service projects designed and implemented without funding, which served an estimated 10,000 persons

SIPRI – Quantitative; Legacy - Five Sources of Qualitative Data

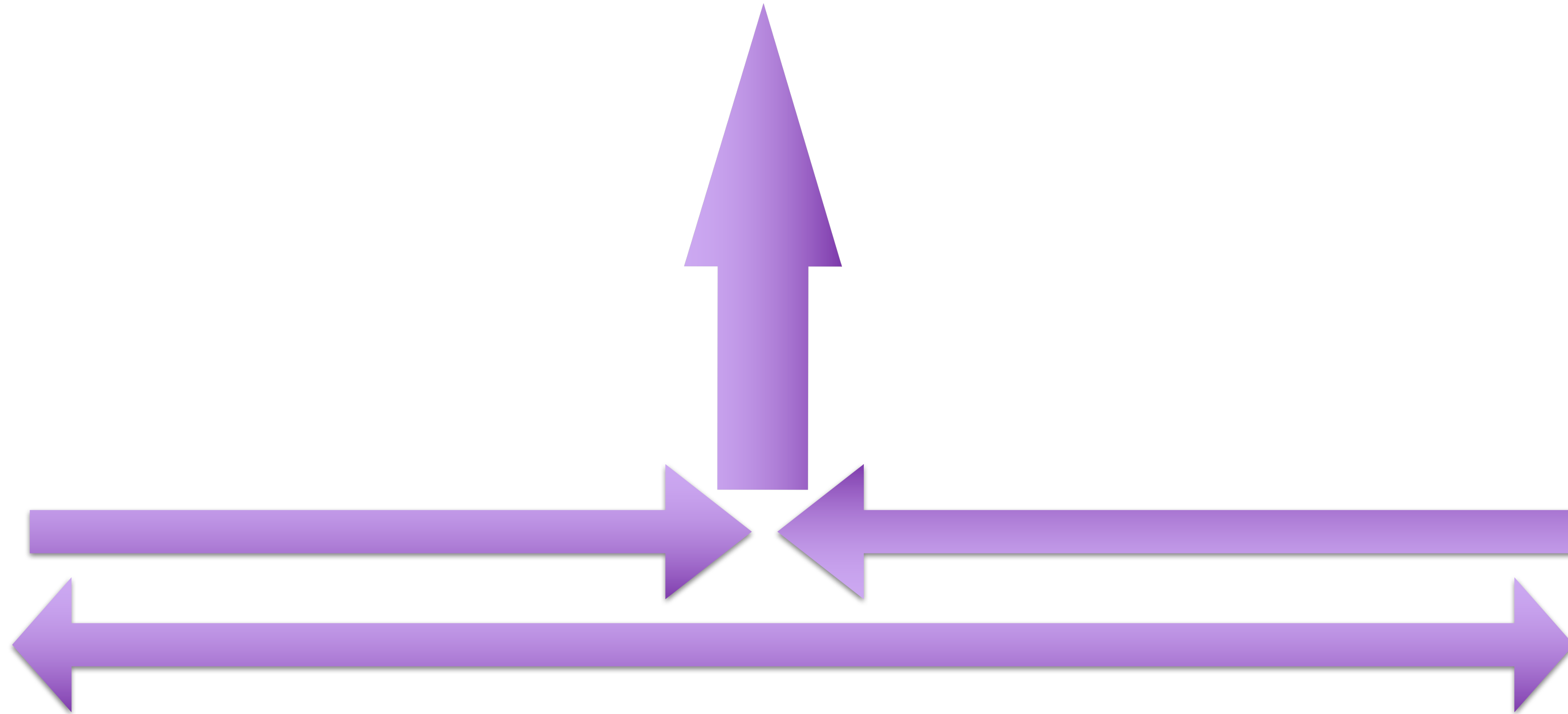
- 27 Case Studies by Teachers
- Teacher Numerical Rating of Students
- Master's Thesis: Interview with Youths Parents and Teachers
- Quotes of Youths and Teachers
- Teacher & Student Focus Groups

27 Case Studies

Social Integration

Bullying (13)
(11)

Passivity



Overview of 27 Case Studies

Social Integration

- 13 — Bullying/or its victim, prejudice, and arrogance
- 11 — Social alienation
(uncommunicative, quiet, passive)
- 3 — Other issues — Special needs (2)

Biloldin Kambarov

- target of bullying
in Russia
- What
Happened...
- transformation:
chapter
'Overcoming
Prejudices'



Biloldin Kambarov

“I realized that we must look at many things with tolerance, be tough with challenges and nonjudgmental toward people.”



Beksultan Toigonbaev

**angry and isolated;
truant from school**

**Transformation:
chapter on
'Stereotypes'**



Beksultan Toigonbaev

Mother states:

***“He attends school, regularly;
helps at home, stopped clashing
with peers, kinder, more tolerant,
more self esteem. I hardly
recognize my son”.***



Beksultan Toigonbaev

***“I didn’t think the teachers
could be so
understanding...a person is
internally enriched...I started
thinking clearly & soberly.”***



Aidana
Kashkarbekova

- pampered; wanted to quit school
- she was closed, fearful, and silent

Transformation:

- ‘Feelings & Facts’



Aidana Kashkarbekova

“A human being
becomes human with
the help of others.”



Aslidden Mamajanov

- a loner and aggressive
- shocked others by personal stories of drug addiction, loneliness, & treachery



Aslidden Mamajanov

Transformation:

- outreach to passive boys;
- attends school regularly, improving academically.



Teachers reported that they observed behavioral changes in 60% or more of the participants.



One teacher remarked: “They trust that other people can change, because they know that they themselves have changed.”



Teacher Focus Groups

Stockholm International Peace
Research Institute (SIPRI)

Outcomes of LivingSidebySide®

Teachers stated that the students were:

- more tolerant, respectful & aware of negative outcome of conflicts
- less aggressive
- teachers and students challenge stereotypes
- child/parent relationships improved



Teachers stated: LivingSidebySide®

- religious & ethnicity conflicts and tensions at school decreased



Student Focus Groups



Focus Group with Students— **Perceived effect is positive**

Students stated that:

- gained a new set of conflict-resolution and mediation skills
- relations improved with family members and others
- conflicts decreased in schools
- learned to accept different opinions
- refrained from “useless” arguing or judging others based on outer appearance

Perceived Effect is positive

Students stated that through LSBS they are:

- Understanding the need to make an effort to get along with others
- Understanding that 2 people can have different opinions, which does not have to mean one is right and the other wrong.
- Encouraged to excel academically and help other students
- re-evaluating themselves
- seeing the world as one common place and “finding one’s own place in the world”

Perceived Effect is positive

Students stated that because of LSBS:

- became more tolerant to other ethnicities
- noted a change in their teachers' teaching methods & attitude towards students which are more equal and respectful now
- Community service projects resulted in increasing the desire to continue being active and helping others less fortunate

Student quotes:

- If “you feel that you are wrong, get over yourself and apologize”*
- “... the program is a good example of how state policies should be developed and that government officials need to develop policies based on this feedback”*
- “... all teachers need to take part in the LSBS program at least once”*

A contribution toward peace

For more information

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