



HAGUE APPEAL  
FOR PEACE

## Global Campaign for Peace Education

### Worldwide Activities Brief

Issue #24 August 2005

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## HAP HIGHLIGHTS AND PEACE EDUCATION NEWS

### [Peace and Disarmament Education, Available Online](#)

Last month, the Hague Appeal for Peace launched its new publication at the UN German Mission in New York, *Peace and Disarmament Education, Changing Mindsets to Reduce Violence and Sustain the Removal of Small Arms*. This volume represents the story of a two year-partnership with the United Nations Department for Disarmament Affairs, in Albania, Cambodia, Niger and Peru. These rather successful pilot-projects show how peace education and disarmament are two essential keys to alternatives to violence. The experiences and lessons learned should be adaptable and replicable in all cultures.

This book is now available online at <http://www.haguepeace.org/resources/DDA-book.pdf> . We welcome any volunteer who could translate it into other languages.

### [Preparing for the Culture of Peace Midterm Report](#) **October Youth Event at the UN**

David Adams reports: “We are beginning to prepare for the UN General Assembly discussion on the Culture of Peace Decade. Young people will be trained to advocate and present the Culture of Peace Midterm Report through a public event and personal visits to country missions at the UN next October 3-14 in New York. The program is sponsored by the *United Network of Young Peacebuilders* (UNOY), under the auspices of the *Fundacio Cultura de Paz* and in collaboration with *The Hague Appeal for Peace* and *Global Youth Action Network*.”

Furthermore, David Adams made a few suggestions to be considered by all. First, the establishment of two new Website Information Boards that would be linked to the Decade website (<http://decade-culture-of-peace.org>). Second, the creation of an e-newsletter that would be available in English, Spanish and French, and sent out monthly or every other month to replace e-mails as a way to circulate information during the second half of the Culture of Peace Decade.

*Send comments and/or suggestions to David Adams at [decade@decade-culture-of-peace.org](mailto:decade@decade-culture-of-peace.org)*  
*For more information on the October Youth Event at the UN, you can visit [www.unoy.org](http://www.unoy.org) or contact [campaign@unoy.org](mailto:campaign@unoy.org)*

### [Research on Peace Education and Early Childhood](#)

Ebru Aktan Kerem, Ph.D, works as a lecturer in the Department of Early Childhood Education in Çanakkale Onsekiz Mart University in Turkey. She is currently conducting extensive research in different countries, focusing on early childhood.

*For those who might be able to help, please contact Ebru Kerem at [ebrukerem@yahoo.com](mailto:ebrukerem@yahoo.com)*

## ***Peace Media, a Movement in Progress***

Dalmar Yusuf Mohamed (UK) reports: “Peace media uses radio, television, and print journalism to promote peace, to disseminate truthful information or alternate viewpoints that could turn public sentiment toward peaceful resolution of conflict. Reconciliation-oriented radio and television programs support conflict prevention and mitigation and counter abuse of the media to incite violence by presenting issues fairly and making available alternative sources of information. In countries where most of the population is illiterate and television is rare, radio is the key means to reach the public with news and information and influence people, positively or negatively. Peace media can reach groups who risk participating in violent conflict and can encourage their participation in change...Open communications are important to maintain or reestablish stability and orderly change. Peace media are conscious attempts to take a role in conflict prevention or mitigation.”

*You may contact him at [dalmaryusuf@yahoo.co.uk](mailto:dalmaryusuf@yahoo.co.uk)*

## ***Brazil, Firearms Referendum was Approved***

The Brazilian National Congress approved a Popular Referendum on the prohibition on the sale of firearms and ammunition for civilians, scheduled for October 23, 2005. It will be the first national-level referendum on gun control to take place anywhere in the world. This will also be the first nation-wide popular referendum in Brazilian history. This mechanism was introduced in the new Constitution approved after the fall of the military regime in the 1980's.

The Brazilian firearms and ammunition industries' lobby almost succeeded in defeating the referendum after 10 months of political maneuvering. These delaying tactics were only overcome through enormous efforts by Brazilian civic organizations.

Brazil today has the largest absolute number of deaths by firearms in the world: more than 39,000 are killed every year and, according to a recent study by UNESCO, 108 people everyday. Since the government began a Voluntary Small Arms Collection Campaign in July 2004, 385,000 firearms were collected and the number of firearms injuries reported by hospitals has decreased by 10% in Rio de Janeiro and by 7% in Sao Paulo.

The outcome of the referendum is difficult to foresee but opinion polls indicate that 60 to 80 percent of Brazilians favor a prohibition on arms sales to civilians. Nevertheless, groups that are opposed to the referendum have substantial support from the United States' powerful National Rifle Association (NRA) and from the Brazilian firearms industry, one of the most prosperous worldwide.

Every country should take note of this unprecedented decision by the Brazilian government as an important step toward an arms-free society.

## EVENTS AND PROGRAMS CALENDAR

### **Mass Anti War Protests in Washington DC**

**Washington DC, San Francisco, USA**

**September 24-26**

The September mobilization comes as years of intense anti-war organizing are beginning to pay off in the legislative realm, with almost 60 members of Congress having joined the new "Out of Iraq" Caucus and 128 members of the House of Representatives having signed on to Lynne Woolsey's call for a troop withdrawal plan. On September 24, a massive anti-war March is planned simultaneously in Washington and San Francisco.

For further information visit <http://www.unitedforpeace.org/dc> or [www.internationalanswer.org](http://www.internationalanswer.org).

### **Fall Trainings and Workshops in Peace Education**

**Columbia University Teachers College, New York, USA**

**Fall 2005, see below for details**

- *Peacemaking and Conflict: A Holistic Approach, Sept 23-24, Sept 30-Oct 1*

This course explores the interrelationship of approaches to conflict toward management, resolution, forgiveness and transformation, including specific methodologies and lesson plans.

- *Perspectives on Security: Alternatives to War and Armed Conflict, Oct 7-8, 14-15*

Issues of security are a central concern of educating for peace. Special emphasis will be given to possibilities of curricular implementation of the United Nations study on disarmament and non-proliferation education.

- *Education for a Culture of Peace and Justice: Human Rights Perspectives, Oct 28-29, Nov 4-5*

This workshop focuses on how to design human rights curriculum for schools or informal NGO education environments. Thematically, the class will focus on "child labor".

For further information or to register, please visit the web at: [www.tc.edu/PeaceEd](http://www.tc.edu/PeaceEd) or contact by e-mail: [peace-ed@tc.edu](mailto:peace-ed@tc.edu)

### **Cathedra Guillermo Gaviria for the Promotion and Consolidation of the Culture of Peace and Nonviolence**

**Workshops and Trainings, Colombia**

**Fall 2005**

In May 2004, convinced that "Education for Peace" is the tool and the most important means for the transformation of a Culture of Violence into a Culture of Peace, the *Cathedra Guillermo Gaviria for the Promotion and Consolidation of the Culture of Peace and Nonviolence* was established as a space for training and meeting for groups working to promote respect for human rights, peace and social justice. This project has been framed in the United Nations program Decade for the Culture of Peace. It consists of presenting regional experiences, training of leaders that promotes the Culture of Peace and Nonviolence in their respective ranges,

developing and strengthening existing projects as well as research. The main objectives are to share conceptual elements and pedagogic tools, and to create national and regional networks. This year the Cathedra's program will be originated from Antioquia and have teletransmission in five cities: Manizales, Barranquilla, Cúcuta, Cali y Bogotá D.C.

*For more information, details about the proposed courses, you can contact one of the following:*  
[catedraguillermogaviria@yahoo.es](mailto:catedraguillermogaviria@yahoo.es) or [lucia.camacho@esap.edu.co](mailto:lucia.camacho@esap.edu.co) or [comisionddhhfencode@yahoo.es](mailto:comisionddhhfencode@yahoo.es)

### **Teachers of Peace: Educating for Peace and Social Change**

**Teachers of Peace Seminar, Washington DC, USA**

**Oct 20 to 23, 2005**

Peacemaking takes place on two levels –individual interactions and work on society's policies and institutions. Our schools have begun embracing peacemaking at the individual level, with a rich variety of conflict resolution programs. But it is more than time to also embrace curricula focused on ways we can change society – and William Penn House's Free Teachers of Peace seminar is designed to help teachers do just that.

In a supportive Quaker community, participants will explore peacemaking through the lens of Multi-Track Diplomacy – a holistic framework for both understanding and teaching peace.

The seminar will offer a new perspective on teaching peace and social change, building a network of supportive colleagues, and experiencing sample peace and social change curricula.

*For any question please contact Bernadette or Patricia at the William Penn House (+001) 202-543-5560. You may also get more information about the seminar and download an application at [www.wmpennhouse.org/teachersofpeace.htm](http://www.wmpennhouse.org/teachersofpeace.htm)*

### **Peace and Conflict Resolution, European University Center for Peace Studies**

**EPU, Stadtschlaining, Austria**

**Spring term 2006: March 5- May 27 (Apply by September 15, 2005)**

**Fall term 2006: Sept.24-Dec 16 (Apply by March 15 2006)**

The European University Center for Peace Studies offers a program on peace and conflict resolution. All the courses are taught in English, by leading specialists in their field from around the world, including Johan Galtung, one of the founders of the academic discipline of peace research and frequent mediator in international conflicts. The Program, established in 1991 by Dr. Gerald Mader, Founder and President of the Austrian Study Center for Peace and Conflict Resolution, received the 1995 UNESCO Prize for Peace Education.

*For more information and to apply see <http://www.aspr.ac.at/welcome.htm> or contact Anita Flasch, EPU Administrative Assistant at [epu@epu.ac.at](mailto:epu@epu.ac.at).*

## **TRANSCEND, World's Online University for Peace and Development Studies**

**Semester: October 3, 2005 to January 16, 2006**

**Deadline to register: September 15, 2005**

Transcend Peace University (TPU) is a global peace university for policy makers, practitioners, scholars, students, UN staff and others working in peacebuilding, conflict transformation, post-war reconstruction, rehabilitation and reconciliation, development, human rights, and other related fields. Johan Galtung, the Rector of TPU and one of the founders of peace studies, invites you to join practitioners and students from around the world online. In October 2005 Semester TPU will offer a variety of 22 different courses (listed online), from conflict prevention to democratization and development through original approaches such as peace journalism, peace museums, film, literature and art, as well as psychology, economics, etc.

*The deadline to register for October 2005 semester is September 15 and you can apply directly online at [www.transcend.org/tpu](http://www.transcend.org/tpu) or contact [tpu@transcend.org](mailto:tpu@transcend.org)*

## **Call for papers on psychological issues in Palestinian and Israeli society**

**Columbia University Teachers College, USA**

**Deadline: as soon as possible**

This is for a book on the Middle East crisis, that explains psychological issues in Palestinian and Israeli society, intended to create better mutual understanding of both societies. Papers are welcome from experts in the field of psychology, sociology, philosophy, Middle East studies, culture, political science, social work and social sciences, and related fields, describing their work dealing with the psychological issues in their culture, or therapeutic approaches they use, or collaborations they have been involved with that bring Palestinians and Israelis together with the aim of mutual psychological understanding. The chapters can cover topics including: an overview of the culture, efforts to understand the psychosocial situation, the psychology of men, women, and children, experiences of therapists, models of treatment, and psychosocial efforts to dialogue the two cultures towards mutual understanding. Original papers preferred, but previously published manuscripts can be considered with permission.

*Length: 8,000-10,000 words, in APA style. Audience: Intended for academics, libraries, social scientists, universities, policy makers, and the public. Deadline: as soon as possible.*

*For further details please e-mail Dr. Judy Kuriansky at [DrJudyKuri@aol.com](mailto:DrJudyKuri@aol.com)*

## **The People Speak, a Youth Essay Competition**

**Organized by IDEA: International Debate Education Association**

**From September 1st through November 30th**

IDEA will be accepting essays written by youth from any country in the world who are 24 years of age and under that address the UN-US relations in one of four following areas: Environment; Weapons of Mass Destruction and Terrorism; War and Conflict; and Poverty, Hunger and Health. Essays can deal with overviews of these issues or with specific topics within them, and must be 1,000 to 10,000 words. In evaluation by the awards panel, preference will be shown to originality and insight, research and the use of evidence. The writer of one grand prize essay will

receive \$500 US, and will have their essay published by IDEA. Up to ten additional awards of \$250 US each will be awarded to the writers of ten other winning essays. Winning contestants affiliated with any IDEA-recognized debate organizations will also have awards of \$100 made in their honor to their organization. An IDEA-affiliated Grand Prize winner will have \$250 donated to their organization.

For more information please visit [http://www.idebate.org/thepeoplespeak/essay\\_comp.html](http://www.idebate.org/thepeoplespeak/essay_comp.html)

***In Solidarity: Engaging Empire in Activism, Education and Community Strategies***  
**Third Annual Plowshares Student & PJSA National Peace and Justice Conference**  
**October 6-9, 2005**

“In a post-911 world powered by a global matrix of multinational corporations, media outlets, renegade governments and military forces, where does one begin the processes to dismantle the systems of domination and oppression? What are the strategies, tactics and discourses for overturning the Empire? How can one effectively change the meta-narratives of imperialism and colonization? How does one engage racism/white supremacy/white privilege? What political options are available? What are the implications of Empire at home and abroad? What role does nonviolence play? How does one build local communities of solidarity and cultivate the grassroots culture? How does one connect with the world-wide solidarity movement?”

Through a series of 60 workshops, speakers, panel discussions, strategy sessions and films this conference will exchange views all these important matters.

For more details please visit <http://www.plowsharesproject.org/php/InSolidarity.php> or go to <http://www.plowsharesproject.org/php/documents/InSolidarityposterFINAL.pdf>

***The Circles Leadership Network Training***  
**Seattle, USA**  
**October 26-30, 2005**

“In October 2005 and January 2006, Spirit in Action will hold five-day trainings for Circles of Change facilitators. Spirit in Action and the Circle Leadership Network are part of the movement toward a new democracy - supporting activists and leaders to work in new ways. One way to grow this movement is to train and support leaders - who train and support other leaders. The Circles Leadership Network prepares leaders to run Circles of Change in their own community or workplace. After several years of running Circles nationwide and evaluating their impact, Spirit in Action created a curriculum that explores four core strategies for building a sustainable and widespread movement for social change, including: integrating a spirit perspective into change work; fostering positive vision; healing divisions to build community; and taking action for deep and lasting change.”

For more information please visit [www.spiritinaction.net](http://www.spiritinaction.net)

**Second World Summit on Physical Education**  
**Magglingen, Switzerland,**  
**December 2-3, 2005**

The first World Summit on Physical Education was held in Berlin in November 1999 and stood at the beginning of a broad international debate on the current state of physical education world-wide. The results were reflected in several international documents such as MINEPS 3 & 4 and UNESCO Round-Table. However it has become necessary to review the developments of the past five years, and to develop suitable strategies to secure and develop physical education world-wide. The scientifically recognised benefits of quality physical education contribute "per se" to the achievement of the goals defined by the United Nations in the context of sport for development and peace, and to the goals of the International Year of Sport and Physical Education 2005. Physical Education is the most effective and reliable means to lay the foundations for an active, healthy and well-balanced lifestyle through the practice of sport and physical activity in today's children and youth. Thus, the International Council of Sport Science and Physical Education has decided to organise a Second World Summit on Physical Education which will take place in Switzerland next December.

For more information please visit <http://www.icsspe.org/portal/index.php?w=0&z=19&sta=1>

**World Peace Forum 2006**  
**Vancouver, Canada**  
**June 23-28, 2006**

The World Peace Forum 2006 is a major international gathering on the linked issues of peace and sustainability. The theme will be "*Cities and Communities: Working together to End War and Build a Peaceful, Just and Sustainable World*" Increasingly cities are where most people live and thus, they are the most effective building blocks of political movements. Cities and local authorities, acting with community support, can effectively contest global militarism and curtail ballooning military budgets which starve local and regional governments of the resources necessary to provide quality housing, health, education and community services. The challenge is to co-ordinate the networks of civic and social movements to work towards a peaceful, just and sustainable world, city by city, expanding to nations and internationally.

For further information on the program and participants please visit [www.worldpeaceforum.ca](http://www.worldpeaceforum.ca)

<b>RESOURCES AVAILABLE</b>
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**Culture of Peace News Network**

In addition to the USA site, <http://cpnn-usa.org/> , there is now a Canadian site at <http://cpnn-canada.ca/>

## **Educating young people in emergencies: time to end the neglect, a newsletter now available online!**

“Over half of the more than 200 million children and young people who have not completed primary school live in regions devastated by armed conflict.”

The down-stream effects of Disasters, whether human-made or natural, can worsen existing tendencies to cheat girls and women of life chances, not least because of the serious disruption to the economy at the grass-roots level. A Sierra Leonean male contributor to the id21 newsletter reports: A girl in Makeni – under rebel control - said: ‘I couldn’t go to school because my parents preferred paying for my brother. So I ended up in prostitution.’

*The annual Institute of Development Studies’ newsletter ‘id21 insights’ is now available online at [www.id21.org/insights](http://www.id21.org/insights)*

## **Application of the Dehumanization Theory in (classroom) Education**

*About the author:* Olek Netzer, Ph.D. is a political psychologist and activist in Israel against the annexation of the occupied Palestinian territories. He is the author of "The Virus of Dehumanization: Deciphering the Political Code on the background of Israel 1979-1999".

*Introductory Note by the author:* “This paper introduces a new method in teaching about wars and conflicts, organized violence, prejudice, oppression, etc. It can be readily applied by even a single individual classroom teacher with no need for any institutionalized decision and for no extra cost. The claim attached to it is, that by its application even a single educator could effectively prevent or arrest the development of dehumanized orientation in her or his students. As I know not of any other method that could claim that, I see my primary responsibility in addressing schoolteachers directly on a practical application level even before the Theory of Dehumanization has been recognized or accepted by the mainstream of academic research. I invite all who have interest in the evolution of the theory, the underlying approach, methodology, research processes and results, references, etc., to contact me. I promise to respond; there is nothing more urgent in my life.”

*Extract:* “[Children] should be alerted to the danger that we could become unfair when we judge, hate, condemn and fight people of other groups, or could do unto others that which we hate to be done to us. ...the causes of wars and of any irrational and destructive intergroup behavior are in people who do it consciously and believe in doing it. These are the direct causes. ... The ‘virus’ of dehumanization is a mental bug that people catch while learning the language of their social universe.”.

*To read this paper, open the attachment and to contact the author: [o\\_netzer@barkai.org.il](mailto:o_netzer@barkai.org.il)*

## **Teaching Guide on Peace Education for English Language Learners United States Institute of Peace**

The United States Institute of Peace has developed this guide on conflict resolution as a resource for students and educators to help students develop the skills necessary to negotiate the world and to be effective, responsible individuals. The idea for the guide came from two Returned Peace Corps Volunteers (RPCVs), one having served in Kyrgyzstan and the other in Slovakia,

who participated in a training program on multi-track diplomacy. At this training the RPCVs realized that many of the skills they were learning would have been very useful to them during their Peace Corps service. The resulting guide is intended to introduce concepts of conflict resolution into the classroom or workplace. It is important to note that the framework for this guide comes from a manual for Israeli and Palestinian high school students developed by Edy Kaufman and Manuel Hassassian.

The guide is divided into five sections (trust building, defining conflict, prejudice awareness and reduction, communication, conflict management) which each include lessons plans, student handouts and instructions.

For free download, go online at <http://www.usip.org/class/guides/conflict.html>

### **Disarmament Times is now available online**

The NGO Committee on Disarmament, Peace and Security announces their quarterly publication of "Disarmament Times" is now available online. You can read the most recent issue at <http://disarm.igc.org/newdtimes.htm> and subscribe from there.

Founded in 1999, the Hague Appeal for Peace Global Campaign for Peace Education (GCPE), is an international organized network which promotes peace education among schools, families and communities to transform the culture of violence into a culture of peace. Over 140 organizations worldwide have endorsed the GCPE.

Peace education is a holistic, participatory process that includes teaching for and about human rights, nonviolent responses to conflict, social and economic justice, gender equity, environmental sustainability, disarmament, traditional peace practices and human security. The methodology of peace education encourages reflection, critical thinking, cooperation, and responsible action. It promotes multiculturalism, and is based on values of dignity, equality and respect. Peace education is intended to prepare students for democratic participation in schools and society.

The Global Campaign for Peace Education has two goals:

- To see peace education integrated into all curricula, community and family education worldwide to become a part of life
- To promote the education of all teachers to teach for peace.

The *Hague Appeal for Peace Global Campaign for Peace Education Worldwide Activities Brief* e-newsletter highlights how and where the GCPE network is active and growing. **Submissions are encouraged!** Please contribute how you are working for peace education including dates, locations, a brief description, and a website and/ or contact information and send it to [helene@haguepeace.org](mailto:helene@haguepeace.org). For more information on the Hague Appeal for Peace and to become an endorser of the GCPE visit [www.haguepeace.org](http://www.haguepeace.org).

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