

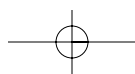
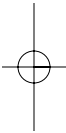
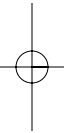
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**Learning to Abolish War Teaching Toward a Culture of Peace**

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Sustaining the Global Campaign for Peace Education:  
TOOLS FOR PARTICIPATION

**BOOK 3**





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Hague Appeal for Peace 2002

This manual is made possible by the generous support of  
The Ford Foundation and Robert and Fran Boehm.

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# Sustaining the Global Campaign for Peace Education: TOOLS FOR PARTICIPATION

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## BOOK 3

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## Welcome To The Global Campaign For Peace Education

The heinous act of terrorism on September 11, 2001, forever changed life as we've known it. It has made peace education more vital than ever. With this teaching resource we welcome you to participate in the Global Campaign for Peace Education of the Hague Appeal for Peace. It was produced as a cooperative effort by the Teacher's College Peace Education Team under the direction of Dr. Betty A. Reardon and Prof. Alicia Cabezudo at Columbia University. The manual results from a world-wide curriculum survey and consultations with the International Advisory Committee.

The team spent a year reviewing curricula of peace educators from various countries and selecting material most applicable to the framework. The manual is intended to be adaptable to the conditions in which it is used. It is geared to the *Hague Agenda for Peace and Justice for the 21st Century*, a 50-point proposal for getting from a culture of violence to a culture of peace. The *Hague Agenda* deals with four central themes: Disarmament and Human Security; the Prevention, Resolution and Transformation of Violent Conflict; International Humanitarian and Human Rights Law and Institutions; and Root Causes of War/Culture of Peace.

Dr. Reardon served as the Academic Coordinator, and Professor Cabezudo as the Educator-in-Residence of the Hague Appeal for Peace. These posts were created to implement the initiative born at the May 1999 Hague Appeal for Peace Conference which launched the Global Campaign for Peace Education.

There are many campaigns that are working on the variety of issues which must be addressed if this new century is not to carry forward the legacy of the 20th century, the most violent and war-filled in history. All of these campaigns are needed if we are to sow the seeds for peace and the abolition of war, but none can succeed without education.

The Board of the Hague Appeal for Peace decided that to sustain a long-term change in the thought and action of future generations – to enable them to choose to reject violence as a solution to conflict – our best contribution would be to work on peace education.

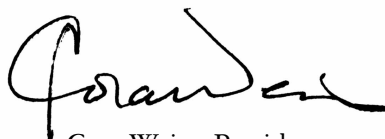
The Global Campaign for Peace Education is committed to the integration of peace education into all schools and into the non-formal community sector as well. We are working with teacher training institutions to introduce peace education into the standard preparation of teachers in elementary and secondary schools world-wide.

We are also encouraging the establishment of university-based peace education centers as part of the Global Campaign. Future peace education teachers may be trained at these centers. Currently, centers are established in Japan, the Philippines, Lebanon, and at Teachers College in New York. A center in Argentina will open in 2002.

This manual is the first publication of the campaign. We invite you to copy it, use it, quote from it and contribute to its ongoing development. We only ask that you please acknowledge the Hague Appeal for Peace Global Campaign for Peace Education. In addition, we would appreciate further samples of learning units and your suggestions.

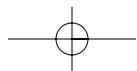
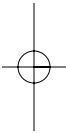
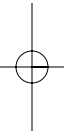
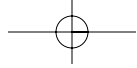
We are grateful for the support of The Ford Foundation and Robert and Fran Boehm, who have made this resource kit and the first meeting of the International Advisory Committee of Peace Educators possible. We are grateful to the Teacher's College Peace Education Team of Columbia University, graduate students who have worked on the survey and contributed richly to this publication. The advocacy campaign for peace education, coordinated from our Geneva office, also deserves our thanks in this endeavor. Finally, we are enormously grateful for the leadership, expertise, and creative imagination of Dr. Betty A. Reardon and Professor Alicia Cabezudo who, in the end, have made this and the Global Campaign for Peace Education possible.

I have great faith that if anything will help to make this world a safer place for our children and grandchildren, this will.



Cora Weiss, President

April 2002



## Introduction

**A**s noted in Book 1 of *Learning to Abolish War*, the approach to peace education espoused in this resource is inclusive, multidimensional, and holistic in its substance; process oriented in its methodology; and intended to be integrated throughout all levels of schooling. Fundamental to this approach and to the broader aims of the Hague Appeal for Peace Global Campaign for Peace Education is the active engagement of teachers and learners. Participation and collaboration are the heart of peace education and the Global Campaign.

As the world faces the persistent challenge of cultures of violence, terrorism, war, economic, racial, and gender exploitation, environmental degradation, the proliferation of deadly weapons, and the ongoing threat of weapons of mass destruction, educators for peace and justice are called to action. *Learning to Abolish War: Teaching Toward a Culture of Peace* is a resource and a tool for building a better future in the face of these profound challenges. And no one can do this work alone.

The Global Campaign for Peace Education is a network of educators and activists working to transform our present culture of violence into a global culture of peace. This effort must be sustained and sustainable. Book 3 of *Learning to Abolish War* offers tools for participation in the Global Campaign and in the inter-regional and inter-generational development of peace education as a strategy for building a just and peaceful world. Included are a sample Teacher Training Design; a listing of peace and justice organizations that support and promote peace education; useful and engaging websites for peace educators; and a selected bibliography of peace education resources.

We hope you will use these tools to enrich and sustain your efforts in peace education, strengthening the Global Campaign for Peace Education, as we work together to cultivate a world without war.

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Teacher Training: A Rationale  
and Sample Training Procedure

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# Teacher Training

**"THE DEMAND FOR** civilian peacebuilders, be they election monitors, human rights workers or general observers, is growing fast.... There is a strong need to further promote the specialized training of civilian women and men in the techniques of conflict resolution, mediation, negotiation, etc."

—The Hague Agenda, Recommendation 31, p. 35



## Teacher Training

### Peace Education: A Challenge to Teacher Education

Teacher training for peace education presents a significant challenge for educational institutions and systems. The challenge lies in the fundamental conditions of violence that give rise to the arguments for peace education set forth in the Introduction and in the break with traditional teaching practice implied in the methods suggested in Chapter 4. Education for peace involves teaching for solidarity, justice, disarmament, respect for different cultures and customs, and alternatives to war and cultural violence. Such goals cannot be reached by rote learning or simple transfer of subject matter. We believe it requires the methods of participatory, engaged learning to develop the critical capacities essential to global citizenship.

Teaching for peace calls for confronting the attitudes of competition and hostility that characterize international relations in which citizens come to see others of different cultures and political systems as rivals and potential enemies. Such images of others must be socially reconstructed in educational processes. This is a major challenge in training teachers for peace.

As images of self and others are changed through peace education, citizens can come to see those of other countries, regions, cities, as fellow citizens of the world who share the consequences of a globalized economy and a culture of violence. Around the world, most of us live in societies where violence, lack of basic rights and security, and economic disparities impact our daily lives.

It is clear that education is not the exclusive responsibility of parents, schools, or teachers. The whole society educates through everyday experience. Toys, media, movies, video games, sports, work, relations with neighbors, and family life all influence education and social development from early childhood and throughout our lives. Nonetheless, few speak of peace as the fruit of the collective labor of citizens, and the broader possibilities and difficulties of peace education are often not acknowledged. Peace education must foster continuous reflection on all developmental influences and social conditions. Teacher training needs to prepare teachers to deal with these influences and to educate for peace in these conditions. Peace education must be a constant and global concern of society as a whole. Consequently, the training of teachers for peace education should be a major goal of educational policy throughout the world.

## Essential Elements of Teacher Education

Many of the elements and arguments of proposals for teacher education in the European Community are relevant to the goals and purpose of Learning to Abolish War. According to an approach being developed by Werner Wintersteiner and other European peace educators involved in the EURED Project, training teachers for peace education involves several significant elements. These include:

- ◆ **A careful selection of content;**
- ◆ **Appropriate educational goals and learning objectives;**
- ◆ **Relevant teaching strategies;**
- ◆ **Commitment to action.**

The following sections discuss these central elements in the development of teacher education for peace.

## Consideration of Content

The educational content of an actual training should be directed towards developing learning that can lead both to the eradication of conditions that perpetuate and aggravate problems affecting human survival and well-being (e.g., inequality, injustice, international relations based on the use of force), and towards cultivating measures of international cooperation likely to help solve them.

Education of teachers must necessarily be of an holistic, interdisciplinary nature and should explore such issues as those articulated in the 1974 UNESCO *Recommendation concerning education for international understanding, co-operation, and peace and education relating to human rights and fundamental freedoms*. Some of these include:

- ◆ **Equality of human rights of peoples, and the right of peoples to self-determination;**
- ◆ **Peacebuilding and the maintenance, purpose, and process of peace;**
- ◆ **The war system, different types of war and the causes and effects of wars;**
- ◆ **Disarmament;**

## Teacher Training

- ◆ **The nature and effect of economic, cultural, and political relations between countries and the importance of international law for these relations, particularly for the maintenance of peace;**
- ◆ **Action and participation to ensure the exercise and observance of human rights, including those of refugees and displaced persons;**
- ◆ **The fight against discrimination in its various forms including racism, sexism, and xenophobia; the eradication of violence in these forms;**
- ◆ **Notions of development, including economic growth and social development, and their relation to social justice, colonialism, and decolonization;**
- ◆ **Ways and means of assisting developing countries;**
- ◆ **Movements for education and literacy for all;**
- ◆ **Global health concerns, campaigns against disease and famine, and the fight for a better quality of life and the highest attainable standard of health for the world's peoples;**
- ◆ **Sustainable progress, development, and issues of population growth;**
- ◆ **The use, management, and conservation of natural resources;**
- ◆ **The survival of the natural world and the health of the environment;**
- ◆ **The preservation of the cultural heritage of humankind.**

## Establishing Goals and Learning Objectives

Teacher training must develop the ability to value freedom and the skills to meet its challenges. This means preparing teachers to cope with difficult and uncertain situations, fitting them for personal autonomy and responsibility, and raising awareness of the need to work together to solve problems and work towards a just, peaceful, and democratic community.

Training must develop the ability to recognize and value the diversity of individuals, genders, peoples, and cultures, while developing the ability to communicate, share and cooperate with others. It should emphasize citizenship in a pluralist society and multicultural world where no

individual or group holds the only answers to the world's problems. It should cultivate the understanding that for each problem there may be many perspectives and multiple solutions. Teacher training should also stress alternatives and multiple possibilities.

Valuing the contribution of all is also important. Training should allow different people the space to understand and respect each other and negotiate on an equal footing, with a view to seeking common ground on which to build a peaceful and just world society. It should strive to reinforce personal identity and encourage the convergence of ideas and solutions that strengthen peace, friendship, and solidarity between individuals and peoples. As conflicts arise in the process, training should include the development of skills of nonviolent conflict resolution.

Teacher training for peace education aims to prepare teachers to cultivate the qualities of tolerance, compassion, sharing, and caring in their learners. The wellbeing and inner peace of teachers in training is an important part of this process. In peace education, teachers are learners and learners are teachers. Thus, training should be designed to promote the development of peace within educators as well as in the broader society.

Towards these goals, teacher training should engender respect for cultural heritage, protection of the natural environment, and the adoption of methods of production and patterns of consumption that lead to sustainable development. Peace education emphasizes harmony between individual and collective values and between immediate basic needs and long-term interests. Building awareness of the range and diversity of perspectives on such issues is a fundamental aspect of teacher training for peace. Ultimately, echoing the recommendations of various educational institutions, teacher training should cultivate feelings of solidarity and equity at national and international levels in the perspective of a balanced and long-term development in the world and for all peoples and countries (Wintersteiner, 2001; Schoenhaus, 2001).

## Strategies

In order to achieve these aims, various peace educators have developed strategies and ways of action in teacher training. UNESCO and UNHCR have also incorporated multifaceted approaches into their teacher training programmes. Generally, these approaches are:

- ◆ **Comprehensive and holistic, which means addressing a very broad range of factors (some of which are described in more detail below);**
- ◆ **Applicable to all types, levels, and forms of education;**

## Teacher Training

- ◆ **Involving all educational partners and agents of socialization, including non-governmental organizations (NGOs) and civil society associations / organizations;**
- ◆ **Implemented locally, nationally, and worldwide;**
- ◆ **Characterized by modes of management and administration, coordination and assessment that give greater autonomy to educational establishments so that they can utilize their specific forms of action and linkage with local communities. Organizations should encourage the development of innovations and foster active democratic participation by all those concerned in the life of the training establishment;**
- ◆ **Suited to the age and psychology of the learning audience and accounting for the evolution of the learning capacity of each individual;**
- ◆ **Applied on a continuous and consistent basis, including evaluation and revision. Results and obstacles should be assessed in order to ensure that strategies can be continuously adapted to changing circumstances;**
- ◆ **Including proper resources for the above aims, for education as a whole, and particularly for marginalized and disadvantaged groups.**

## Committing to Action

The changes required to transform the present dominant modes of teacher training into forms suited to peace education entail the cooperation and contribution of all parts of the educational system and the support of the community, indeed of the whole society. Most of all, it requires those responsible for both in-service and pre-service education to undertake action to provide training in the curriculum content and teaching methods of peace education.

## Purposes and Parameters of Teacher Training

The complexities of peace education training and practice reflect an emerging, dynamic, and reflective community of peace educators now moving toward an inclusive holistic approach to peace education and the requisite teacher preparation. This movement is surfacing in a growing number of publications and international conferences on the topic.

There is a general acknowledgment that all training is intervention to some extent, in terms of

both the idea of peace and the society in which we build or help to build this idea. As such, the formulators and executors of training face ethical considerations and challenges related to the “who and why” of a particular training and to the responsibility for the outcome of the skills and information imparted.

The question of what approaches to training are currently needed should be based on the nature of contemporary issues of peace and justice, for this reveals what types of attitudes, reflections, activities, and values are required. Viewed in this light, it would appear that the concepts/ attitudes/ skills most commonly taught and learned are no longer adequate citizen preparation for the responsibilities imposed by the current world problems outlined in the *Hague Agenda*.

Successful training and practice must focus on clearly defined and obtainable objectives or goals, both internal to the training session and external with regard to the effect of the training or intervention, as translated to education for solution of the problems of peace and justice.

Teacher training cannot be separated from the educational system itself. This suggests a new direction of awareness training and a much greater effort at coordinating the efforts of the system so that its individual components can be melded into a holistic and effective effort. Peace and justice issues are complex and often deeply rooted in trauma, oral history, and ethnic, religious, and cultural identification. These problems are not easily or quickly resolved and teacher-training programs need to be sustained and evaluated over the long term. We suggest that this long-term effort be initiated by the establishment of pre-service courses in teacher training colleges and regular in-service workshops in schools and school systems.

## The Qualities of a Peace Educator

The International Advisory Group of the Global Campaign for Peace Education suggests that such teacher training be directed toward developing the following qualities deemed to be integral to an effective peace educator:

- ◆ **Thorough knowledge of fundamental issues and a coherent framework of peace education;**
- ◆ **Sense of perspective;**
- ◆ **Knowledge of effective teaching concepts and skills;**
- ◆ **Ability to communicate interconnections, moving from the abstract to the concrete and from macro to micro situations/problems;**

## Teacher Training

- ◆ Ability to adapt successful concepts and methodology to new cultures and the particular needs of the trainees in the class;
- ◆ Skills and experience in curriculum development and abilities in putting material into meaningful contexts;
- ◆ Desire and skill to coach others;
- ◆ Willingness to share control, to be flexible, and to collaborate with trainees and co trainers;
- ◆ Ability to assemble necessary learning tools and resources, knowledge of where to find resources and how to use them;
- ◆ The talent to hold a group's attention and to inspire.

These suggestions were made within the wider context of the values, skills, content, and methods most relevant to peace education. A deeper exploration of these components can serve as the basis of additional training activities. (For information on the International Advisory Group of the Global Campaign for Peace Education, visit the Hague Appeal for Peace website, [www.haguepeace.org](http://www.haguepeace.org).)

## Sample Training Procedure

Considering the foregoing rationale, we offer here one sample training procedure intended to help in the development of quality peace education. We believe that the skills addressed in this training are useful in building the professional competence of all teachers, including both formal and non-formal educators.

### GENERAL OVERVIEW OF TRAINING SCHEDULE

#### SESSION I: "Why Educate for Peace?"

*(Total estimated time: 3 hours)*

Preparation of participants

**Step 1:** Introduction of facilitators and participants. Formation of working groups and introduction of the discussion (*45 minutes*). Followed by large group debriefing (*45 minutes*).

**Step 2:** Discussion of the capacities of educators, and the purposes and goals of peace education and the professional capacities of a peace educator (*45 minutes*). Followed by large group debriefing (*45 minutes*).

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#### SESSION II: "Using the *Hague Agenda* as a Framework for Peace Education"

*(Total estimated time: 3 hours)*

Preparation of participants

**Step 1:** Discussion of the curricular issues addressed by the *Hague Agenda* (*1 hour, including large group debriefing*).

**Step 2:** Discussion of learning strategies and teaching methods (*1 hour, including large group debriefing*).

**Steps 3–4:** Exchange of examples of resources and curricular subject matter for peace education (*1 hour, including large group debriefing*).



## Teacher Training

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### SESSION III: "Integrating Peace Education into School Curricula"

*(Total estimated time: 3 hours)*

**Steps 1-2:** In groups, by grade level and/or subject matter, participants determine learning objectives based on the four "strands" of the *Hague Agenda* for particular grade levels and subject matter (i.e., third-grade science; eighth-grade math, etc.). Debrief and input responses in matrix form (*1.5 hours*).

**Steps 3-4:** In same groups, select one subject and grade level and outline a learning unit. Include the following: theme and subject matter, learning objectives, materials, methods, procedures, and mode of assessing student learning. Post the units so all participants can share one another's work (*1.5 hours*).

---

### SESSION IV: "Exploring Pedagogy and Methods of Peace Education"

*(Total estimated time: 8 hours, including breaks)*

**Steps 1-3:** Select learning units for the group. Selections should include one or two units from each "strand" of the *Hague Agenda*. Once selections are made, conduct the learning units and allow time for debriefing (*1.5 hours per "strand," including large group debriefing*).

**Step 4:** Discussion of pedagogy and constructive critique of learning units. Debrief and input responses in matrix form (*1 hour*).

## Teacher Training: Procedures

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### SESSION I: "Why Educate for Peace?"

*Advance preparation: Read Chapter 1 on the substance of peace education and Introduction of Learning to Abolish War.*

#### OBJECTIVES

**Participants will:**

- ◆ Reflect on historic and recent concepts of war, armed conflict, and physical violence in relation to personal and professional commitment to peace and peace education.
- ◆ Develop a profile of an effective peace educator for their community and region of the world.

**PROCEDURES:**

**Step 1:** Preliminary exercise to organize working groups and start discussion:

- ◆ **Ask participants to form groups on the basis of the letters of their family names. For example, all A-F in one group, all G-L in another, etc.**
- ◆ **Assure that groups are approximately the same size; 5 – 7 persons usually work best to enable all members to participate fully.**
- ◆ **Ask participants to introduce themselves and speak of the ethnic, geographic, and historic origins of their family names. They should consider the following questions and make a list of responses to each question for group reports:**
  - a. What wars/violent events have you experienced or have been significant in your community? What events have affected your own life?
  - b. What do you know of the wars that affected the regions and ethnic groups of your family origins?
  - c. Did these experiences influence your decision to be a teacher and/or to undertake peace education?

**Note:** An alternative activity would be to use prints of Francisco de Goya's "Disasters of War" to discuss the nature of war and how it may have changed over the last century.

**Whole group debriefing:** The groups should report on what they knew of the ethnic and regional wars their forbears may have experienced. Point out that virtually all peoples of the world share a history in which the lives of ordinary citizens have been devastated by war. Next, they should report on their own personal experiences, compare them, and begin to see what motivates teachers to become peace educators.

**Step 2:** In the same small groups, explore the following inquiries:

- ◆ **What should be the social purposes and learning goals of peace education in your community and your region?**

## Teacher Training

- ◆ **What values, knowledge, and skills do you think most necessary to be learned and developed in teacher training for peace education? In what ways are these components related? Establish relationships among the values, knowledge, and skills, and record group responses.**

Report and compare groups' statements of purpose and goals. Next, debrief on a blackboard or newsprint, under the title "Capacities of Peace Educators." Record what each group considers essential within each category. Do this systematically, category by category, i.e., all groups report on values, then all groups report on knowledge, then all on skills. As a group, prioritize and highlight the five most important ones in each category, making relationships among values, knowledge, and skills clear. Ask all participants to make a copy of these capacities. Explain how the rest of the training will be directed toward introducing a process to learn and strengthen these capacities.

### General Goals for Sessions II-IV:

Upon completion of these sessions, participants will have:

- ◆ **An understanding of the four "strands" of the *Hague Agenda for Peace and Justice for the 21st Century* (the *Hague Agenda*);**
- ◆ **Identified some specific learning strategies and effective methods for peace education using the *Hague Agenda* as a conceptual framework;**
- ◆ **Reviewed possible content for peace education curricula;**
- ◆ **Learned to design a peace education curriculum using the *Hague Agenda* or other relevant materials;**
- ◆ **Practiced some teaching approaches for introducing peace education into elementary and / or secondary school classrooms.**

---

### SESSION II: "Using the *Hague Agenda* as a Framework for Peace Education"

*Advance preparation:* Read Chapter 2 in Book 1 of *Learning to Abolish War* on the Conceptual Framework.

#### OBJECTIVES

Participants will:

- ◆ **Be able to exchange ideas about the main concepts of the *Hague Agenda* and the significance of these concepts in their home communities and region of the world.**

- ◆ Connect these concepts with learning strategies, various academic disciplines and resources.

### PROCEDURES:

**Working in the same groups as Session I,\* with an appointed reporter, participants should:**

**Step 1:** Share opinions and knowledge about ways the content of the four “strands” of the *Hague Agenda* could be used by peace educators. Do each of these activities systematically, strand by strand, with the group recorder listing responses. Debrief activity.

**Step 2:** Discuss potential learning strategies and teaching methods based on the experience of the participant teachers and on the regional and community needs / perspectives. List responses. Debrief activity in a large group of all participants.

**Step 3:** Exchange ideas and examples of various resources and curricular themes and subjects for teaching about peace. List responses. Debrief activity.

**Step 4:** Debrief Session II as a large group.

**\*Some teacher trainers may prefer to vary the working groups. If such is your case, allow 15 minutes for reformulating groups.**

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### **SESSION III: “Integrating Peace Education with School Curricula”**

*Advance preparation:* Read Chapters 3 and 4 in Book 1 of *Learning to Abolish War* on goals and methods of peace education.

*Handout:* Outline of components of a learning unit as they appear in Book 2 of *Learning to Abolish War*.

### OBJECTIVES

**Participants will:**

- ◆ Gain familiarity with approaches to peace education in various school subjects;
- ◆ Create their own peace education learning units;
- ◆ Share ideas and offer feedback on the learning units of others.

## Teacher Training

### PROCEDURES:

**Step 1:** In groups, organized by grade level and/or subject matter, participants determine learning objectives based on the four “strands” of the *Hague Agenda* for a particular grade level and subject (i.e., third-grade science; eighth-grade math, etc.). Try to have at least one group for each of the three developmental levels used to organize Book 2. Also try to vary curricular subjects.

**Step 2:** Debrief in matrix form as a large group, using the following headings: Values, Grade, Curricular Subject, Peace Theme, Objective. Begin with elementary grades, then middle grades, and then secondary grades.

**Step 3:** In same small groups, select one subject and grade level and outline a learning unit based on one of the values identified in sessions 1 and 2. Include the following: theme and subject matter, materials, methods, concepts, learning objectives, procedures and modes of assessing student learning. Post the units so all participants can share one another’s work. Allow a longer break time to permit participants to review the draft learning units of other groups.

**Step 4:** Debrief Session III in a large group. Complete matrix. Ask participants to make suggestions for refining their own and others’ learning units.

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### **SESSION IV: “Demonstrating Examples of Learning Units”**

Advance preparation: Read Book 2 of *Learning to Abolish War*, including sample learning units.

### OBJECTIVES

**Participants will:**

- ◆ Engage in learning activities focusing on peace issues addressed in the *Hague Agenda*;
- ◆ Practice facilitating and participating in learning units as both teacher and student;
- ◆ Analyze pedagogical approach and methods of learning units.

### PROCEDURES:

**Step 1:** Select learning units to be conducted with the group. Selections should include one or two units for each “strand” of the *Hague Agenda* (Culture of Peace, Human Rights and Humanitarian Law, Conflict Transformation, and Disarmament and Human Security). Units can be selected from those included in Book 2 of *Learning to Abolish War* or those designed in

Session IV. Some participants should be chosen to facilitate the teaching and others to participate as students.

**Step 2:** Once selections are made, conduct the learning units and allow time for debriefing after each.

**Step 3:** If there is time, each group should switch so that each participant acts as both student and teacher. The time necessary to conduct the learning units will vary. Allow all participants ample time to process learning in debriefing each unit.

**Step 4:** Discussion of pedagogy and methods utilized in learning units. Record responses. (*1 hour*)

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## CLOSING SESSION

- ◆ **Allow time to strategize for future collaboration on curriculum development for peace education. Discuss the participants' roles as part of the Hague Appeal for Peace Global Campaign for Peace Education.**
- ◆ **Make plans for implementation of selected learning units and schedule session for assessment and adjustments based on first implementation.**
- ◆ **Evaluate workshop and make suggestions for revised procedures to increase the practical possibilities of the training. Participants are invited to send an account of their training experience to the Hague Appeal for Peace Global Campaign for Peace Education.**

## Additional Resources for Teacher Training available through the Global Campaign for Peace Education

- ◆ *A Philippine Model of In-Service Teacher Education for Peace*, by Loreta Castro, Director of Miriam College Center for Peace Education, Manila, 2001.
- ◆ *The Fundamental Concepts of Peace Education*, a syllabus and reader for a graduate course in peace education designed and taught by the Teachers College Team. (Available from Peace Education, Teachers College, # 171, Columbia University, New York, NY, 10027, USA.)
- ◆ *A Manual for Training Teachers in Conflict Resolution*, prepared and published by the Federation of African Women Educators of Sierra Leone (FAWE-SL). Contact: fawe-sl@sierratel.sl

## Teacher Training

- ◆ *Education for a Culture of Peace in a Gender Perspective*, by Betty A. Reardon, Paris: UNESCO, 2000. Go to UNESCO Publishing at <http://upo.unesco.org/>

## Selected Bibliography

Canadian Voice of Women for Peace. (2001). *Groundswell: Women building a culture of peace training workshop manual*. Toronto: Voice of Women Editions.

Schoenhaus, R. (2001). Conflict management training: Advancing best practices. *Peaceworks*. Washington DC: United States Institute of Peace, USA.

UNESCO. (1974). *Recommendation concerning education for international understanding, co-operation, and peace and education relating to human rights and fundamental freedoms*, adopted by the General Conference of UNESCO. Paris: UNESCO.

UNHCR. (2000). *Peace education programme: Teacher activity book*. UNHCR Regional Service Center. Nairobi, Kenya.

Wintersteiner, W., et al. (2001). "Project Teaching in an International Context," EURED (Education for Europe as Peace Education). Ludwig Boltzmann Institute, Klagenfurt University, Austria.

Wintersteiner, W., et al. (2001). "The European Youth Academy as an Instrument for School Development and Further Teacher Training," EURED (Education for Europe as Peace Education). Ludwig Boltzmann Institute, Klagenfurt University, Austria.





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Organizations For Peace Education Networking

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# Resources

## PART I

## Resources Part I

### Introduction

Perhaps the most effective way of developing and disseminating peace education is through networking among peace educators who can share experiences, materials, and projects and work cooperatively toward a more global, multicultural, and comprehensive form of peace education. The following list of organizations is offered as a tool for such networking.

We strongly recommend building national networks such as that being developed in Japan (consult Seisen University Peace Education Center), and regional networks such as the EURED project (consult Klagenfurt University Ludwig Boltmann Institute). For information on other peace education networks being undertaken in various countries and regions, contact the Hague Appeal for Peace Global Campaign for Peace Education office in New York City.

### Organizations for Peace Education Networking

#### ALBANIA

**CEYPA – Civic Education Youth Programme in Albania**  
P.O. Box 7447  
Tirana, Albania  
Tel: +355-38-2147-661  
Fax: +355-4-2486-93

#### ARGENTINA

**Educating Cities Latin America**  
Peace, Human Rights Education Program  
Avenida Belgrano 328, 3rd Floor  
2000 Rosario, Argentina  
Tel/Fax: +54 341 4802275  
Website: www.edcities.es

**Universidad Popular Madres de Plaza de Mayo**  
Centro Internacional de Educación para la Paz, la Justicia, y los Derechos Humanos  
(see page 32)

#### AUSTRALIA

**Center for Peace and Conflict Studies (CPACS)**  
Department of Government  
Sydney 2006, Australia  
Tel: +02-692-3778

#### AUSTRIA

**Austrian Study Center for Peace and Conflict Resolution**  
Schlaining Castle  
A-7461 Stadtschlaining, Austria

**Human Rights School Network**  
Interkulturelles Zentrum  
Kettenbrueckengasse 23  
A-1050 Wien, Austria  
Tel: +43-1-5867544-12  
Fax: +43-1-5867544-9  
Website: http://www.iz.or.at

#### EURED (Education for Europe as Peace Education)

Ludwig-Boltzmann Institut for Intercultural Education Research  
(A department of Klagenfurt University)  
Grubissich-Villa  
Europaplatz 2, A-9500 Villach, Austria  
Tel: +43-4242-21-7721  
Fax: +43-4242-21-7775  
Website: http://boltzmann-inst.uni-blw.ac.at/Projekte/EURED-Home/eured-home.htm

#### BANGLADESH

**Youth Approach for Development and Cooperation (YADC)**  
G.P.O. Box 3772  
Dhaka 1000, Bangladesh  
Tel: +88-02-955-7160  
Fax: +88-02-955-321  
Email: yadc@bangla.net

#### BELGIUM

**Education International**  
Boulevard Emile Jacqmain  
Brussels B1210, Belgium  
Tel: +32-2-224-0611  
Fax: +32-2-224-0606  
Email: educint@ei-ie.org

#### BOSNIA AND HERZEGOVINA

**Sarajevo Association for Peace Education**  
Aleja Lipa 57 71000  
Sarajevo, Bosnia and Herzegovina  
Tel/Fax: +003-87-33-446-680  
Website: http://www.dadalos.org

#### CAMBODIA

**Khmer Youth Association**  
135A, St. 259, Sangkart Toek La-ak, Khan Toul Kork  
Phnom Penh, Cambodia  
Tel/Fax: +855-23-884-306

#### CAMEROON

**Peace Research Centre**  
P.O. Box 78, N/W/P,  
Batibo, Republic of Cameroon  
Tel: +237-364-041  
Fax: +237-36-1610

#### CANADA

**BC Teachers for Peace and Global Education**  
British Columbia Teachers' Federation  
100-550 W. 6th Avenue  
Vancouver, BC V5Z 4P2, Canada

**Canadian Centres for Teaching Peace**  
Box 70

Okotoks, AB, Canada, T0L 1T0  
Tel: +401-938-5335; 1-800-574-7126  
Fax: +403-938-4117  
Website: http://www.peace.ca/

**Canadian Peace Research and Education**  
Brandon University,  
Brandon, Manitoba, Canada, R7A 6A9

**The Canadian Council for Multicultural and Intercultural Education**  
124 O'Connor Street, Suite 200  
Ottawa, ON K1P 5M9, Canada

**Center for International Education and Development**  
University of Alberta  
Edmonton T6G 2G5, Canada

**CHILE****Programa Interdisciplinario de Investigaciones en Educación**

Enrique Richard 3344  
Nunoa-Santiago, Chile  
Tel: +56-2-2096644  
Fax: +56-2-2047460

**COLOMBIA****School of Peace**

Calle 174 A #47A-12  
Bogota, Colombia  
Tel: +57-1-672-9706

**CROATIA****Mali Korak – Centre for Culture of Peace and Nonviolence**

Kraljevec 77a  
10 000 Zagreb, Croatia  
Tel: +385-1-45-78-341

**DENMARK****Centre for Peace and Conflict Research**

University of Copenhagen  
Vandkunsten 5  
DJ 1467 Copenhagen K, Denmark  
Tel: +45-333-26432

**International Teacher**

Lundoevej 173  
7840 Hoejslev, Denmark  
Tel: +45-97-53-87-62  
Fax: +45-97-538-762

**ETHIOPIA****Action Professionals Association for the People (APAP)**

P.O. Box 12484  
Addis Ababa, Ethiopia

**FINLAND****Finnish Peace Research Association**

c/o TAPRI  
Box 447  
33101 Tampere 10, Finland  
Tel: +35-83-132535

**Peace Education Institute**

Caloniuksenk 6  
Helsinki 00100, Finland  
Tel: +358-9-449-169  
Fax: +358-9-454-10-141

**FRANCE****Ecole de la Paix**

7 Rue des Cloîtres  
Grenoble 38000, France  
Tel: +33-47-663-81-41

**GERMANY****Teachers for Peace International**

Saseler Kamp 69a  
Hamburg 22393, Germany  
Tel/Fax: +49-40-601-5212

**GHANA****Foundation for Peace and Development**

P.O. Box 18106, GPO  
Accra, Ghana  
Tel/Fax: +233-21-231021  
Email: founpedev@hotmail.com

**ICELAND****Peace 2000 Institute**

Vogasel 1  
Reykjavik 109, Iceland  
Tel: +354-557-1000  
Fax: +354-557-1047  
Website: <http://www.peace.is>

**INDIA****Pratham Education Initiative**

"LARA" - Ramu Farm  
61 Bhaimala Village  
Alibag, Dist Raigad 402201  
Maharashtra, India  
Tel: +00-91-2141-48711  
Fax: +00-91-2141-48733

**ISRAEL****Israel/Palestine Center for Research and Information (IPCRI)**

P.O. Box 9321  
Jerusalem 91092, Israel  
Email: [peace\\_education@ipcri.org](mailto:peace_education@ipcri.org)

**Middle East Children's Association (MECA)**

P.O.B. 31807  
Jerusalem 91000, Israel  
Tel: +972-2-6247227  
Fax: +972-2-6247392  
Email: [meca@netvision.net.il](mailto:meca@netvision.net.il)  
Website: <http://www.MEChildren.org>

**Neve Shalom/Wahat al-Salam**

Doar Na/Mobile Post  
Shimshon 99761  
Tel: +972-2-991-5621  
Fax: +972-2-991-1072  
Email: [pr@nswas.com](mailto:pr@nswas.com)  
Website: [www.nswas.com](http://www.nswas.com)

**JAPAN****Peace Boat**

Hatatsu Building 2F  
Takadanobaba 3-14-3, Shinjuku-ku  
Tokyo 169-0075, Japan  
Tel: +81-3-3363-8047  
Fax: +81-3-3363-7562  
Email: [pbglobal@peaceboat.gr.jp](mailto:pbglobal@peaceboat.gr.jp)  
Website: <http://www.peaceboat.org>

**Seisen University Center for Peace and Justice Education**

(see page 32)

**KENYA****Learning and Development Kenya**

P.O. Box 13808  
Naruro, Kenya  
Tel/Fax: +254-37-212-557

**LEBANON****Center for Peace and Justice Education**

Lebanese American University, Byblos  
(see page 32)

**Educational Centre for Research and Development**

P.O. Box 55264  
Sin El Fil Beirut, Lebanon  
Tel: +961-1-683203/4/5/6  
Fax: +961-1-683090  
Email: [ncerd@dm.net.lb](mailto:ncerd@dm.net.lb)  
Website: <http://www.crdp.org>

**NEPAL****Peace Education Academy of Nepal**

Baluwater, 306  
Kathmandu, Nepal  
Tel: +977-1-414-914  
Fax: +977-1-426-444

**NETHERLANDS****Human Rights Education Associates – Netherlands Office**

Postbus 59225  
1040 KE Amsterdam, Netherlands

**United Nations of Youth Foundation**

Venedien 25, 1441 AK Purmerend,  
Netherlands  
Tel: +31-299-43-60-93  
Fax: +31-299-42-7129  
Website: <http://www.unoy.org>

**NEW ZEALAND****The New Zealand Foundation for Peace Studies**

P.O. Box 4110  
Auckland, New Zealand  
Tel: +64-9-373-2379  
Fax: +64-9-379-2668  
Website: [www.peace.net.nz](http://www.peace.net.nz)

**Peace Foundation**

P.O. Box 23257  
Cable Car Lane  
Wellington, Aotearoa, New Zealand  
Tel: +64-4-499-3443  
Fax: +64-4-499-5858

**Disarmament and Security Centre**

35 Rata Street  
P.O. Box 8390  
Otautahi/Christchurch,  
Aotearoa, New Zealand  
Phone/Fax: +64-3-348-1353

**NIGERIA****African Peace Research Association**

N 84 Femi Ayantuga Crescent  
Surulere, Lagos, Nigeria

## Resources Part I

**Pan-African Reconciliation Council and African Centres for Peace Education and Training**  
P.O. Box 9354 Marina,  
Lagos City, Nigeria  
Tel: +234-1-759-0270  
Website: <http://www.peace.ca/africa.htm>

**Women's Centre for Peace and Development**  
17, Ago Palace Way, Okota  
P.O. Box 4410, Oshodi,  
Lagos, Nigeria  
Tel: +234-1-452-8953  
Email: [woped@infoweb.abs.net](mailto:woped@infoweb.abs.net)

**NORWAY**

**International Peace Research Institute Oslo (PRIO)**  
Fuglehaugsgt 11  
0260 Oslo 2, Norway  
Tel: +47-25-57150

**Norwegian Peace Alliance**  
Storgt 11  
0155 Oslo, Norway  
Tel: +47-2301-0300  
Fax: +47-2301-0303  
Email: [norpeace@c2i.net](mailto:norpeace@c2i.net)  
Website: <http://www.home.c2i.net/norpeace>

**PAKISTAN**

**Cooperation for Peace and Unity (CPAU)**  
2 – Rehman Baba Road, University Town  
UPO Box 1084,  
Peshawar, Pakistan  
Tel: +0092-91-40839  
Fax: +0092-91-840471

**Human Rights Education Programme**  
9-C/1, 8<sup>th</sup> East Street, Phase I, D.H.A.  
Karachi 75500, Pakistan  
Tel: +92-21-5800245  
Website: <http://www.hrep.com.pk>

**PHILIPPINES**

**Center for Human Rights and Peace Studies (CRPS)**  
Blk 3, Lot 7, Estrella Homes 2, Brgy. 169  
Novaliches, Kalookan City 1422, Philippines  
Tel: +632-0919-3477025  
Fax: +632-454-6465

**Center for Peace Education**  
Miriam College  
(see page 32)

**RUSSIA**

**Centre for Peacemaking and Community Development**  
119048 Moscow, Russia  
ul. Usachova, d. 29, kor. 7, kv. 405  
Fax: +7-095-241-7770

**Education and Culture of Peace Centre**  
Moscow Banking School  
Universitetskii Prospekt 6-4.50  
117333 Moscow, Russia

**Peace House**  
Oktyabrsky Ave. 12 - 43  
Vladimir 600000, Russia

**SIERRA LEONE**

**Forum for African Women Educationalists (FAWE) Secretariat**  
86 A Fort Street  
Freetown, Sierra Leone  
Tel: +323 227076  
Email: [fawe-sl@sierratel.sl](mailto:fawe-sl@sierratel.sl)

**Peace Links**

12c Beach Road  
Lumley, Freetown, Sierra Leone  
Fax: +232-22-224439

**SLOVENIA**

**The Peace Institute**  
Metelkova 6, 1000  
Ljubljana, Slovenia  
Tel: +386-61-1322372  
Website: <http://www.mirovni-institute.si>

**SOUTH AFRICA**

**Centre for Conflict Resolution**  
c/o University of Cape Town  
Private Bag  
Rondebosch 7701, South Africa  
Tel: +27 21 4222 512  
Fax: +27 21 4222 622

**Human Sciences Research Council**  
134 Pretorius Street, Private Bag X41  
Pretoria 001, South Africa  
Tel: +27-12-302-2571  
Fax: +27-12-302-2532

**Quaker Peace Centre**

3 Rye Road  
Mowbray, Cape Town 7700, South Africa

**UMTAPO Peace Education Centre**  
P.O. Box 2792  
Durban 4000  
Tel: +27-31-305-3506  
Fax: +27-31-301-4030  
Email: [umtapo@netactive.co.za](mailto:umtapo@netactive.co.za)

**SPAIN**

**Culture of Peace Foundation**  
c/o Velazquez, 14 – 3<sup>o</sup>D  
28007 Madrid, Spain  
Tel: +34-91-426-1555  
Fax: +34-91-431-6387  
Website: <http://www.pangea.org/culturadepaz>

**Peace and Cooperation; Paz y Cooperación**  
Melendez Valdes, 68, 4,  
E-28015 Madrid, Spain  
Tel: +34-91-5496-156  
Fax: +34-91-5435-282  
Website: <http://www.peaceandcooperation.org>

**Seminario Galego de Educación para a Paz**  
Rua dos Basquinos 33, 1<sup>o</sup> B, 15703  
Santiago de Compostela, Galicia, Spain  
Tel: +34-81-554053  
Fax: +34-81-561956  
Email: [paz@sgep.org](mailto:paz@sgep.org)  
Website: [www.sgep.org](http://www.sgep.org)

**United Nations Association in Spain**  
Fontanella, 14, 1r 1a  
08010 Barcelona, Spain

**SWEDEN**

**Life-Link Friendship Schools**  
Uppsala Science Park  
SE-751 83 Uppsala, Sweden  
Tel: +46-18-50-4344

**Peace Education Commission/IPRA**  
School of Education, Box 23501  
45 Malmo S-200, Sweden  
Fax: +46-40-32-5210

**Uppsala Network "Culture of Peace" (CETAL)**  
PEC/IPRA  
Granitvagen 10B  
Uppsala, Sweden 75243  
Tel: +46 18 553 059

**Stockholm International Peace Research Institute (SIPRI)**  
Pipers Vag 28  
S-171 73 Solna, Sweden  
Tel: +08-559-700

**SWITZERLAND**

**Ecole Instrument de Paix**  
5 Rue du Simplon  
1207 Genève, Suisse

**International Association of Educators for Peace**  
Hassenrainstr 65  
Binningen 4102, Switzerland  
Tel: +41-61-302-7808  
Fax: +41-61-303-155

**International Peace Bureau**  
41 rue de Zurich  
CH-1201 Geneva, Switzerland  
Tel: +41-22-731-6429  
Fax: +41-22-738-9419  
Email: [mailbox@ipb.org](mailto:mailbox@ipb.org)

**Living Values: An Educational Programme**  
12 Rue J.A. Gautier  
Geneva 1201, Switzerland  
Tel: +41-022-1235  
Fax: +41-022-731-1270

**UKRAINE****Educators for Peace and Understanding**

10 Pobedy Avenue  
Kiev 252135, Ukraine  
Tel: +380-44-2162778  
Fax: +380-44-4101995

**UNITED KINGDOM****Council for Education in World Citizenship (CEWC)**

Sir John Lyon House 5 High Timber Street  
London EC4V 3PA, UK

**Quaker Peace and Social Witness**

Friends House, 173 Euston Road  
London NW1 2BJ, UK  
Tel: +44-207-663-1087  
Fax: +44-207-663-1049

**Peace Child International**

The White House, High Street  
Buntingford, Herts,  
England SG9 9AH  
Tel: +44-176-327-4459  
Fax: +44-176-327-4460  
Website: www.peacechild.org

**UNITED STATES****American Educational Research Association**

Peace Education Special Interest Group  
1230 17th Street  
Washington, DC 20036-3078  
Tel: +1-607-436-2129  
Fax: +1-609-637-5197  
Websites: <http://www.aera.net> or  
<http://www.unf.edu/~astomfay>

**Amnesty International**

Education Department  
322 8th Avenue, 10th Floor  
New York, NY 10001  
Tel: +1-212-807-8400  
Fax: +1-212-627-1451  
Website: <http://www.amnestyusa.org>

**ASCD Global Education Network**

1161 Cardinal Street  
DePere, WI 54115  
Tel: +1-920-983-0960

**Center for Peace Education, Conflict Resolution, and Diversity**

110 W Main Street, #2G  
Carrboro, NC 27510

**Chicago Teachers' Center**

Northeastern Illinois University  
770 N. Halsted, Suite 420  
Chicago, IL 60622  
Tel: +1-312-733-7330 x483

**The Consortium on Peace Research, Education and Development (COPRED)**

c/o Institute for Conflict Analysis and Resolution  
George Mason University  
Fairfax, VA 22030-4444  
Tel: +1-703-993-2405  
Fax: +1-703-993-2406  
Website: <http://www.evergreen.edu>

**The Council for Global Education**

P.O. Box 33984  
Washington, DC 20033-3984  
Tel: +1-202-496-9780  
Website: <http://www.globaleducation.org>

**Earth and Peace Education Associates International (EPEI)**

97-37 63rd Road, Suite 15e  
Rego Park, NY 11374  
Website: <http://www.globalpe.org>

**Educators for Social Responsibility/ National Office**

23 Garden Street  
Cambridge, MA 02138  
Tel: +1-800-370-2515 / +1-617-492-1764  
Fax: +1-617-864-5164  
Website: <http://www.esrnational.org>

**Fellowship of Reconciliation**

P.O. Box 271  
Nyack, NY 10960  
Tel: +1-845-358-4601  
Fax: +1-845-358-4924  
Website: <http://www.forusa.org>

**Global Education Associates**

475 Riverside Drive, Suite 1848  
New York, NY 10115  
Tel: 1-212-870-3290  
Fax: +1-212-870-2729  
Website: <http://www.globaleduc.org>

**Global Kids**

561 Broadway, 6th Floor  
New York, NY 10012  
Tel: +1-212-226-0130  
Fax: +1-212-226-0137  
Website: <http://www.globalkids.org>

**The Institute of Global Education**

Department of Integrated Ecology  
P.O. Box 1605  
Friday Harbor, WA 98250

**The Institute for International Peace**

University of Notre Dame  
P.O. Box 639  
Notre Dame, IN 46556  
Tel: +1-212-239-6870

**International Center for Cooperation and Conflict Resolution**

Box 53  
Teachers College, Columbia University  
525 West 120th Street  
New York, NY 10027  
Tel: +1-212-678-3289  
Fax: +1-212-678-4048

**Music Therapists for Peace**

c/o Edith Boxill  
P.O. Box 743, Cathedral Station  
New York, NY 10025  
Tel: +1-212-865-6895  
Fax: +1-212-865-6895 \*51  
Email: [musictherapistsforpeace@yahoo.com](mailto:musictherapistsforpeace@yahoo.com)

**National Catholic Education Association (NCEA)**

Publication Sales  
Suite 100  
1077 30th Street, N.W.  
Washington, DC 20007-3852  
Tel: +1-202-337-6232  
Fax: +1-202-333-6706  
Website: <http://www.ncea.org>

**Nuclear Age Peace Foundation**

Peace Education Coordinator  
PMB 121  
1187 Coast Village Road, Suite 1  
Santa Barbara, CA 93108-2794  
Tel: +1-805-965-3443  
Fax: +1-805-568-0466  
Email: [education@napf.org](mailto:education@napf.org)  
Website: <http://www.napf.org>

**Peace Education Commission / International Peace Research Association**

c/o Ian Harris  
P.O. Box 413  
Milwaukee, WI 53208  
Tel: +1-414-229-2326  
Fax: +1-414-229-3700  
Email: [imh@uwm.edu](mailto:imh@uwm.edu)

**Peace Education Office**

Teachers College, Columbia University  
(see page 32)

**The People's Movement for Human Rights Education (PDHRE) / NY Office**

West 111 Street #4E  
New York, NY 10025, USA  
Tel: +1-212-749-3156  
Fax: +1-212-666-6325  
Website: <http://www.pdhre.org/>

**Projects for Global Harmony/Building Peace**

P.O. Box 834  
Manchester NH 03105  
Tel: +1-603-860-5273  
Fax: +1-815-364-2963  
Email: [globalhmny@aol.com](mailto:globalhmny@aol.com)

## Resources Part I

### Resolving Conflict Creatively Program

Educators for Social Responsibility  
23 Garden Street  
Cambridge, MA 02131  
Tel: +1-617-492-1764, ex. 31  
Fax: +1-617-864-5164

### Resolving Conflict Creatively Program of the City of New York

163 3<sup>rd</sup> Avenue, PMB 239  
New York, NY 10003  
Tel: +1-212-260-6290  
Fax: +1-212-388-9259

### UNESCO Associated Schools Project Network / USA

InterConnections 21  
P.O. Box 960  
Wilson, WY 83014  
Phone: +307-733-0549  
Fax: +307-733-9783

### World Council for Curriculum and Instruction

College of Education,  
University of Cincinnati  
P.O. Box 210002  
Cincinnati, OH 45221  
Tel: +513-556-3567  
Website: <http://www.uc.edu/wcci/>  
Email: [wcci@alliant.edu](mailto:wcci@alliant.edu)

## INTERNATIONAL ORGANIZATIONS

### Hague Appeal for Peace Global Campaign for Peace Education

c/o IWTC 777 UN Plaza  
New York, NY 10017  
Tel: +1-212-687-2623  
Fax: +1-212-661-2704  
Email: [hap@haguepeace.org](mailto:hap@haguepeace.org)  
Website: <http://www.haguepeace.org>

### Hague Appeal for Peace

c/o IPB  
41 rue de Zurich  
CH-1201 Geneva, Switzerland  
Tel: +41-22-731-6429  
Fax: +41-22-738-9419  
Email: [mailbox@ipb.org](mailto:mailbox@ipb.org)  
Website: [www.ipb.org](http://www.ipb.org)

### Association Internationale des Educateurs a la Paix (International Association of Educators for Peace)

3 Allie Maximillian Robperre 92290  
Chateuary  
Malales, France

### International Association for Intercultural Education

Kopmangatan 7  
15171 Sodertalje, Sweden

### International Council for Adult Education

720 Bathurst Street, Suite 500  
Toronto, ON, Canada M5S 2R4

### International Education System Pilot Project

c/o International Baccalaureate Organisation  
Rte. Des Morillons 15  
1218 Grand Saconnex, Switzerland  
Tel: +0041-22-7763933  
Fax: +0041-22-7910277

### Pax Christi International

216, Chaussee de Wavre  
B-1050 Brussels, Belgium  
Tel: +32-2-646-68-00  
Website: <http://www.paxchristi.net/>

### War Resisters' International

5 Caledonian Road  
London N1 9DX, UK  
Tel: +44-20-7278-4040  
Fax: +44-20-7278-0444  
Email: [info@wri-irg.org](mailto:info@wri-irg.org)  
Website: <http://wri-irg.org>

### World Alliance of YMCAs

12 Clos Belmont  
Geneva 1208 Switzerland  
Tel: +41-022-849-5100

### World Council of Churches

P.O. Box 2100  
1211 Geneva 2, Switzerland

### World Scout Bureau

P.O. Box 241  
1211 Geneva 4, Switzerland.

## UNITED NATIONS

### Cyberschoolbus

United Nations Global Teaching  
and Learning Project  
One United Nations Plaza  
New York, NY 10017 USA  
Website: <http://www.un.org/cyberschoolbus>

### United Nations Department for Disarmament Affairs

UN Headquarters Bldg, Rm. S-3170A  
New York, NY 10017 USA  
Tel: +1-212-963-1570  
Fax: +1-212-963-1121  
Website: [www.un.org](http://www.un.org)

### United Nations High Commission for Human Rights

Case Postale 2500  
CH-1211 Geneva 2 Depot, Switzerland

### United Nations High Commissioner for Refugees

CP 2500  
1211 Geneva 2, Switzerland  
Tel: +41-22-739-8111  
Fax: +41-22-739-8449  
Email: [cdr@unhcr.ch](mailto:cdr@unhcr.ch)

### UNESCO-UN Liaison Office

3 United Nations Plaza  
New York, NY 10017, USA

### UNESCO Education Sector

Associated Schools Project  
7 Place de Fontenoy  
75352 Paris 07 SP, France  
Email: [aspnet@unesco.org](mailto:aspnet@unesco.org)  
Website: <http://www.unesco.org/education/asp>

### UNICEF

Education Section  
3 United Nations Plaza  
New York, NY 10017, USA

### PEACE EDUCATION CENTERS ASSOCIATED WITH THE HAGUE APPEAL FOR PEACE GLOBAL CAMPAIGN FOR PEACE EDUCATION

#### Center for Peace Education

Miriam College  
UPPO Box 110  
Diliman, Quezon City 1101, Philippines

#### Center for Peace and Justice Education

Lebanese American University, Byblos  
c/o 475 Riverside Drive, Rm. 1846  
New York, NY 10115, USA

#### Peace Education Office

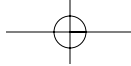
Teachers College, Columbia University  
525 West 120<sup>th</sup> Street, Box 171  
New York, NY 10027, USA  
Tel: +1-212-678-8116  
Email: [peace-ed@exchange.tc.columbia.edu](mailto:peace-ed@exchange.tc.columbia.edu)

#### Seisen University Center for Peace and Justice Education

Department of Global Community Studies  
Seisen University  
3-16-21 Higashi Gotanda Shinagawa-Ku,  
Tokyo 141-8642, Japan  
Tel: +81-3- 3447- 5551  
Fax: +81-3- 3447- 5493

#### Universidad Popular Madres de Plaza de Mayo

Centro Internacional de Educación para la Paz,  
la Justicia, y los Derechos Humanos  
Hipolito Yrigoyen 1584  
1089 Buenos Aires, Argentina  
Tel: +54-11-4384-8693  
Fax: +54-11-4954-0381  
E-mail: [universidad@madres.org](mailto:universidad@madres.org)  
Website: [www.madres.org](http://www.madres.org)



## Notes

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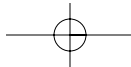
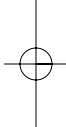
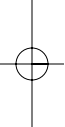
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The Global Campaign for Peace Education  
Endorsing Organizations

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# Resources

## PART II



## Resources Part II

### The Global Campaign for Peace Education Endorsing Organizations

(January 2002)

The Global Campaign for Peace Education aims to see peace education in all schools throughout the world. To accomplish this large task, the Campaign works as a network and depends on the support and involvement of local, national, and international educational organizations and institutions. Endorsing organizations are an essential part of the Global Campaign for Peace Education.

The following organizations and institutions endorse the Hague Appeal for Peace Global Campaign for Peace Education and are actively pursuing similar goals. If your organization would like to officially endorse the Campaign, fill out the form on the following pages and mail it in to Hague Appeal for Peace. To find out more about becoming an endorsing organization, visit [www.ipb.org/pe/endorsers.htm](http://www.ipb.org/pe/endorsers.htm) or email [mailbox@ipb.org](mailto:mailbox@ipb.org).

### International Organizations

- ◆ International Association of Educating Cities
- ◆ International Association of Educators for Peace
- ◆ International Baccalaureate Organisation ([www.ibo.org](http://www.ibo.org))
- ◆ International Institute on Peace Education
- ◆ International Teacher
- ◆ International Youth Cooperation (The Hague) ([www.iyoco.org](http://www.iyoco.org))
- ◆ Living Values: An Educational Programme ([www.livingvalues.net](http://www.livingvalues.net))
- ◆ Mandate the Future/Worldview International Foundation (Colombia) ([www.mandatethefuture.com](http://www.mandatethefuture.com))
- ◆ Peace Boat ([www.peaceboat.org](http://www.peaceboat.org))
- ◆ Pax Christi International ([www.pci.ngonet.be](http://www.pci.ngonet.be))
- ◆ Peace Child International ([www.peacechild.org](http://www.peacechild.org))
- ◆ Peace Education Commission, International Peace Research Association ([www.uwm.edu/Dept/Peace/pec.html](http://www.uwm.edu/Dept/Peace/pec.html))
- ◆ UNICEF ([www.unicef.org](http://www.unicef.org))
- ◆ UN High Commissioner for Refugees (UNHCR) ([www.unhcr.org](http://www.unhcr.org))

## National and Local Organizations

- ◆ Act 1 Presentations (USA)
- ◆ ActionAid Ghana
- ◆ All Pakistan Friendship and Peace Council (All Pakistan Youth Wing)
- ◆ Amnesty Nepal, Group-81
- ◆ Aotearoa-New Zealand Foundation for Peace Studies ([www.peace.net.nz](http://www.peace.net.nz))
- ◆ ASEPaix, Association Suisse des Educateurs à la Paix (Switzerland) (<http://asepaix.ch>)
- ◆ ASHTA NO KAI (India)
- ◆ Asociación Respuesta (Argentina)
- ◆ Association of Young Azerbaijani Friends of Europe
- ◆ Awareness One (Nigeria)
- ◆ Azerbaijan Women and Development Centre
- ◆ Big Brothers Big Sisters – Kerryville (USA)
- ◆ Buddha's Light Universal Welfare Society (BLUWS) (Bangladesh) (<http://watthai.net/bluws>)
- ◆ Canadian Alliance for Youth and Children's Rights (CAYCR)
- ◆ Canadian Centres for Teaching Peace ([www.peace.ca](http://www.peace.ca))
- ◆ Canadian International Institute of Applied Negotiation ([www.canadr.com](http://www.canadr.com))
- ◆ CEDEM-Centre d'Éducation et de Développement pour les Enfants Mauriciens (Mauritius)
- ◆ Center for Globalization Studies, University BK (Serbia, FR Yugoslavia)
- ◆ Center for Human Rights and Peace Studies (CRPS) (Philippines)
- ◆ Center for Peace Education, Miriam College (Philippines)
- ◆ Centre for the Study of Forgiveness and Reconciliation (UK)
- ◆ Centre for the Study of Peace (Ireland) ([www.saorollseoil.espc.com.net](http://www.saorollseoil.espc.com.net))
- ◆ CETAL-Network Culture of Peace (Sweden)
- ◆ CEYPA-Civic Education Youth Programme in Albania
- ◆ Children and Peace Philippines JMD Chapter
- ◆ City Montessori School (CMS, India) ([www.citymontessorischool.org](http://www.citymontessorischool.org))
- ◆ Concord Video and Film Council (UK)
- ◆ Concerned Youth for Peace (CONYOPA) (Sierra Leone)
- ◆ Cosananig Organization (Nigeria)
- ◆ Creative Response to Conflict (USA) ([www.crcglobal.org](http://www.crcglobal.org))
- ◆ Culture of Peace Foundation (Spain) ([www.Pangea.org/culturadePaz](http://www.Pangea.org/culturadePaz))
- ◆ CRAGI, Conflict Resolution and Global Interdependence (USA) ([www.gettysburg.edu/~jpowers/cragi.html](http://www.gettysburg.edu/~jpowers/cragi.html))
- ◆ Sarajevo Association for Peace Education ([www.dadalos.org](http://www.dadalos.org))
- ◆ Développement Rural par la Protection de l'environnement et Artisanat (Cameroun)
- ◆ Education for Peace Institute of the Balkans (Bosnia-Herzegovina) ([www.landegg.edu](http://www.landegg.edu))
- ◆ Education for Peace Project (Landegg International University, Switzerland)

## Resources Part II

- ◆ Educadores Para a Paz (Brazil)
- ◆ Electoral Institute of South Africa ([www.eisa.org.za](http://www.eisa.org.za))
- ◆ Elimu Yetu Coalition (Kenya)
- ◆ ESR National Center Resolving Conflict Creatively Program (USA) ([www.esrnational.org](http://www.esrnational.org))
- ◆ Foundation for Peace and Development (Ghana)
- ◆ Fundació per la Pau (Spain)
- ◆ Fundación Casa De La Juventud (Paraguay)
- ◆ Fundación Gamma Idear (Colombia)
- ◆ Global Harmony Foundation (Switzerland) ([www.global-harmony.org](http://www.global-harmony.org))
- ◆ Belgrade Youth Centre for Tolerance and Peace Development
- ◆ GUU Foundation Community Based Rehabilitation (Uganda)
- ◆ Halley Movement (Mauritius)
- ◆ Hessisches Landesinstitut für Pädagogik (Germany)
- ◆ Human Rights Committee (Serbia)
- ◆ Human Rights Education Academy of Nepal
- ◆ Human Rights Education Programme (Pakistan) ([www.hrep.com.pk](http://www.hrep.com.pk))
- ◆ Human Rights Eye & Education Center (HREEC) (Cameroon)
- ◆ Impulse NGO Network ([www.geocities.com/impulsengo](http://www.geocities.com/impulsengo))
- ◆ Indian Institute for Peace, Disarmament and Environmental Protection
- ◆ Institute for Planetary Synthesis (Spain)
- ◆ International Mission for Peace (Sierra Leone)
- ◆ International Peace Research Association (Japan)
- ◆ International Holistic Tourism Education Centre-IHTEC (Canada) ([www.ihtec.on.ca](http://www.ihtec.on.ca))
- ◆ International Youth Link Foundation (Ghana) ([www.idealists.org](http://www.idealists.org))
- ◆ International Youth Parliament/Oxfam (Australia) ([www.caa.org.au/parliament](http://www.caa.org.au/parliament))
- ◆ International Society for Human Values (Switzerland)
- ◆ Institute for Peace and Justice (USA) ([www.irj-ppj.org](http://www.irj-ppj.org))
- ◆ Institute for Planetary Synthesis (Switzerland)
- ◆ Jane Addams' Peace Association, Inc. (USA) ([www.peacewomen.org](http://www.peacewomen.org))
- ◆ Jigyansu Tribal Research Centre (India) ([www.indiasocial.org/jigyansu](http://www.indiasocial.org/jigyansu))
- ◆ Khmer Youth Association (Phnom Penh)
- ◆ Kids Meeting Kids (USA) ([www.kidsmeetingkids.org](http://www.kidsmeetingkids.org))
- ◆ League in Friendship Endeavour (India) ([www.angong.f2s.com](http://www.angong.f2s.com))
- ◆ Learning and Development (Kenya)
- ◆ Lebanese American University Center for Peace and Justice Education ([www.caringkids.com](http://www.caringkids.com))
- ◆ Mandate the Future (Sri Lanka) ([www.mandatethefuture.org](http://www.mandatethefuture.org))
- ◆ Multiethnic Children and Youth Peace Centers (MCYPC) (Kosovo/a, FRY)  
(<http://MCYPCMitrovice.freehosting.net>)
- ◆ National Federation of UNESCO Associations of Nepal

- ◆ Narvik Peace Foundation (Norway) ([www.fred.no](http://www.fred.no))
- ◆ NDH-Cameroon and African Network of Grassroots Democracy
- ◆ Nepal Institute for United Nations and UNESCO
- ◆ Nepal National UNESCO Academy
- ◆ Network Culture of Peace (CETAL) (Sweden)
- ◆ Nova, Centro para la Innovación (Spain)
- ◆ Pan-African Reconciliation Council (Nigeria) ([www.peace.ca/africa.htm](http://www.peace.ca/africa.htm))
- ◆ Parbatya Bouddha Mission (Bangladesh)
- ◆ Partnership and Exchanges Programme for Development (Togo)
- ◆ Pax Christi Flanders (Belgium)
- ◆ Paz y Cooperación (Spain) ([www.peaceandcooperation.org](http://www.peaceandcooperation.org))
- ◆ Peace 2000 Institute (Iceland) ([www.peace.is](http://www.peace.is))
- ◆ Peace Education Academy of Nepal
- ◆ Peace Education Institute (Finland)
- ◆ People's Parliament (Leskovac, FR Yugoslavia)
- ◆ Peace Pledge Union (UK) ([www.gn.apc.org/peacepledge](http://www.gn.apc.org/peacepledge))
- ◆ Peace Project Africa (South Africa)
- ◆ Peace Research Centre (Cameroon)
- ◆ Peace Research Institute-Dundas (Canada)
- ◆ Peaceful Solution Society of Ghana
- ◆ Plowshare Center (USA)
- ◆ Proyecto 3er. Milenio (Argentina) ([www.geocities.com/proyector3er.milenio](http://www.geocities.com/proyector3er.milenio))
- ◆ Quaker Peace and Service (UK) ([www.quaker.org.uk](http://www.quaker.org.uk))
- ◆ Research Academica for Humanism and Jaiprithvi (RAFHAJ) (Nepal)
- ◆ Resolving Conflict Creatively Program ([www.esrnational.org](http://www.esrnational.org))
- ◆ Rights Works (USA)
- ◆ Robert Muller School (USA) ([www.robertmullerschool.com](http://www.robertmullerschool.com))
- ◆ Sakha Ukuthula (South Africa)
- ◆ Samaritan Public School (India)
- ◆ Save the World (Nepal) ([www.savetheworldnepal.com](http://www.savetheworldnepal.com))
- ◆ Seminario Galego de Educación para a Paz (Galicia, Spain) ([www.sgep.org](http://www.sgep.org))
- ◆ Service Civil International-International Voluntary Service (SCI-IVS) (USA)
- ◆ Significant Music (Canada) (<http://members.xoom.com/undersamesky>)
- ◆ Society For Democratic Reforms (Azerbaijan)
- ◆ Support Center for Associations and Foundations (Belarus)
- ◆ Swedish Peace and Arbitration Society ([www.svenska-freds.se](http://www.svenska-freds.se))
- ◆ Teaching for Peace Workshop (Denmark)
- ◆ Triratna Welfare Society (Bangladesh)
- ◆ Vientos del Sur (Argentina)

## Resources Part II

- ◆ United Nations Association of New Zealand
- ◆ UNESCO Etxea (Spain) ([www.unescoeh.org](http://www.unescoeh.org))
- ◆ United Nations of Youth Foundation (Netherlands) ([www.unoy.org](http://www.unoy.org))
- ◆ Winpeace (Women's Initiative for Peace) (Turkey) ([www.winpeace.org](http://www.winpeace.org))
- ◆ World Alliance of YWCAs (Switzerland)
- ◆ World Commission for Peace & Human Rights Council (Pakistan)
- ◆ World Voices (UK) ([www.worldvoices.org](http://www.worldvoices.org))
- ◆ Youth Approach for Development & Cooperation (Bangladesh)
- ◆ Young Christian Students of Nigeria
- ◆ Youth Forum For Peace and Justice (YFPJ) (Zambia)

## Endorse the Global Campaign for Peace Education

If you would like to endorse the Hague Appeal for Peace Global Campaign for Peace Education, please fill out the form below and mail (or fax) it to the following address:

Hague Appeal for Peace  
c/o IWTC  
777 UN Plaza, 3rd Floor  
New York, NY 10017, USA  
Fax: +1-212-661-2704

Yes, we endorse the Hague Appeal for Peace Global Campaign for Peace Education.

Organization Name \_\_\_\_\_

Mailing Address \_\_\_\_\_

Postal Code \_\_\_\_\_ Country \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

Email \_\_\_\_\_ Website \_\_\_\_\_

Contact Person \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

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Online Resources for Peace Education

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# Resources

## PART III

## Resources Part III

### Introduction

The internet is becoming an increasingly valuable tool for educators around the world. Through websites and email, we are gathering and sharing resources and information as never before. Online curricula offer innovative approaches to expanding the dynamic methodology of peace education. Such new possibilities are emerging each day on the internet.

While we recognize that a digital divide still exists and that not all people have equal access to online resources, we support the use of the internet as a participatory educational tool. Hopefully, in the years to come, all educators and learners will have access to the necessary technology.

The websites listed below are intended to provide avenues for further inquiry and engagement in peace education. This initial selection has been divided into general peace education websites; websites that relate specifically to the four strands of the *Hague Agenda*; and websites affiliated or related to the United Nations.

As we continue to develop this resource listing and increase its global balance and representation, we would appreciate your suggestions and additions. Please contact [hap@haguepeace.org](mailto:hap@haguepeace.org) to let us know of additional peace education websites and online resources. Thank you.

### General Peace Education Websites

The Hague Appeal for Peace: <http://www.haguepeace.org>

The Hague Appeal for Peace Youth Programme: <http://youth.haguepeace.org>

International Peace Bureau (Geneva-based) homepage for the Global Campaign for Peace Education: <http://www.ipb.org/pe/index.htm>

The Consortium on Peace Research, Education, and Development (COPRED):  
<http://www.gmu.edu/departments/ICAR/copred>

Global Learning (USA-based): <http://www.globallearningnj.org>

Imagine Peace Project (USA-based): <http://www.imaginepeace.org>



Pulkids Peace Education Webpages: <http://www.pulteney.sa.edu.au>

Canadian Voices of Women for Peace peace education kit: <http://www.peace.ca/vowworkshopkit.htm>

Peace Education Foundation (Canada): <http://www.peace-ed.org/>

American Friends Service Committee peace program: <http://www.afsc.org/peacprog.htm>

Peace Studies Association (USA-based): <http://www.earlham.edu/~psa/>

Peace Education Commission of the International Peace Research Association homepage:  
<http://www.uwm.edu/Dept/Peace/pec.html>

Africa non-profit internet educational clearinghouse: <http://www.kabissa.org/>

Stockholm International Peace Research Institute: <http://www.sipri.se/>

Teaching Peace: <http://www.teachingpeace.org>

## Websites Relating to the Strands of the Hague Agenda

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### STRAND 1: Culture of Peace, Roots of War

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Educational Development Corporation (USA-based) curriculum "Beyond Blame":  
<http://www.edc.org/spotlight/schools/beyondblame.htm>

INFACT (USA-based) Global Corporate Responsibility organization: <http://www.infact.org/>

Kids Peace Net: <http://www.kidspeacenet.com>

Civic Education website: <http://www.civnet.org/>

Progressive news (USA-based): <http://www.commondreams.org/>

Washington Peace Center (USA-based): <http://www.washingtonpeacecenter.org/>

War Resisters League: <http://www.warresistors.org/>

## Resources Part III

Appeal by the Nobel Peace Prize Laureates for a culture of peace and nonviolence for the children of the world: <http://www.nobelweb.org/>

M. K. Gandhi Institute for Nonviolence: <http://www.gandhiinstitute.org/>

Global Vision for Sustainability and Peace: <http://www.global-vision.org/peace>

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### STRAND 2: International Humanitarian and Human Rights Law and Institutions

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#### **Human Rights Education Associates:**

**Homepage:** <http://www.hrea.org/>

**Library:** <http://erc.hrea.org/Library/>

**Newsletter:** <http://erc.hrea.org/Library/HREnewsletter/index.html>

Centre for Peace, Nonviolence, and Human Rights (Croatia): <http://www.zamir.net/~czmos/>

The Children's Rights Information Network: <http://www.crin.org>

Coalition to Stop the Use of Child Soldiers: <http://www.child-soldiers.org>

Defence for Children International: <http://www.defence-for-children.org>

Fazaldad Human Rights Institute (Pakistan): <http://www.fazaldad.com>

Institut International des Droits de l'Homme (IIDH) (France): <http://www.iidh.org>

International Federation for Human Rights (France): <http://www.fidh.org>

The Dadalos Association for Peace Education Work based in Sarajevo, English version:  
<http://www.dadalos.org>

International Women's Human Rights Organization: <http://www.MADRE.org/>

Human Rights Internet: <http://www.hri.ca/welcome.cfm>

Human Rights Education: <http://www.hri.ca/hredu/>

The People's Decade for Human Rights Education: <http://www.pdhre.org/>

Save the Children: <http://www.savethechildren.org.uk/>

Street Law – civil and human rights information: <http://www.streetlaw.org/>

Free the Children International: <http://www.freethechildren.org/>

The Human Rights Pathway web site covering human rights of indigenous peoples:  
<http://www.pathway.hrc.co.nz>

The Project on International Courts and Tribunals: <http://www.pict-pcti.org/>

Coalition for the International Criminal Court: <http://www.iccnw.org/>

Websites with information on the Tokyo Women's International War Crimes Tribunal:

<http://www.iccnw.org/tokyo>

<http://www.fire.or.cr/nov01/tribmain.htm>

[http://www1.jca.apc.org/vaww-net-japan/e\\_new/index.html](http://www1.jca.apc.org/vaww-net-japan/e_new/index.html)

<http://www.whrnet.org/tribunal/tribunal.htm>

Women's Caucus for Gender Justice: <http://www.iccwomen.org/>

The International Committee of the Red Cross for resources on humanitarian law  
and institutions: <http://www.icrc.org/>

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### **STRAND 3: Prevention, Resolution and Transformation of Violent Conflict**

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Japan Center for Preventive Diplomacy, in cooperation with the Japan Institute of International  
Affairs: <http://www.conflict-prevention.org>

British organization, Responding to Conflict, devoted to nonviolent conflict resolution has  
resources available online at: <http://www.respond.org>

USA-based Educators for Social Responsibility site offers resources on conflict resolution  
education: <http://www.esrnational.org/>

INCORE (Initiative on Conflict Resolution and Ethnicity): <http://www.incore.ulst.ac.uk/home/>

## Resources Part III

Conflict Resolution curriculum, "*Out on a Limb... A Guide to Getting Along.*" Based at the University of Illinois (USA): <http://www.urbanext.uiuc.edu/conflict/>

The Conflict Resolution Information Source: <http://www.crinfo.org/>

European Center for Conflict Prevention: <http://www.euconflict.org/euconflict/>

Online Journal of Peace and Conflict Resolution: <http://www.trinstitute.org/ojpcr/>

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### STRAND 4: Disarmament and Human Security

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International Campaign to Ban Landmines: <http://www.icbl.org>

Women's International League for Peace and Freedom site for links and resources on gender and human security issues: <http://www.peacewomen.org>

Reaching Critical Will, disarmament project of the Women's International League for Peace and Freedom: <http://www.reachingcriticalwill.org>

War Widows International Peace Alliance: <http://www.warwidows.org>  
and their educational film Regret to Inform: <http://www.regrettoinform.org>

Lawyers Committee on Nuclear Policy, Inc.: <http://www.lcnp.org>

International Association of Lawyers Against Nuclear Arms: <http://www.ialana.org>

Nonviolence International: <http://www.members.tripod.com/nviusa/>

Nuclear Age Peace Foundation: <http://www.wagingpeace.org/>

As a public service, IDDS is providing free access to the online Arms Control Reporter 2000 at: <http://www.idds.org/openindex.html>

NGO Committee on Disarmament: <http://www.igc.org/disarm/>

## UNITED NATIONS RELATED PEACE EDUCATION RESOURCES

United Nations Department for Disarmament Affairs: <http://www.un.org/depts/dda/index.htm>

CTAUN (USA-based) Committee on Teaching About the UN: <http://www.teachun.org/>

UN Cyberschoolbus – Global Teaching and Learning: <http://www.un.org/cyberschoolbus/>

United Nations High Commissioner for Human Rights resource for online access to International Human Rights Instruments: <http://www.unhchr.ch/html/intlinst.htm>

UNESCO Education: <http://www.unesco.org/education/index.shtml>

UNESCO Culture of Peace: <http://www3.unesco.org/iycp>

UNESCO Education: Teaching and Learning for a Sustainable Future:  
<http://www.unesco.org/education/tlsf/>

UNICEF Voices of Youth: <http://www.unicef.org/young>

UNICEF Teachers Talking: <http://www.unicef.org/teachers/>

UN Women Watch – gender issues: <http://www.un.org/womenwatch/>

UNIFEM United Nations Development Fund for Women: <http://www.unifem.undp.org>

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Selected Bibliography

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# Resources

## PART IV

## Resources Part IV

### Introduction

Those who are new to peace education may wish to acquire a broader background in the field and its development. To augment the suggested readings cited throughout Books 1 and 2 of *Learning to Abolish War*, listed here are some of the sources currently used for the education of teachers, professional development of teacher educators, and general theory and practice of peace education. Additional peace education publications are listed on the Global Campaign for Peace Education website <[www.ipb.org/pe/publications.htm](http://www.ipb.org/pe/publications.htm)>.

Many new peace educators will also wish to become familiar with the “Miniprints” from the University of Lund and Malmö University in Sweden, a series of interviews with peace educators and some of the landmark essays in the field. In addition, a comprehensive bibliography on “Educating Towards a Culture of Peace” has been compiled by Åke Bjerstedt of the School of Education at Malmö University, Sweden. This bibliography, published in 2001, focuses on the past 25 years of peace education books, articles, and reports in English, German, and the Scandinavian languages. Contact Malmö University for more information: Tel: +46.40.6657000; Fax: +46.40.6658210.

### Selected Bibliography on the Theory and Practice of Peace Education

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