Learning to Abolish War  Teaching Toward a Culture of Peace

Sustaining the Global Campaign for Peace Education:
TOOLS FOR PARTICIPATION

BOOK 3
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Sustaining the Global Campaign for Peace Education: 
TOOLS FOR PARTICIPATION

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

As 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.
Teacher Training: A Rationale and Sample Training Procedure

“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
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 a 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;
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- 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.)
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).

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).
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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

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.

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.
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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.

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)

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


✦ 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


Selected Bibliography


Organizations For Peace Education Networking

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

**AUSTRALIA**

Centre 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

**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: +387-33-446-680
Website: http://www.dadalos.org

**CAMBODIA**

Khmer Youth Association
135A, St. 259, Sangkran Teuk 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
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 KIP 3M9, Canada

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

**EUROPE**

EURED (Education for Europe as Peace Education)
Ludwig-Boltzmann Institut for Intercultural Education Research
(A department of Klagenfurt University)
Grubisch-Villa
Europaplatz 2, A-9500 Villach, Austria
Tel: +43-4242-21-7721
Fax: +43-4242-21-7775
Website: http://bolzmann-inst.uni-blau.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

**CAMBODIA**

Khmer Youth Association
135A, St. 259, Sangkran Teuk 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
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 KIP 3M9, 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 #77A-12
Bogota, Colombia
Tel: +57-1-457-8341

CROATIA
Malai 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

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

FRANCE
Ecole de la Paix
7 Rue des Clôtures
Grenoble 38000, France
Tel: +33-47-663-8141

GERMANY
Teachers for Peace International
Suehler Kamp 67a
Hamburg 22393, Germany
Tel/Fax: +49-40-601-5212

GHANA
Foundation for Peace and Development
P.O. Box 19106, GPO
Accra, Ghana
Tel/Fax: +233-21-231021
Email: founpedev@hotmail.com

ICELAND
Peace 2000 Institute
Vogasel 1
Reyjavík 109, Iceland
Tel: +354-537-0010
Fax: +354-537-1047
Website: http://www.peace.is

INDIA
Pratham Education Initiative
"LARA" - Ramu Farm
61 Bhamimala Village
Alibag. Dist Raigad 402201
Maharashtra, India
Tel: +91-09-921-941-9733
Fax: +91-921-941-9733

ISRAEL
Israel/Palestine Center for Research and Information (IPCRI)
P.O. Box 9321
Jerusalem 91092, Israel
Email: peace_education@ipcri.org

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
Website: http://www.peaceboat.org

KENYA
Learning and Development Kenya
P.O. Box 13808
Nairobi, Kenya
Tel/Fax: +254-77-212-557

LEBANON
Center for Peace and Justice Education
Lebanese American University, Byblos
(see page 32)

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

NETHERLANDS
Human Rights Education Associates – Netherlands Office
Postbus 59225
1040 KE Amsterdam, Netherlands

NEPAL
Peace Education Academy of Nepal
Baluwater, 306
Kathmandu, Nepal
Tel: +977-1-414-914
Fax: +977-1-426-444

NIGERIA
African Peace Research Association
N 84 Femi Ayantuga Crescent
Surulere, Lagos, Nigeria

NIGERIA
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
Website: www.nswas.com

NIGERIA
Peace Education Institute
Caloniuksenk 6
Helsinki 00100, Finland
Tel: +35-83-132535

NIGERIA
Peace Foundation
P.O. Box 8590
Ouakati/Christchurch
Aotearoa, New Zealand
Phone/Fax: +64-3-348-1353

NIGERIA
Seisen University Center for Peace and Justice Education
(see page 32)
Resources  Part I

Pan-African Reconciliation Council
and African Centres for Peace Education
and Training
P.O. Box 9554 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

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
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, 8th 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)
Bik 5, Lot 7, Estralla Homes 2, Brgy. 169
Nowalches, Kalookan City 1422, Philippines
Tel: +632-0919-3477025
Fax: +632-454-6465

Center for Peace Education
Miriam College
(sie page 32)

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

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

Peace House
Okevyuluje Ave. 12 . A3
Vladimir 600000, Russia

SIERRA LEONE
Forum for African Women Educationalists
(FAWE) Secretariat
86 A Fort Street
Freetown, Sierra Leone
Tel: +352 227076
Email: fawe-sl@sierratel.sl

Peace Links
12t Bruch 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

UNITAPO Peace Education Centre
P.O. Box 2792
Durban 4000
Tel: +27-31-305-3506
Fax: +27-31-301-4030
Email: unitapo@ireactive.co.za

SPAIN
Culture of Peace Foundation
c/v Velazquez, 14 – 3ºD
28007 Madrid, Spain
Tel: +34-91-426-1555
Fax: +34-91-431-6387
Website: http://www.pangea.org/culturapaz

Peace and Cooperation; Paz y Cooperación
Melendre 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 Basquinxs 33, 1º B, 15703
Santiago de Compostela, Galicia, Spain
Tel: +34-81-554053
Fax: +34-81-561956
Email: paz@sgep.org
Website: 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

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
Hausenrain 65
Binningen 4102, Switzerland
Tel: +41-61-302-7808
Fax: +41-61-303-155

International Peace Bureau
41 rue de Zurich
CH-1209 Geneva, Switzerland
Tel: +41-22-738-6429
Fax: +41-22-738-9419
Email: mailbox@ipb.org

Living Values: An Educational Programme
12 Rue J.A. Gautier
Geneva 1201, Switzerland
Tel: +41-22-1235-1270
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  
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  
1250 17th Street  
Washington, DC 20036-3078  
Tel: +1-202-436-2129  
Fax: +1-202-659-6179  
Website: http://www.aera.net or http://www.unf.edu/~astomfay  

Amnesty International  
Education Department  
522 8th Avenue, 10th Floor  
New York, NY 10011  
Tel: +1-212-807-8400  
Fax: +1-212-677-0135  
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 (EPE)  
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.foru.org  

Global Education Associates  
475 Riverside Drive, Suite 1848  
New York, NY 10011  
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  

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  

National Catholic Education Association (NCEA)  
Publication Sales  
Suite 100  
1077 30th Street, N.W.  
Washington, DC 20007-3852  
Tel: +1-202-337-6252  
Fax: +1-202-337-6706  
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: +1-803-965-3434  
Fax: +1-805-368-0466  
Email: 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  

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: +1-212-749-3156  
Email: education@pdhre.org  
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: globalmanny@aol.com
Resources Part I

Resolving Conflict Creatively Program
Educators for Social Responsibility
29 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 3rd Avenue, PMB 239
New York, NY 10003
Tel: +1-212-260-6290
Fax: +1-212-388-9259

UNESCO Associated Schools Project
Network / USA
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

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
Website: http://www.haguepeace.org

Hague Appeal for Peace
C/o IPB
41 rue de Zurich
1211 Geneva 2, Switzerland
Tel: +41-22-731-6429
Fax: +41-22-738-9419
Email: mailbox@ipb.org
Website: www.ipb.org

Association Internationale des Educateurs a la Paix (International Association of Educators for Peace)
3 Allie Maximillian Rohperre 92290
Chatessary
Malales, France

International Association for Intercultural Education
Kopmangatan 7
15172 Sodertalje, Sweden

International Council for Adult Education
720 Bathurst Street, Suite 300
Toronto, ON, Canada M5S 2R4

International Education System Pilot Project
C/o International Baccalaurate Organisation
Rue Des Morillons 15
1218 Grand Saconner, Switzerland
Tel: +0041-22-7763933
Fax: +0041-22-7910277

Pax Christi International
216, Chaussée de Wavre
B-1050 Brussels, Belgium
Tel: +32-2-646-68-00
Website: http://www.paxchristi.net/

War Resisters’ International
3 Galedonian Road
London N1 9DX, UK
Tel: +44-20-7278-4040
Fax: +44-20-7278-0444
Email: info@wri-irg.org
Website: http://wri-irg.org

World Alliance of YMCAs
12 Clois Belmont
1211 Geneva 2, Switzerland
Tel: +41-022-849-5100

World Council of Churches
P.O. Box 241
1211 Geneva 2, Switzerland

World Scout Bureau
P.O. Box 241
1211 Geneva 2, Switzerland.

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

UNESCO-UN Liaison Office
New York, NY 10017, USA

UNESCO Education Sector
Associated Schools Project
7 Place de Fontenoy
75352 Paris 07 SP, France
Email: 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

Peace Education Office
Teachers College, Columbia University
525 West 120th Street, Box 171
New York, NY 10027, USA
Tel: +1-212-678-8116
Email: 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: +81-3-3447-5511
Fax: +81-3-3447-5493

Universidad Popular Madres de Plaza de Mayo
Centro Internacional de Educacion 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
Website: www.madres.org

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

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: crd@unhcr.ch

UNESCO-UN Liaison Office
New York, NY 10017, USA

UNESCO Education Sector
Associated Schools Project
7 Place de Fontenoy
75352 Paris 07 SP, France
Email: 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

Peace Education Office
Teachers College, Columbia University
525 West 120th Street, Box 171
New York, NY 10027, USA
Tel: +1-212-678-8116
Email: 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: +81-3-3447-5511
Fax: +81-3-3447-5493

Universidad Popular Madres de Plaza de Mayo
Centro Internacional de Educacion 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
Website: www.madres.org
The Global Campaign for Peace Education
Endorsing Organizations

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 or email mailbox@ipb.org.

International Organizations

✦ International Association of Educating Cities
✦ International Association of Educators for Peace
✦ International Baccalaureate Organisation (www.ibo.org)
✦ International Institute on Peace Education
✦ International Teacher
✦ International Youth Cooperation (The Hague) (www.iyoco.org)
✦ Living Values: An Educational Programme (www.livingvalues.net)
✦ Mandate the Future/Worldview International Foundation (Colombia) (www.mandatethefuture.com)
✦ Peace Boat (www.peaceboat.org)
✦ Pax Christi International (www.pci.ngonet.be)
✦ Peace Child International (www.peacechild.org)
✦ UNICEF (www.unicef.org)
✦ UN High Commissioner for Refugees (UNHCR) (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)
- 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)
- Canadian International Institute of Applied Negotiation (www.canadr.com)
- CEDEM-Centre d’Education 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.saorlseoil.espcom.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)
- Concord Video and Film Council (UK)
- Concerned Youth for Peace (CONYOPA) (Sierra Leone)
- Cosananig Organization (Nigeria)
- Creative Response to Conflict (USA) (www.cercglobal.org)
- Culture of Peace Foundation (Spain) (www.Pangea.org/culturadePaz)
- CRAGI, Conflict Resolution and Global Interdependence (USA) (www.gettysburg.edu/~jpowers/cragi.html)
- Sarajevo Association for Peace Education (www.dadalos.org)
- Développement Rural par la Protection de l’environnement et Artisanat (Cameroun)
- Education for Peace Institute of the Balkans (Bosnia-Herzegovina) (www.lanegg.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)
- Elimu Yetu Coalition (Kenya)
- ESR National Center Resolving Conflict Creatively Program (USA) (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)
- 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)
- Human Rights Eye & Education Center (HREEC) (Cameroon)
- Impulse NGO Network (www.geocities.com/impulengo)
- 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)
- International Youth Link Foundation (Ghana) (www.ideal.org)
- International Youth Parliament/Oxfam (Australia) (www.caa.org.au/parliament)
- International Society for Human Values (Switzerland)
- Institute for Peace and Justice (USA) (www.irj-ppj.org)
- Institute for Planetary Synthesis (Switzerland)
- Jane Addams’ Peace Association, Inc. (USA) (www.peacemen.org)
- Jigyansu Tribal Research Centre (India) (www.indiasocial.org/jigyansu)
- Khmer Youth Association (Phnom Penh)
- Kids Meeting Kids (USA) (www.kidsmeetingkids.org)
- League in Friendship Endeavour (India) (www.angong.f2s.com)
- Learning and Development (Kenya)
- Lebanese American University Center for Peace and Justice Education (www.caringkids.com)
- Mandate the Future (Sri Lanka) (www.mandatethefuture.org)
- Multiethnic Children and Youth Peace Centers (MCYPC) (Kosovo/a, FRY) (http://MCYPCMitrvice.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/proyecto3er.milenio](http://www.geocities.com/proyecto3er.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)
- Signifcant Music (Canada) ([http://members.xoom.com/undersamesky](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)
- United Nations of Youth Foundation (Netherlands) (www.unoy.org)
- Winpeace (Women’s Initiative for Peace) (Turkey) (www.winpeace.org)
- World Alliance of YWCAs (Switzerland)
- World Commission for Peace & Human Rights Council (Pakistan)
- World Voices (UK) (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 ____________________________
Online Resources for Peace Education

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 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


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/peaceprog.htm

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


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

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

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.warresisters.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

STRAND 2: International Humanitarian and Human Rights Law and Institutions

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

Fazalddad 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.iccnow.org/

Websites with information on the Tokyo Women’s International War Crimes Tribunal: http://www.iccnow.org/tokyo
http://www.fire.or.cr/nov01/tribmain.htm
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/

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

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


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

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


STRAND 4: Disarmament and Human Security

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


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

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


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/


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

**Classroom and Curriculum Guides**


Claude, R. (1999). *The bells of freedom*. Published by The People’s Decade for Human Rights Education (PDHRE) in New York (USA) and Action Professionals Association for the People (APAP) in Ethiopia.


Resources Part IV


New Zealand Foundation for Peace Studies. (1986). Extending peaceful relationships: A selection of activities for classes and groups, [ages 11-14 years], Auckland: New Zealand Foundation for Peace Studies.

Osseiran, S. (2000). Education for human rights, peace and democracy: Handbook resource and teaching material, developed at the Lebanese Educational Centre for Research and Development (ECRD); published by the International Peace Research Association (IPRA) in collaboration with UNESCO.


Peace Education Theory and Training Resources


Resources Part IV


Peace Education Projects and Reports


World Organization of the Scout Movement. *15 Development education games for scouts*. World Scout Bureau, P.O. Box 241, 1211 Geneva 4 Switzerland.

Resources Part IV

Journals for Peace Education

*The Journal for the Study of Peace and Conflict.* Annual journal of the Wisconsin Institute for Peace and Conflict Studies; published by the Institute. The website is [http://www.jspc.library.wisc.edu/index2.html](http://www.jspc.library.wisc.edu/index2.html).

*Journal of Conflict Resolution.* Published by SAGE Publishing. The website is [http://www.sagepub.co.uk/frame.html?http:sagepub.co.uk/journals/details/j0058.html](http://www.sagepub.co.uk/frame.html?http:sagepub.co.uk/journals/details/j0058.html) or [http://www.yale.edu/unsy/jcrhome1.htm](http://www.yale.edu/unsy/jcrhome1.htm).


*Peace and Change.* Official publication of the Peace History Society and the Consortium on Peace Research, Education and Development (COPRED); published by Blackwell Publishing. The website is [http://www.webs.cmich.edu/peaceandchange/](http://www.webs.cmich.edu/peaceandchange/).

Notes