

# International Peace Research Association

## Peace Education Commission

PEC Newsletter      October, 2009



*Bamboo in Costa Rica*

Dear PEC Friends:


Greetings again after a long period since the 2008 IPRA conference in Belgium. I hope all your initiatives for peace education have been fruitful in the face of continuing challenges and complexities. My apologies for this much delayed Newsletter issue due to an extended year of institutional and professional uncertainty, and a recent major family illness. I have finally relocated from my foundational role over six years with the Multi-Faith Centre of Griffith University in Brisbane, Australia, to the U.N.-mandated University for Peace in Costa Rica, established in 1980 to promote education, training and research on the fundamental causes of conflict. I am looking forward to the opportunity to work with students from many regions enrolled in various M.A. programs, notably in peace education and international peace studies. While my previous position has deepened my involvement in interfaith dialogue for a culture of peace (*which will continue via a new UPEACE Centre to be proposed*), this move to UPEACE will enable me to return to the graduate classroom to focus on peace education more fully. I hope to explore possible linkages with all of you and your programs and institutions in the years ahead.

The next IPRA Conference will be held in Sydney, Australia next July 6-10, 2010. I hope as many PEC members as possible will consider participating in this conference with the overall theme of “Communicating Peace”. Given that “communicating” is a key dimension of peace education, this theme will be very relevant to PEC members. In August, the organizers sent to all IPRA members a first notice calling for proposals. While the first deadline is Oct 2<sup>nd</sup>, and a few peace education proposals have already been received by the Secretariat and forwarded to me, I hope more proposals will be submitted as soon as possible. The notice and URL to the proposal form is included in this Newsletter. Also, during the Belgium Conference at the PEC business meeting, Tara Hopkins in Turkey agreed to serve as the PEC program convener. Please copy your proposal(s) to Tara so that she is kept informed of submissions; this will facilitate her programming of PEC sessions.

As for previous issues, I look forward to receiving updated news from you on your various activities and projects as well as helpful resources and notices of conferences or meetings which may be of interest to our community. As my UPEACE role will allow a more settled schedule, hopefully I will have enough material for another issue in early 2010. My new email address is [stoh@upeace.org](mailto:stoh@upeace.org) Many thanks for your patience, all the best for your work and initiatives, and regards,

*Swee-Hin*

Toh Swee-Hin (S.H.Toh),  
Convenor, Peace Education Commission, IPRA  
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Established in 1974 as a Commission of the International Peace Research Association (IPRA), the Peace Education Commission (PEC) is a long-standing global network of educators interested in teaching, research and advocacy in the field of peace education. Working in various levels of formal, non-formal and community education in many countries and regions, PEC members and associates have contributed to the development of innovative educational policies, practices, curricula and pedagogies oriented to the building of a culture of peace. PEC provides opportunities for collaboration, exchanges of ideas and strategies, and dialogues on the hopeful signs and challenges in educating for a non-violent, sustainable, just and participatory world.

Within a holistic framework of peace education, PEC members have also promoted other inter-related fields of teaching, research, policy formulation and social transformation including disarmament education, education for non-violence and conflict resolution, social justice education, development education, global education, human rights education, non-sexist education, multi-cultural and intercultural education, anti-racist education, education for sustainability or sustainable development, citizenship or civic education, values education, education for inner peace and critical pedagogy.

PEC is co-ordinated by a convenor who links members through an e-newsletter and e-Directory. A conference convenor also organizes PEC working sessions during the biennial IPRA conferences. In 2004, PEC sponsored the publication of the internationally refereed *Journal of Peace Education* to serve as a vehicle for disseminating research, perspectives and experiences in the theory and practice of peace education. A subscription to the *Journal of Peace Education* also provides membership to PEC.

#### **PEC COUNCIL MEMBERS 2008-2010**


Convenor: Toh Swee-Hin (Australia/Canada)

PEC Program Convenor, IPRA Conference 2010: Tara Hopkins (USA/Turkey)

Kathy Bickmore (Canada)  
Alicia Cabezudo (Argentina)  
Candice Carter (USA)  
Loreta Castro (Philippines)  
Ofelia Durante (Philippines)  
Lena Freimuller (Germany)  
Sara Horowitz (Argentina)  
Soon-Won Kang (Rep. of Korea)  
Jeannie Lum (USA)  
Gokarik Markosynan (Armenia)  
Claire McGlynn (N. Ireland)  
Elvie Ndura (USA/Africa)  
Mitsuo Okamoto (Japan)  
Werner Wintersteiner (Austria)  
Kazuyo Yamane (Japan)

Ex-Officio members:

Ian Harris (USA)  
Naresh Dadhich (India)  
Ake Bjerstedt (Sweden)  
Robin Burns (Australia)



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# IPRA CONFERENCE Sydney 6-10 July 2010

## Communication (kə-myū'nĭ-kā'shən), n.

*The act of communicating; transmission. The exchange of thoughts, messages, or information, as by speech, signals, writing, or behaviour. Interpersonal rapport.*

“We are winning the arguments against war and in favour of peace and sustainability. Publics all over the world are convinced that military solutions represent a contradiction in terms, and that we have to get better at sharing the resources of our planet if humanity is to survive. So why do preparations for violence continue to ratchet up and how come so little is being done to switch course to a greener future? The sheer unresponsiveness of institutional frameworks challenges us to upgrade our communication for peace, before disaster strikes. It’s time to start, in Sydney, 6-10 July 2010.”

To offer papers for the conference please download the following [form](#)

[http://www.iprasydney2010.org/Call\\_4\\_papers.html](http://www.iprasydney2010.org/Call_4_papers.html)

and email it to the [organisers](#). ipra.conference@usyd.edu.au

**The deadline for the first call for proposals was 2 October 2009** [*please continue to send your proposals soonest*]

Information you need to give includes:

**1. Paper Title**

**2. Abstract**

Please provide abstract of approximately 200-250 words (introduce briefly the topic and the argument of the paper. Despite the fact that an abstract is quite brief, it must do almost as much work as the multi-page paper that follows it. Use the following as a checklist for your next abstract: Motivation, Problem statement, Approach, Results, Conclusions).

**3. Proposals** will be forwarded to the relevant IPRA commissions/working groups. Please identify up to two commissions or working groups in THE ORDER you wish to have them considered in (you can do this with numbers 1 through 2 ).

NOTE: If the commission/working group is not specified, the application will not be considered. If the order is not specified, the proposal will be sent only to the first commission/working group identified. If you have doubts which commission/working group to select, please send your proposal by electronic [mail](#) to IPRA Secretariat.

**4. Short Curriculum Vitae**

**5. Recent publications**

**Fees** Conference fees are as follows. Early Bird registration means completion of payment by one month after the deadline for submission of proposals in this call, i.e. Friday November 6, 2009. **EXTENDED NOW TO NOV 27, 2009.**

**Prices are in Australian dollars \$:**

- Delegate from OECD = \$375 (Early Bird = 325)
- With IPRA membership = \$325 (Early Bird = 275)
- Non-OECD/student = \$225 (Early Bird = 175)
- With IPRA membership = \$175 (Early Bird = 125)

**PRE-CONFERENCE WORKSHOP PROPOSAL**

*Jeannie Lum, Editor of the Journal of peace Education* is exploring a possible pre-IPRA 2010 conference workshop that could be offered for peace educators in conflict management by Tricia Jones, a well known scholar/researcher/and practitioner whom she had invited to Hawaii during Peace Day Hawaii 2008 to facilitate workshops and a special presentation on bullying for teachers. Tricia is willing to come to Australia to do the same as long as her travel and accommodation expenses can be paid. She has had contact with several educators in Australia in the past. PEC members interested in this proposal are requested to contact Jeannie as soon as possible at [jlum@hawaii.edu](mailto:jlum@hawaii.edu)

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**The International Peace Research Association**

**The Commissions**

<b>Art and Peace</b>	<b>Nonviolence</b>	<b>Conflict Resolution and Peace Building</b>
<b>Peace Culture &amp; Communications</b>	<b>Eastern Europe</b>	<b>Peace Education</b>
<b>Ecology and Peace</b>	<b>Peace History</b>	<b>Forced Migration</b>
<b>Peace Journalism</b>	<b>Gender and Peace</b>	<b>Peace Movements</b>
<b>Global Political Economy</b>	<b>Peace Theories</b>	<b>Indigenous Peoples Rights</b>
<b>Reconciliation</b>	<b>Internal Conflicts</b>	<b>Religion and Peace</b>
<b>International Human Rights</b>	<b>Security &amp; Disarmament</b>	<b>Youth</b>

**The working groups**

*Development and Peace Group*  
*Earth Charter Working Group*  
*Evaluation of Development and Peace Activities Group*  
*World Governance and Peace Group*  
*Knowledge and Peace Group*  
*Middle East Group*  
*Peace Negotiation and Mediation Group*  
*Peace Psychology Group*  
*Sport and Peace Group*  
*Peace Tourism Group*

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**PEC MEMBERS**

**Please also send a copy of your IPRA Conference proposal(s) to:**

**TARA HOPKINS**  
**PEC Program Convenor, IPRA Conference 2010**

**Email    [tara@sabanciuniv.edu](mailto:tara@sabanciuniv.edu)**

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# Reflections

**Report from Peace Education Commission meetings at the International Peace Research Association conference in Leuven, Belgium, July 2008**

**Ian Harris**



The above photo taken at a Peace Education Commission (PEC) session in July pictures delegates from around the world discussing their research into peace education. (Toh Swee-Hin, the PEC convenor who arranged the PEC sessions, can be seen sitting at the top of the picture under the blackboard.) At the eight sessions devoted to Peace Education peace researchers from Argentina, Armenia, Austria, Australia, Azerbaijan, Brazil, Burundi, China, Canada, England, India, Ireland, Israel, Japan, Korea, Nepal, the Philippines, Spain, Sweden, Turkey, Uganda, and the United States shared the latest developments in their part of the world.

Even though many countries reported that peace education has not been widely adopted in schools, it appears that peace education is expanding from its initial narrow focus on trying to stop wars and U.S. aggression to holistic concerns about building a culture of peace that addresses issues of sustainability, structural violence and human rights. The biggest challenge facing the field is getting peace education included in teacher training as a required subject. Apparently in India, the Philippines, Uganda, and Nepal there has been some progress on this front where the state has required an introduction to peace education for pre-service teachers. In the West attempts to advance peace education are often crowded out by neoliberal reforms that require testing, accountability, and higher academic standards.

All peace education organizations have the challenge of not being funded in a world that spends billions of dollars on resolving conflict by killing. One delegate from China reported that in his country peace education at the early school years focuses on aspects of love, caring, compassion, empathy, etc. At the middle school level teachers ask their students to address the question: What is Peace? While at the secondary level there is a focus on the duties and responsibilities that produce a peaceful society.

A delegate from Japan reminded other delegates that peace education is always political. With the ascendancy of a conservative government, peace education is no longer taught in Japanese schools. Peace education in Japan is carried out by nongovernmental organizations that have recently been under attack from Nationalist groups.

## The Journal of Peace Education



One of the PEC commission projects has been the sponsorship of an academic journal, *Journal of Peace Education (JPE)*. At the 2008 IPRA conference, the editorial board for this journal met with Richard Frith, a managing editor from Routledge/Taylor & Francis that produces and distributes the *Journal of Peace Education*.

The above picture of the editorial board of the Journal of Peace Education from left to right shows Werner Wintersteiner (Austria), Maria Boque Carme Torremorrell (Spain), Toh Swee-Hin (Australia), Alicia Cabezudo (Argentina), Candice Carter (United States), Claire McGlynn (Ireland), Kathy Bickmore (Canada), Elavie Ndura (Burundi), Anita Wenden (United States), Katsuo Yamane (Japan), Ilse Hakvoort (Sweden), and Jeannie Lum (United States), the editor of JPE. This journal has since its inception in 2004 greatly increased the distribution of peace education research from all over the world. Full text articles from JPE are available on line to over 700 institutions around the world through a data base named EBSCO. Members of the Peace Education Commission can support this journal by taking out subscriptions and making sure that their local libraries subscribe. Subscriptions are available to individuals who pay only \$30.00. At the same time subscribers to JPE also become members of PEC. Subscriptions can be obtained at <http://www.tandf.co.uk/journals/offer/cjpe-so.asp>. For details on how to submit a paper to *Journal of Peace Education* go to [www.infomraworld.com/jpe](http://www.infomraworld.com/jpe).

ALL PEC MEMBERS ARE INVITED TO CONTRIBUTE ARTICLES TO THE JOURNAL OF PEACE EDUCATION. Send your contributions to Jeannie Lum, Editor at [jlum@hawaii.edu](mailto:jlum@hawaii.edu)

### ***SPECIAL ACKNOWLEDGEMENT OF INAUGURAL EDITOR, JOURNAL OF PEACE EDUCATION***

In November, 2008, John Synott, who served as inaugural Editor of the Journal of Peace Education, was awarded a plaque to honour and affirm his dedication and valuable contributions in guiding and nurturing the Journal through its initial phase of publication (2004-2007). PEC Convenor Toh Swee-Hin presented John with the plaque at a special ceremony following his presentation of a lecture hosted by the Australian Centre for Peace & Conflict Studies, University of Queensland, Brisbane, Australia. Kevin Clements, as then Director of ACPACS ( and current Secretary-General of IPRA), and other peace researchers and educators also joined in congratulating John on his achievements in successfully laying a solid foundation for JPE.

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Dear Swee-Hin,

Thank you for all the good work you did for the organisation of this IPRA conference.

I found the Peace Education Commission and the Nonviolence Commission those more active and carrying contributions of quality and novelty.

The Plenary Session VI on Conflict Prevention (18/7, 9.00h) was in my opinion the most interesting one. Other Plenary Sessions (I,II,III,IV) indulged too much on the analysis of war and violence: we have been doing this for decades; peacekeeping has now become a business for diplomats, military, academics and businessmen; we are not learning anything new any more from it. We are also being tamed by governments with grants and projects on negative peace and we are being hijacked by the military. At the railway station of Brussels was the poster I photographed (attached). It says "We offer you the world". What can peace studies offer young people? Positive peace instead of guns.

The idea of asking participants about future topics was great: nobody asked to analyse wars and violence any longer. I have taken notes during this final session and attached them to this email.

Keep in touch and good luck for positive peace.

Ciao Piero

Piero P. Giorgi – Notes taken on 19 July 2008

Leuven 2008: presentation of future topics for IPRA  
Open-space technology: our passions were all over the wall

Topic 1 - Peace in Latin America

New issues have arisen in the last 20 years since the recent attempt of introducing democracy. Main ones: political and social violence, weakness of States, health. We need to identify the actors involved.

Topic 2 – Structural violence in Europe

Peace researchers and activists are currently giving too much attention to war and direct violence in the developing countries (the new "peacekeeping industry"). In reality USA and Europe are major initiators of wars and responsible for many kinds of social disturbances in the world. The European Union was, instead, conceived to prevent new wars and promote peace. As structural violence is the mother of all forms of violence, we should identify it in all aspects of everyday life in Europe, in order to reduce and then eliminate it in the long run. This would develop a new nonviolent culture that would remove respectability (and admiration) for war and generate positive peace inside the EU and in the world. Various topics were too hastily identified on the poster: a mixture of problems, root causes and solutions.

Topic 3 – Development

Development needs to be defined and its failures analysed. Current programs (training, aids, etc.) need to be assessed and linked to human rights. A related topic was identified as the humanity-environment relationship: biopsychology, energy, water, consequences of the neo-liberal agenda, etc.

Topic 4 – Sustainable development

The two alternative trends are growth vs. equity. Research promoted by IPRA should clarify its implicit and explicit value system and the cosmology in which it operates. The Earth Charter is a good reference point, in order to clarify the dialectics between human beings and nature.

Topic 5 – Peace and the media

It was suggested to organise a workshop in Sydney on how to operate the media. We need to learn how to understand the media and how to use it effectively.

Topic 6 – Ministry for Peace

We should promote the idea of having a Minister for Peace in all countries, as a natural progression from the Ministry for War and the Ministry for Defence. A Minister for peace already exists in Nepal and the Solomon Islands.

Topic 7 – Strategic nonviolence action

Five main issues were identified: 1) How cultural and religious values influence violent and nonviolent actions 2) How language influences the definition of nonviolence and operates in nonviolence transfer work 3) Strategic role of art in nonviolent action 4) Conceiving nonviolent resistance and understanding the resistance to the idea of nonviolence 5) Nonviolence in the future at the personal and political level.

#### Topic 8 – Peace education

We need to devise indicators of success, that is, the practical effects on learners: for example, what types of jobs they select, what social postures they adopt, whether students are participating as actors in the educational process, the effect of peace education across a wide range of institutional actors (military personnel, business people, political leaders, etc.), and whether peace researchers are also educators.

#### Topic 9 – The deeper layer of peace building

For all peace processes (prevention of conflicts, reconciliation, indigenous approach, etc.) the deep layers of peace building (psychology, religion, etc.) are crucial but rarely acknowledged. IPRA should promote more research on this aspect.

#### Topic 10 – Helsinki Declaration

In August 1975 the final act of the Conference on Security and Cooperation in Europe was the issuing of the Helsinki Declaration in ten points: 1) Sovereign equality, respect for the rights inherent in sovereignty, 2) Refraining from the threat or use of force, 3) Inviolability of frontiers, 4) Territorial integrity of States, 5) Peaceful settlement of disputes, 6) Non-intervention in internal affairs, 7) Respect for human rights and fundamental freedoms, including the freedom of thought, conscience, religion or belief, 8) Equal rights and self-determination of people, 9) Co-operation among States, 10) Fulfilment in good faith of obligations under international law. We need to renew a declaration about human rights and the abolition of war, in order to challenge the current paradigm of settling international disputes.

#### Topic 11 – UN constitutional motion to abolish war

Japan has submitted a motion to modify the UN constitution containing the idea of abolishing war. IPRA should promote this initiative.

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Dear Swee-Hin

Thank you again for the excellent job you did in organising the PEC program in Leuven. I liked our sessions very much because

1. we had a common start, an exchange of views from different parts of the world which had also a socialising effect since the whole PEC community was together
2. there were new voices, e.g. from China, I think it is so important to include more people from the South, especially more from Africa, by the way ...
3. young people (from Korea and from Austria) were among the presenters.

We should really take care to ensure that a next generation of peace educators emerge and take more and more responsibility (this is also the reason why I pleaded for integrating younger people in the PEC council)

4. you have arranged that the meetings were mostly centered around one topic which was a good idea

What could we do better next time? Maybe two things:

1. Like a starting session this time, also a common closing session. Maybe we could have this round table we had at the first session at the last session next time, and at the first session a kind of keynote with two responders from different parts of the world or different ages etc.
2. Maybe we could suggest some topics for the meetings (not for all meetings) and call for papers to these topics, in order to make the sessions even more concise ... (but maybe this is too strict?)

All the best to you and Virginia

Werner

Univ.-Prof. Dr. Werner Wintersteiner

Österreichisches Kompetenzzentrum für Deutschdidaktik

Alpen-Adria-Universität Klagenfurt

Universitätsstraße 65

9020 Klagenfurt

Tel. 0463/2700/2724

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# “Peace and Conflict Resolution Education at school of Armenia

*Dr. Gohar Markosyan*  
*President, “Women for Development” NGO*  
*6a Shahinyan str., apt. 16, Gyumri 3118, Armenia, gohar@shirak.am*

It has been 6 years already, that in the frames of "International Decade for a Culture of Peace and Non-violence for the Children of the World" announced by UN for 2001-2010, NGO "Women for Development" (Gyumri, Armenia) has been implementing "Peace Education and Conflict Resolution in Schools of Gyumri, Armenia" project. The goal of the project is the formation of the ideas of peace culture and conflict resolution among teachers and schoolchildren with an objective of integrating Peace Education as a separate subject in the school curriculum.

The organization's strategy for integrating Peace Education subject in the school curriculum is comprised of 3 major components:

1. Organization of peace education process in schools and Gyumri State Pedagogical Institute,
2. Teacher training, raising awareness of parents and increasing their participation.
3. Cooperation with the National Institute of Education of RA Ministry of Education and Science.

This organization of a peace education process in schools was a new trend for Armenia, which first of all demanded specialists' training, studying international experience and applying it in local conditions, piloting, etc. We were especially interested in how the similar educational processes were organized for schoolchildren in different countries, what kind of alternative approaches were already developed, and which countries possess experiences that could be most suitable for Armenia.

Based on international experiences and existing training courses, a draft version of "Peace and Conflict Resolution Education in School" training course was developed, comprising two parts – Conflict Management and Peace Lessons.

With the objective of piloting the developed training course, teaching methodology, reactions of the schoolchildren of different age and social backgrounds and with direct support of the Educational Department of Shirak Province, a differentiated selection of teachers and schoolchildren was conducted. Specialized schools (with enhanced learning of English and Russian languages), community schools – especially schools from socially insecure communities, as well as several rural villages were included in the project. Peace Education Centers were established in the selected schools.

Based on the survey conducted among the schoolchildren and taking into account the recommendations provided by the teachers, 13-15 year old pupils became the members of the centers, each with 20-25 pupils. In some schools Peace Education Centers were established on a full class basis. Such method of selection allowed us to concentrate on positive aspects of the developed training course and methodology, as well as to identify weaknesses.

Activities organized for beneficiary schools in the frames of the project also included peer-to-peer education, Peace Months, pen-pals between Armenian and foreign peers, publishing "Peace Bridges" newsletter, etc.

This peace education project implemented by the organization is targeted to involve not only schoolchildren and teachers, but also future teachers and students of the Pedagogical Institute.

In 2005, a Peace Education Center was established in the Department of Psychology of Gyumri State Pedagogical Institute. In 2005-2007, a Peace Education training course was conducted for 50 students of the Pedagogical Institute. Numerous events, meetings, round tables and discussions were also organized. Students were granted with the opportunity to apply acquired knowledge and skills during their internships in the schools and in the capacity of peer-to-peer educators among students from different departments of the Institute.

Peace and conflict resolution education in schools cannot be complete unless it involves all the sides related to the educational process – pupils, teachers, parents. Our experience showed that pupils involved in the project are undergoing qualitative changes: they became more “open” for interactions with external environment, more confident in terms of expressing their opinions; they try to apply their knowledge and skills in real life. However, in many cases they face existing stereotypes. The teacher is not always “ready” to discuss an existing conflict with the pupil and to try to find peaceful solution together with him/her. “The teacher is always right” or “the parent is always right” principles are quite common.

Taking into consideration the abovementioned, several trainings were organized for 20 teachers from 10 target schools directly involved in the project activities. International experience was greatly emphasized in the process of teacher training. “Effective Conflict Management and Resolution in Schools and Classrooms” training-seminar was conducted for more than 213 teachers from 10 schools.


Meetings were organized in target schools. Parents’ meetings as well as various school events were utilized for the purpose of raising awareness of parents on the major objectives of peace education and the activities implemented in the centers.

### ***Collaboration with the National Institute of Education of RA Ministry of Education and Science***

A Memorandum of Understanding was signed between the National Institute of Education of RA Ministry of Education and Science and WFD NGO back in 2005. Evaluation of the efficiency of peace education project focused on the primary objectives of this cooperation as well as the questions related to the development of the draft training course and identification of possible ways of integrating the main ideas of peace and conflict resolution education in the school curriculum.

### **Conclusion**

By analyzing the activities and the results achieved in the sphere of peace and conflict resolution education implemented by the Women for Development (WFD) NGO during the past 6 years the following statements can be made:

- The project received positive feedback from school principals, teachers, pupils and parents of 10 target schools of Shirak province;
  - Implemented activities are in accordance with the educational system reforms implemented by RA Ministry of Education and Science;
  - Teachers trained in the frames of the project possess the methodology of interactive teaching; their input can be utilized in the teacher training program for working as teacher-trainers;
  - Pupils participate in the classes with great enthusiasm and desire;
  - Discussed topics are extremely up-to-date and provide knowledge, skills and experience of resolving everyday problems and conflicts;
  - The methodology used guarantees a free study environment, where everyone participate equally and learn from each other.
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# NETWORKING

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## **World Congress of Educators: an appeal the UN and states to establish general harmonious/peace education**

Dr. Leo Semashko,  
IAEWP Advisory Board Chair, GHA President

The Resolutions of the 18th IAEWP World Peace Congress: Kuala Lumpur, Malaysia, October 29-31, 2008 were published on January 1, 2009 on the address:

<http://www.iaewp.org/newsletter/Vol41-No1-2.pdf>

The basic items of these Resolutions are the following:

- Recognize Tetrasociology as science of social and individual harmony for General Harmonious Education (GHE) & World Harmony Peace Academy (WHPA).
- Support creation of the WHPA national branches in the different countries of the world.
- Ask Governments to study prospects of educational reform in each country on the basis of the GHE and WHPA Project.
- Hold the IAEWP 19th Peace Congress in South Korea on October 29-31, 2009 on "General Harmonious Education as a Way to Global Peace".

## **RECOMMENDATIONS TO THE UNITED NATIONS**

- Discuss the GHE and WHPA project in the UN to encourage the development of peace education and culture every where.
- Encourage for 2010 the UN First World Harmonic Festival and Summit covering the following topics "Peace Harmonization through Education instead of Militarization: Strategy for Survival, Global Peace, Prosperity and Sustainable Development".
- Requesting the UN to proclaim the decade 2011-2020 as "Decade of general harmonious education of children for harmonious global peace".
- Accept the UN Convention "About annual reduction by all states of the charges on arms on 2 % and achievement of their zero level for 50 years". Money should go for the building of the schools and academies of general harmonious education, and also for liquidation of hunger, poverty and illnesses.

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## **M.A . PROGRAM IN PEACE EDUCATION, U.N.-mandated UNIVERSITY FOR PEACE, COSTA RICA**

You are a concerned global citizen who worries about the future of learning. You are interested in making a difference and contributing to:

Sound educational policies and practices in the formal system,  
Improved understanding of human rights in education spheres,  
Contextually relevant conflict resolution methodologies in educational institutions,  
Appropriate use of language in academic discourse and more...

The Department for Gender and Peace Education invites motivated candidates to enroll in International Courses now open for participants who wish to improve their knowledge and enhance their personal and career development prospects. This dynamic academic institution is a sound educational environment that provides spaces for intellectual exchange in and amongst a uniquely diverse student

body and faculty in the backdrop of the breath-taking Costa Rican biodiversity.

*Prospective Students are encouraged to send in their applications.*

### **Enrolment Requirements**

- A college degree
- Demonstrated proficiency in English
- Two letters of recommendations
- For more information, please visit our website at:

[www.upeace.org](http://www.upeace.org) or write to write to Prof. Dina Rodriguez, Head, Dept. of Gender & Peace Education, drodriguez@upeace.com

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***Free Professional and Academic Networking Site in Conflict Resolution, Peace Studies, Human Rights, International Development, Gender, Civil Society Development, and more***

This is an invitation to join Peace and Collaborative Development Network (<http://internationalpeaceandconflict.org>), an online initiative to bring together professionals, academics and students involved in Conflict Resolution, Human Rights, International Development, Democratization, Social Entrepreneurship and related fields.

The network fosters interaction between individuals and organizations around the world and currently has over **4500** members. The site is a terrific networking tool where you can find local and international partners and practitioners, share resources, read guides to careers, scholarships, internships, funding, and IT resources in the field, and exchange best practices. Discussion topics and personal blogs can be posted. The site also has a video section where members can access and view videos related to the field.

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Dear Dr. Toh Swee-Hin,

Thank you very much for your sending me newsletters and contacting with Dr. Ian Harris. I am very glad to join PEC and the list of members.

My theme of doctoral thesis is: High School Curriculum of World Order Studies in the Context of Peace Education

One of the important studies of Peace Education could be the creation of new world order with the culture of peace. We need "relevant utopias" with the ideas of transitions, on the basis of training of social science discipline; such as multi-valued research, group participatory method, the skills of creative discussion and writing thesis; and deep understanding of world democracy and global citizenship, human rights, cultural relativism, global issues and sustainable developments, international laws and organizations, global governance, gender equality, humanitarian assistance, etc.; derived from the result of peace research. I am trying to develop a curriculum with high school students, in an international school in Japan.

I'm looking forward to seeing you at the next conference.

Respectfully yours,

Daisuke Nojima

(Now a visiting researcher at American University in Washington DC)

(Teacher at high school, and a student in graduate school of International Relations of Ritsumeikan University, D2)

"Daisuke Nojima" [haebaruryoji@sutv.zaq.ne.jp](mailto:haebaruryoji@sutv.zaq.ne.jp)

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**INVITATION TO CONTRIBUTE TO PEACE AND CONFLICT REVIEW**

The *Peace and Conflict Review* is looking for academic articles, conference papers, and book reviews for our fall 2009 issue. All themes relevant to Peace and Conflict Studies are welcome, although priority will be given to articles focusing on International Law, Environmental Security, Gender, Media, and/or International Organization.

The *Review* is a fully peer-reviewed, open-access journal hosted at the headquarters of the UN mandated University for Peace. Please visit [www.review.upeace.org](http://www.review.upeace.org) for submission guidelines and additional information.

Ross Ryan [rryan@upeace.org](mailto:rryan@upeace.org)

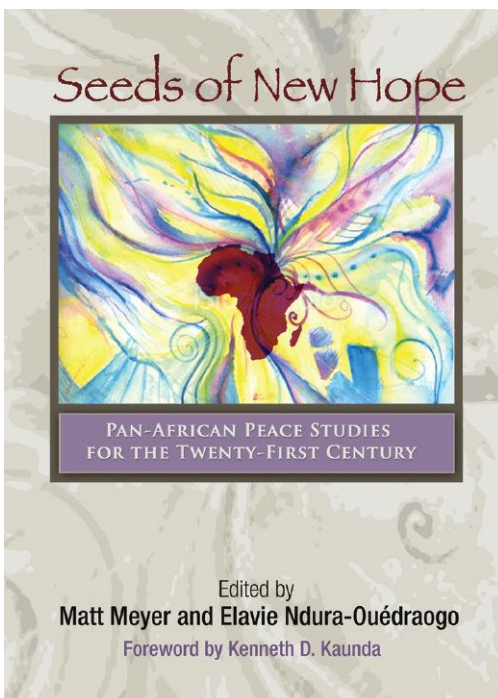
Managing Editor

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# Resources

## NEW BOOK Announcement

Elavie Ndura-Ouédraogo, Ed.D.  
Associate Professor  
Initiatives in Educational Transformation (IET)  
College of Education and Human Development  
George Mason University  
10900 University Boulevard, MS 4E4  
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**Matt Meyer** is the founding Chair of the Peace and Justice Studies Association, and a co-convenor of War Resisters International Africa Working Group. Combining scholarship with practical social change, he also serves as the Educational Director of an alternative high school in New York City. Meyer is the author of *Time is Tight: Urgent Tasks for Educational Transformation-Eritrea, South Africa, and the USA* and co-author (with Bill Sutherland) of *Guns and Gandhi in Africa: Pan African Insights on Nonviolence, Armed Struggle and Liberation*.

**Elavie Ndura-Ouédraogo** is Associate Professor of Education at George Mason University. Her articles have been published in various scholarly journals, including the *Harvard Educational Review*. She has served as Board Member of the Center for Holocaust, Genocide, and Peace Studies, and as President of the Northern Nevada Chapter of the National Association for Multicultural Education (NAME). She is also the founder of the Burundi Schools Project.

*Seeds of New Hope: Pan African Peace Studies for the Twenty-first Century* brings together leading academics and activists from four continents, presenting on issues relating to war and peace in Africa. With a focus on areas of positive change and concrete developments in justice-based initiatives, these essays refute the stereotyped view of Africa as a tragic, war-torn region. Thematic, continent-wide overviews are combined with country-specific references, making this volume accessible and insightful for scholars and students alike. Pan African elder Bill Sutherland stated, “At the time of the liberation movements, there was a lot of hope, yet there were also the seeds of the troubles to come. Today, there are a lot of troubles, but in these presentations lie the seeds of new hope.” Contributors include Shelley Anderson, Judith Atiri, Rais Neza Boneza, Horace Campbell, Imani Countess, Jacques Depelchin, Silvia Federici, Richard Jackson, Jorgen Johansen, Nunu Kidane, Andrew Murray, Bernedette Muthien, Laurie Nathan, Chesterfield Samba, and Yash Tandon.

*Seeds of New Hope* brings together a new generation of scholars and activists, working to build what Africa’s founding fathers and mothers hoped to bequest. Those seeking a true peace must study and reflect upon these important contributions.

—Kenneth D. Kaunda, from the foreword

*A very much needed book, bringing Africa to peace studies and peace studies to Africa, hopefully for the benefit of both. The authors dig into the immense complexity of Africa; a major reason why peace researchers have stayed away. Africa offers no simple bipolarity like the Cold War in Europe or the US*

*Empire in Latin America. On the other hand, one often forgotten polarity is given ample treatment in the book: gender.*

—Johan Galtung, Director of TRANSCEND; pioneer of the field of peace research

*As colonialism was coming to a close fifty years ago, Africa's paramount problems were supposed to be poverty, ignorance and disease. The need for peace was an afterthought. This volume is an illustration of how far peace theory and peace studies have now reached. The authors are among the leading peaceresearchers of the post-colonial era. Various forms of violence and conflict are diagnosed, and new African solutions are explored. This book should be compulsory reading for policy-makers, peace-researchers and even peacekeepers in uniform.*

—Ali A. Mazrui, Director of the Institute of Global Cultural Studies, State University of New York, Binghamton

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## Exploring participants' perceptions of the impact of informal peace education training in Uganda

### Anika May

This contributes to the bridging of peace education and conflict transformation, and explores the field of peace education from a participants' perspective. The nature and origins of peace education are outlined. Taking the example of one specific workshop-style peace education programme that is implemented in Uganda, she then presents an analysis and discussion of its impact. She details major lessons learnt that can be applied to other, similar trainings and closes with recommendations for peace education programmes.

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#### GLOBAL EDUCATION GUIDELINES

#### CONCEPTS AND METHODOLOGIES ON GLOBAL EDUCATION FOR EDUCATORS AND POLICY MAKERS.

Developed by the Global Education Week Network in coordination |with

the North-South Centre of the Council of Europe. <[http://www.GEguidelinesweb\[1\].pdf](http://www.GEguidelinesweb[1].pdf) > content

#### Foreword & Acknowledgements

#### Introduction

#### Background

#### Chapter A - What is Global Education?

Definitions and Declarations

Global Education as Transformative Learning Process

#### Chapter B - Why Global Education?

Our world today: a globalised world

Learning for our Global Society

Aims

## Chapter C - Concepts

Knowledge – suggested content areas

Skills

Values and Attitudes

## Chapter D - Methodology

Fundamentals for global education methodology

Methodological approach in Global Education

Methods for practicing global education

Criteria for planning and evaluating global education actions

Criteria for selecting and evaluating resources

Criteria for curriculum design for formal and non-formal settings

Evaluation

## Chapter E - Bibliography & Resources

References

Global Education Learning resources

Council of Europe educational resources

*Appendix 1 – Maastricht Global Education Declaration*

*Appendix 11 – Global Education Charter*

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# Encyclopedia of Peace Education

The online *Encyclopedia of Peace Education* provides a comprehensive overview of scholar\developments in the field to date as well as new insights from across the globe from various actors involved in advancing peace education internationally. This online resource serves as a living reference guide that traces the history and emergence of the field, highlights foundational concepts, contextualizes peace education practice across international and disciplinary borders, and suggests new directions for peace educators. From core conceptual perspectives to the moral and spiritual foundations of the field to the role of the United Nations, the *Encyclopedia* grounds peace education in a solid theoretical and practical framework through the writings of some of the field's most renowned scholars and its emerging voices. This online resource targets undergraduate and graduate students as well as scholars and practitioners working in international and non-governmental organizations in the field of peace education. Selected entries have also been published in book form with discussion questions, a glossary, and a comprehensive reading list for students, scholars, and practitioners. More information on the book (*Encyclopedia of Peace Education*, 2008, Information Age Publishing) is also available at <http://www.tc.edu/centers/epe/>

**See the following page for a list of entries in the online Encyclopedia as of 2008.**

<http://www.tc.edu/centers/epe/>

**Present entries include:**

- A History of Peace Education in the U.S.* (Aline Stomfay-Stitz)
- Access to Peace Education* (Surya Nath Prasad)
- Baha'i Faith and Peace Education* (Marie Gervais)
- Brookwood Labor College and Peace Education* Charles F. Howlett)
- Caring and Peace Education* (Nel Noddings)
- Coexistence Education* (Daniel Bar-Tal)
- Comparative and International Education and Peace Education* (Robin J. Burns)
- Conceptual Perspectives in Peace Education* (Magnus Haavelsrud)
- Countering Militarism through Peace Education* (Carl Mirra)
- 'Critical' Peace Education* (Monisha Bajaj)
- Elise Boulding and Peace Education* (Mary Lee Morrison)
- Environmental Peacemaking, Peacekeeping, and Peacebuilding* (Patricia Mische)
- Form and Content of Peace Education* (Johan Galtung)
- Futures Education* (David Hicks)
- Global Citizenship Education* (Lynn Davies)
- History of Peace Education* (Ian Harris)
- Human Rights Education* (Felisa Tibbitts)

- *International Institute on Peace Education (IPE) & Community-Based Institutes on Peace Education (CIPE)* (Tony Jenkins)
- *Islam and Peace Education* (Mustafa Köylü)
- *Jane Addams and the Promotion of Peace and Social Justice Among the Masses* (Charles F. Howlett)
- *John Dewey and Peace Education* (Charles F. Howlett)
- *Learning to Communicate Peacefully* (Francisco Gomes de Matos)
- *Learning to Live Together* (Margaret Sinclair)
- *Maria Montessori's Contribution to Peace Education* (Cheryl Duckworth)
- *Merle Curti and the Development of Peace History in American Thought and Culture* (Charles F. Howlett)
- *Multiculturalism: Critical Reflections* (Zvi Bekerman)
- *Nonviolence and Peace Education* (Barry L. Gan)
- *Paulo Freire and Peace Education* (Lesley Bartlett)
- *Peace History Society* (Charles F. Howlett)
- *Philosophy of Peace Education* (James Page)
- *Schools, Violence, and Peace Education* (Clive Harber)
- *The Moral and Spiritual Foundations of Peace Education* (Dale T. Snauwaert)
- *The United Nations and Peace Education* (James S. Page)
- *UNESCO Associated Schools Project Network (ASPnet) and Peace Education* (Lynn Davies)
- *Unity-Based Peace Education* (H.B. Danesh)
- *Youth and Peacebuilding* (Roshan Danesh)

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## Ideological maps of consumer education

Sue L.T. McGregor

Faculty of Education, Mount Saint Vincent University, Halifax Nova Scotia, Canada

**International Journal of Consumer Studies ISSN 1470-6423**

### Abstract

The case is made for the merit of discovering and owning the ideological and paradigmatic underpinnings of consumer-related education initiatives. After briefly profiling two camps of dominant and contending/emergent world views (ideologies and attendant paradigms), two ideological maps of consumer education are developed and applied, providing a scaffold for future deliberations about the import of world views in consumer education.

Consumer

Sue L.T. McGregor, Director Graduate Education, Faculty of Education, Mount Saint Vincent University, 166 Bedford Highway, Halifax Nova Scotia Canada B3M 2J6, 902-457-6385.  
E-mail: sue.mcgregor@msvu.ca

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***Peace Education: Exploring Ethical and Philosophical Foundations.***

Dear Colleague:

This is a brief note to advise of a new book on peace education, under the title *Peace Education: Exploring Ethical and Philosophical Foundations*. The book is based upon my own doctoral dissertation, and is perhaps best summed up by Koichiro Matsuura, Director-General of UNESCO, who writes in the Foreword that the book is "a timely exposition of what might be argued to a philosophy of peace education". The book is available online and from bookstores, and you may like to consider recommending this for acquisition by your institutional library.

Kind regards,  
(Dr) James Page

Book: <http://www.infoagepub.com/products/content/p478d75b79b1ea.php>

Table of Contents: <http://eprints.qut.edu.au/archive/00012263/>

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**Dear Colleague!**  
**Dear Friend!**

We hope you are well!

An introductory lecture on humiliation by Evelin Lindner is now online. It is entitled "Dignity or Humiliation: The World at a Crossroad."

Please see a video taping of this lecture at <http://www.sv.uio.no/it/av/PSYC3203-14.1.09.html>.

This online version has been made possible due to the work of [Lasse Moer](#), Chief Engineer of the Faculty of Social Sciences at the University in Oslo.

The lecture was held at the [Department of Psychology/Psykologisk institutt](#) (Harald Schjelderups hus, Forskningsveien 3, Auditorium 1, as part of [PSYC3203 - Anvendt sosialpsykologi](#)), on 14th January, 2009, 9.15-11.00.....

Please see a background text for this lecture in the first issue of the [Journal of Human Dignity and Humiliation Studies](#), March 2007.

Please see also a more recent paper, "[The Need for a New World](#)." See, furthermore, an early version of the introductory paper [here](#) or at <http://ssrn.com/abstract=668742> (this paper's SSRN ID is 668742).

The video is being announced on the News Section of the Human Dignity and Humiliation Studies network at:

<http://www.humiliationstudies.org/news/2009/04/introductory-lecture-by-evelin-lindner-now-online-dignity-or-humiliation-the-world-at-a-crossroad/>.

Furthermore, links to the video can be found on the Human Dignity and Humiliation Studies network website on four sub-pages.

Most warmly, and thankfully,

Linda & Evelin

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Linda M. Hartling, Ph.D.  
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Director, Human Dignity & Humiliation Studies (HumanDHS, <http://www.humiliationstudies.org/>)

Research Scientist, Jean Baker Miller Training Institute, Wellesley Centers for Women,

Wellesley College, Wellesley, Massachusetts, USA

Email: [Lhartling@wellesley.edu](mailto:Lhartling@wellesley.edu)

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## Spanish Society for the Advancement of International Human Rights Law (SSIHRL)

### **LUARCA (ASTURIAS) DECLARATION ON THE HUMAN RIGHT TO PEACE**

We, the undersigned, a panel of experts convened at the Casa de Cultura in Luarca (Asturias) to draw up a Proposal for a Universal Declaration on the Human Right to Peace, promoted by the SPANISH SOCIETY FOR THE ADVANCEMENT OF HUMAN RIGHTS LAW, with the support of the AGENCIA CATALANA DE COOPERACIÓN AL DESARROLLO DE LA GENERALITAT DE CATALUNYA and the collaboration of the CONSEJERÍA DE JUSTICIA, SEGURIDAD PÚBLICA Y RELACIONES EXTERIORES DEL PRINCIPADO DE ASTURIAS, the UNIVERSITY OF OVIEDO and the AYUNTAMIENTO DE VALDÉS,

Having regard to the conclusions and recommendations formulated at the regional seminars of experts regarding the Proposal for a Universal Declaration on the Human Right to Peace held in Gernika (30 November and 1 December 2005), Oviedo (27-28 July 2006), Las Palmas de Gran Canaria (17-18 August 2006), Bilbao (15-16 September 2006), Madrid (21-22 September 2006), Barcelona (28-29 September 2006) and Seville (13-14 October 2006); Have formulated the following Declaration on 30 October 2006 to the end that it may be considered by the General Assembly of the United Nations in the near future.

### **DECLARATION ON THE HUMAN RIGHT TO PEACE**

#### *— Preamble —*

*The General Assembly,*

(1) *Considering* that, in accordance with the Preamble to the United Nations Charter and the purposes and principles established therein, peace is a universal value, the *raison d'être* of the Organisation and a prerequisite and consequence of the enjoyment of human rights by all;

(2) *Recognising* the positive concept of peace which goes beyond the strict absence of armed conflict and is linked to the economic, social and cultural development of peoples as a condition for satisfying the basic needs of human beings, to the elimination of all kinds of violence and to the effective respect for all human rights;

(3) *Taking account of* the principles and rules enshrined in the basic instruments of the United Nations in respect of human rights, in particular the Universal Declaration of Human Rights, the Declaration on the Right to Development, the International Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights, the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Elimination of All Forms of Discrimination against Women, the Convention on the Rights of the Child, the Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment and the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families;

(4) *Considering* that International law constitutes an instrument whose proper and effective implementation is essential to the attainment of peace, and that this is the shared responsibility of men and women, peoples, states, international organisations, civil society, corporations and other elements of society and, in general, of the whole international community;

(5) *Recalling* that the United Nations Charter requires Member States to settle their international disputes by peaceful means in such a manner that international peace and security, and justice, are not endangered, and to refrain, in their international relations, from the threat or use of force against the territorial integrity or political independence of any state, or in any other manner inconsistent with the purposes and principles of the United Nations;

(6) *Recalling* the Istanbul Declaration, adopted by Resolution XIX (1969) of the XXI International Red Cross Conference, which states that human beings have the right to enjoy lasting peace and Resolution 5/XXXII (1976) of the United Nations Commission on Human Rights, which affirms that everyone has the right to live in conditions of peace and international security;

(7) *Recalling too* the relevant resolutions of the General Assembly, inter alia resolution 33/73 of 15 December 1978, which adopts the Declaration on the Preparation of Societies for Life in Peace; resolution 39/11 of 12 November 1984, which proclaims the Declaration on the Right of Peoples to Peace; resolution 53/243 of 13 September 1999, which proclaims the Declaration on a Culture of Peace, the Rio Declaration on Environment and Development of 1992; and resolution 55/282 of 7 September 2001, which decided that the International Day of Peace is to be observed on 21 September each year;

(8) *Recognising too* that, in accordance with the Preamble to the Constitution of the United Nations Educational, Scientific and Cultural Organization, “since wars begin in the minds of men, it is in the minds of men that the defences of peace must be

constructed”, and that, according to that Organisation, it is necessary to promote a culture of peace, by which is meant a set of values, attitudes, modes of behaviour and ways of life that reject violence and prevent conflicts by tackling their root causes through dialogue and negotiation among individuals, groups and States ;

(9) *Observing* that the commitment to peace is a general principle of International law, in accordance with Article 38.1.c) of the Statute of the International Court of Justice, as was recognised by the international Consultation of experts, representing 117 States, on the Human Right to Peace, held in Paris in 1998;

(10) *Considering* that the international community requires thecodification and progressive development of the human right to peace, as a right with its own entity, with universal vocation and intergenerational character, since it applies to both present and future generations;

(11) *Recalling* that human rights are inalienable, universal, indivisible and interdependent and that the United Nations Charter reaffirms faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women;

(12) *Conscious* of the vulnerability and dependence of human beings, of the right and need of individuals and groups to live in peaceand to have a national and international social order established, in which peace has absolute priority, so that the rights and freedoms proclaimed in the Universal Declaration of Human Rights can be fully realised;

(13) *Considering* that the promotion of a culture of peace, the world-wide redistribution of resources and the achievement of social justice must contribute to the establishment of a new international economic order which will facilitate the fulfilment of the proposals of this Declaration, by eliminating the inequality, exclusion and poverty which generate structural violence incompatible with peace on the national and international levels;

(14) *Bearing in mind* that peace must be based on justice, and concerned for the fate of the victims of infringements of human rights and of International humanitarian law, and recalling their right to justice, to the truth and to effective redress which includes the restitution of their honour, the rehabilitation of their memory and the adoption of measures to prevent a repetition of those acts, thus contributing to reconciliation and the establishment of lasting peace;

(15) *Conscious* that the end of impunity as an instrument of peace requires every military or security institution to be fully subordinate to the rule of law, to the fulfilment of obligations arising under International law, to the observance of human rights and of International humanitarian law, and to the attainment of peace, and that, therefore, military discipline and the carrying out of orders from superiors must be subordinate to the achievement of those objectives;

(16) *Also conscious* that mass migratory exoduses and flows are enforced, usually occurring as a response to dangers, threats or the breakdown of peace, and may, in turn, endanger peace in the countries of destination, and that, accordingly, the international community must establish as a matter of urgency an international migration regime which recognises the right of every person to emigrate and settle peacefully in the territory of a State, in the circumstances provided forin this Declaration;

(17) *Affirming* that the effectiveness of the right to peace will not be achieved without the realisation of equal rights for men and women and the respect for their difference, without respect for the various cultural values and religious beliefs compatible with human rights, and without the eradication of racism, xenophobia and the contemporary forms of racial discrimination;

(18) *Recognising* the particular suffering of women in armed conflicts, and underlying the importance of their full participation in peacebuilding processes, as recognised by the United Nations Security Council in its resolution 1325 (2000);

(19) *Concerned* because arms manufacture, the arms race andthe excessive and uncontrolled traffic of all kinds of arms jeopardise peace and security, and also impede the realisation of the right to development;

(20) *Persuaded* that the attainment of peace is intrinsically linkedo environmental protection, and to an economic, social and cultural development of all peoples environmentally and humanly sustainable;

(21) *Persuaded* too that peace has been and continues to be the constant aspiration of all civilisations throughout the history of mankind, and therefore we must all combine our efforts to its effective;realization.

*Proclaims this Declaration:*

## **PART I ELEMENTS OF THE HUMAN RIGHT TO PEACE**

### **Section A. Rights**

#### **Article 1**

##### **Holders**

Individuals, groups and peoples have the inalienable right to a just, sustainable and lasting peace. By virtue of that right, they are holders of the rights proclaimed in this Declaration.

#### **Article 2**

##### **Right to education on peace and human rights**

Every person has the right to receive peace and human rights education, the basis of every educational system, which will help to generate social processes based on trust, solidarity and mutual respect, promote the peaceful settlement of conflicts and lead to a new way of approaching human relationships.

#### **Artículo 3**

##### **Right to human security**

Everyone has the right to human security, which shall include *inter alia*:

- a) The right to have the material instruments, means and resources which enable him fully to enjoy a life worthy of human dignity and, to that end, the right to have essential food and drinking water, primary health care, basic clothing and housing and a basic education;
- b) The right to enjoy fair conditions of employment and trade union participation, and the right to the protection of the social services, on equal terms for persons having the same occupation or providing the same service.

#### **Article 4**

##### **Right to live in safe and healthy environment**

Human beings and peoples have the right to live in a private and public environment which is safe and healthy, and to receive protection against acts of unlawful violence, irrespective of whether they are perpetrated by state or non-state actors;

#### **Article 5**

##### **Right to disobedience and conscientious objection**

Everyone, individually or in a group, has the right to civil disobedience and conscientious objection for peace, which consists in: a)

The right to civil disobedience in respect of activities

which involve threats against peace, including peaceful protest and peaceful non-compliance with laws which offend the conscience;

b) The right of the members of any military or security institution to disobey criminal or unjust orders during armed conflicts and to refrain from participating in armed operations, whether international or national, which infringe the principles and norms of International human rights law or International humanitarian law;

c) The right to refrain from participating in - and to denounce publicly - scientific research for the manufacture or development of arms of any kind;

d) The right to acquire the status of conscientious objector in respect of military obligations;

e) The right to object to paying taxes allocated to military expenditure and to object to taking part, in a working or professional capacity, in operations which support armed conflicts or which are contrary to International human rights law or International humanitarian law;

#### **Article 6**

##### **Right to resist and oppose cruelty**

1. All individuals and all peoples have the right to resist and even to rebel against serious, mass or systematic infringements of human rights and of the right of peoples to self-determination, in accordance with International law.

2. Individuals and peoples have the right to oppose war, war crimes, crimes against humanity, infringements of human rights, crimes of genocide and aggression, any propaganda in favour of war or inciting violence, and infringements of the Human Right to Peace, as defined in this Declaration.

#### **Article 7**

##### **Right to refugee status**

1. Everyone has the right to seek and obtain refugee status in any country, without discrimination, in the following circumstances:

a) If the person is persecuted for activities supporting peace, opposing war or promoting human rights;

b) If the person has a justified fear of persecution by state or non-state agents, on grounds of race, sex, religion, nationality, membership of a particular social group or political opinion;

c) If the person is the victim of enforced displacement, international or national, occasioned by any kind of armed conflict.

2. Refugee status shall include:

a) The right to integration into society and employment;

b) The right to effective redress, in accordance with this Declaration, for infringements of human rights and fundamental freedoms;

c) The right to return to the country of origin with the proper guarantees, once the causes of persecution have been removed and, depending on the circumstances, the armed conflict has ended.

#### **Article 8**

##### **Right to emigrate, to settle peaceably and to participate**

1. Everyone has the right to emigrate and to settle peaceably, and also to return to his/her country of origin. No foreigner may be expelled without the proper guarantees provided for in International law and in accordance with the principle of *non-refoulement*.

2. In particular, everyone has the right to emigrate if his right to security of person or his right to live in a secure and healthy environment, as provided for in Articles 3 (a) and 4 of this Declaration, are in danger or under serious threat.
3. Everyone has the right to participate, individually or in a group, in the public affairs of the country in which he/she has his /her habitual residence.
4. Every person or group has the right to the establishment of specific mechanisms and institutions for participation which ensure the free and public expression of his/their individual and collective concerns and claims.

**Article 9**

**Exercise of the freedom of thought, conscience and religion** Everyone has the right to express publicly his freedom of thought, conscience and religion; and to respect for his right to have, adopt and express, individually or in a group, the beliefs and convictions of his/her choice, as established in International human rights law.

**Article 10**

**Right to an effective remedy**

1. Everyone has the right to an effective remedy to protect him/her against infringements of his human rights.
2. Everyone has the imprescriptible and unrenounceable right to obtain justice in respect of infringements of his human rights, which shall include the investigation and establishment of the facts and the identification and punishment of those responsible.
3. The victims of infringements of human rights, the members of their families and society in general have the right to know the truth.
4. Every victim of an infringement of human rights has the right to restoration of his/her rights and to obtain redress in accordance with International law, including the right to compensation and measures of redress or symbolic reparation, as well as guarantees that the infringement will not be repeated.

**Article 11**

**Right to disarmament**

1 2.

**Declaration on the Human Right to Peace**

Individuals and peoples have the right: a) Not to be regarded as enemies by any State; b) To the general and transparent disarmament of all States, together and in a coordinated manner, within a reasonable time and under efficient and comprehensive international supervision; c) To the allocation of the resources freed by disarmament to the economic, social and cultural development of peoples and the fair redistribution of such resources, responding especially to the needs of the poorest countries and to vulnerable groups, in such a way as to put an end to inequality, social exclusion and poverty.

**Article 12**

**Right to development**

1. All individuals and all peoples have the inalienable right to participate in an economic, social, cultural and political development in which all the human rights and fundamental freedoms may be fully realised, and to contribute to and enjoy that development.
2. All individuals and all peoples have the right to the elimination of obstacles to the realisation of the right to development, such as service of the foreign debt or maintenance of an unjust international economic order which generates poverty and social exclusion.

**Article 13**

**Right to a sustainable natural environment**

All individuals and all peoples have the right to live in a sustainable natural environment, as a basis for the peace and survival of mankind.

**Article 14**

**Vulnerable groups**

1. Analysis of the specific effects on enjoyment of their rights of the different forms of violence to which they are subject, and to the adoption of measures in that respect, including recognition of their right to participate in the adoption of those measures.

2. In particular, the specific contribution of women to the peaceful settlement of disputes shall be promoted.

**Article 15**

**Requirements of peace and truthful information**

Individuals and peoples have the right to demand that peace actually be achieved, and they may therefore: a) Require the States to undertake the effective implementation of the joint security system established in the United Nations Charter, and to settle disputes peacefully and, in any event, in full compliance with the rules of International human rights law and International humanitarian law; b) Denounce any act which threatens or infringes the Human Right to Peace and, to that end, receive objective information related to conflicts;

c) Participate freely and by any peaceful means in political and social activities and initiatives to protect and promote the Human Right to Peace, without disproportionate interference from the public authorities, at local, national and international level. 1 5.

**Declaration on the Human Right to Peace**

**SECTION B. OBLIGATIONS**

**ARTICLE 16**

**Obligations for the realisation of the Human Right to Peace**

1. The effective and practical realisation of the Human Right to Peace necessarily involves duties and obligations for States, international organisations, civil society, peoples, men and women, corporations and other elements of society and, in general, the whole international community.
2. The fundamental responsibility for preserving peace and protecting the Human Right to Peace lies with the States and also with the United Nations Organisation as a centre which harmonises the concerted efforts of the nations to fulfil the purposes and principles proclaimed in the United Nations Charter.
3. States have the obligation to protect human rights, to prevent and cooperate in the prevention of catastrophes, to respond to catastrophes when they occur and to repair the damage caused. They are also required to adopt measures to build and consolidate peace.
4. The United Nations Organisation should be further enabled to prevent violations and protect human rights and human dignity, including the Human Right to Peace, in cases of serious or systematic violations. In particular, it is for the Security Council, the General Assembly, the Human Rights Council and other competent bodies to take effective measures to protect human rights from violations which may constitute a danger or threat to international peace and security.
5. Any unilateral military intervention by one or more States, without the authorisation of the Security Council within the framework of the United Nations Charter, is unacceptable, constitutes a serious infringement of the principles and proposals of the Charter and is contrary to the Human Right to Peace.
6. The composition and procedures of the Security Council shall be reviewed so as to ensure the proper representation of the present international community and transparent working methods which recognise the participation of civil society and other elements of the international community.
7. The United Nations system must be fully and effectively involved, through the Peacebuilding Commission, in the preparation of integral strategies for this purpose and in the recovery of the countries concerned once the armed conflicts have ended, ensuring stable sources of financing and effective coordination within the system.

## **PART II IMPLEMENTATION OF THE DECLARATION**

### **Article 17**

#### ***Establishment of the Working Group on the Human Right to Peace***

1. A Working Group on the Human Right to Peace (hereinafter called "the Working Group") will be established. It will be composed of ten members who will have the duties set forth in Article 19.
2. The Working Group will be composed of experts from the Member States of the United Nations who will carry out their duties with complete independence and in a personal capacity.
3. The following criteria will be taken into account for their election: *a)* The experts shall be of high moral standing, impartiality and integrity, and show evidence of long and appropriate experience in any of the spheres stated in Part I of this Declaration; *b)* Equitable geographical distribution and representation of the different forms of civilisation and of the main legal systems of the world; *c)* There shall be a balanced gender representation; and *d)* There may not be two experts from the same State.
4. The members of the Working Group will be chosen by secret ballot at a session of the United Nations General Assembly from a list of candidates proposed by the Member States. The ten candidates who obtain the highest number of votes and a two thirds majority of the States present and voting will be elected. The initial election will take place at the latest three months after the date of adoption of this Declaration.
5. The experts will be elected for four years and may be re-elected only once.
6. Half of the Working Group will be renewed every two years.

### **Article 18**

#### ***Functions of the Working Group***

1. The main function of the Working Group is to promote the observance and implementation of this Declaration. In the exercise of its mandate it has the following powers:
  - a)* To promote worldwide observance and awareness of the Human Right to Peace, acting with discretion, objectivity and independence and adopting an integral approach which takes account of the universality, interdependence and indivisibility of human rights and the overriding need to achieve international social justice;
  - b)* To gather, assemble and respond effectively to any relevant information from States, international organisations and their bodies, civil society organisations, concerned individuals and any other reliable source;
  - c)* To address, when it considers it appropriate, recommendations and appeals to the Member States of the United Nations to adopt appropriate measures for the effective realisation of the Human Right to Peace, in accordance with Part I of this Declaration. The States shall give due consideration to those recommendations and requests;
  - d)* To draw up, on its own initiative or at the request of the General Assembly, the Security Council or the Human Rights Council, the reports it deems necessary in the event of an

imminent threat to or serious infringement of the Human Right to Peace, as defined in Part I of this Declaration;

e) To present an annual report of its activities to the General Assembly, Security Council and Human Rights Council, in which it will include the recommendations and conclusions it considers necessary to the effective promotion and protection of the Human Right to Peace, paying special attention to armed conflicts;

f) To prepare, for the attention of the General Assembly, a proposal for an international convention which will include the Human Right to Peace as well as a mechanism for controlling and monitoring its effective implementation. Both the mechanism to be established in the convention and the Working Group will coordinate their mandates and avoid duplicating their activities;

g) To submit to the Prosecutor of the International Criminal Court or other competent international criminal court or tribunal any reliable information about any situation in which it appears that crimes which fall within the jurisdiction of the Court or of the international criminal court or tribunal concerned have been committed;

h) To approve by an absolute majority of its members the working methods for the ordinary functioning of the Working Group, which shall include, inter alia, rules governing the appointment of the Bureau and the adoption of its decisions and recommendations.

2. The Working Group will have its seat in New York and will hold three ordinary sessions per year, as well as any extraordinary sessions to be determined in accordance with its working methods. The Working Group will have a permanent Secretariat which will be provided by the Secretary General of the United Nations.

#### **FINAL PROVISIONS**

1. No provision of this Declaration may be interpreted as meaning that it confers on any State, group or individual any right to undertake or develop any activity or carry out any act contrary to the proposals and principles of the United Nations, or likely to negate or infringe any of the provisions of this Declaration, the International Bill of Human Rights or International Humanitarian Law.

2. The provisions of this Declaration shall apply without prejudice to any other provision more propitious to the effective realisation of the Human Right to Peace formulated in accordance with the legislation of the Member States or stemming from current International Law.

3. All States must implement the provisions of this Declaration by adopting the relevant legislative, judicial, administrative, educational or other measures necessary to promote its effective realisation.

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## **UNITED NATIONS General Assembly HUMAN RIGHTS COUNCIL**

Eighth session  
Agenda item 3

### **PROMOTION AND PROTECTION OF ALL HUMAN RIGHTS, CIVIL, POLITICAL, ECONOMIC, SOCIAL AND CULTURAL RIGHTS, INCLUDING THE RIGHT TO DEVELOPMENT**

A/HRC/8/NGO/33

page 4

#### **Right to Education on Peace and Human Rights<sup>1</sup>**

I

*The Spanish Society for International Human Rights Law (SSIHRL)*, with the support of the Catalanian Agency for Cooperation to Development, adopted on 30 October 2006 the “Luarca Declaration on the Human Right to Peace” as the culmination of a process of extensive consultations with Spanish civil society. Following the adoption of the Luarca Declaration on the Human Right to Peace, the SSIHRL has continued in all regions of the world the process of consultations with civil society through the organization of conferences and expert meetings on the human right to peace<sup>2</sup>. In 2010 the SSIHRL will call for a World NGO Conference to analyse and

incorporate the inputs received from international civil society and to adopt the final text of the *Universal Declaration on the Human Right to Peace*. The new text will truly represent the aspirations of international civil society. On 15 March 2007 the Luarca Declaration on the Human Right to Peace was presented to the Fourth Session of the Human Rights Council in an oral statement delivered by UNESCO Etxea on behalf of SSIHRL. Several Parallel Meetings have taken place at the *Palais de Nations* in Geneva during subsequent sessions of the Human Rights Council<sup>3</sup> The right to education constitutes an essential component of contemporary human rights law. Although the right to education is generally considered to be a cultural right, it is also related to civil, political, economic and social rights. Education is a precondition and the key to the enjoyment of all human rights. Taking into account that the right to education

<sup>1</sup> NGOs without status consultative in ECOSOC that endorse the statement: KULU Women and Development, Women in Black Network, Centre for Gender Studies (Benue State University, Nigeria), Instituto de Estudios Políticos para América Latina y Africa (IEPALA)

<sup>2</sup> Conferences and expert meetings have already taken place in Bilbao and Geneva (November 2006); Mexico (December 2006), Bogotá, Barcelona and Addis Ababa (March 2007); Caracas and Santo Domingo (April 2007), Morelia (Mexico, 12 May 2007), Bogotá (12 May 2007), Oviedo and Santa Fe (New Mexico, USA, 16-17 May 2007); Washington (14 June 2007), Nairobi (15 June

2007), Geneva (28 June 2007), Feldkirch (Austria, 31 August 2007), Geneva (11, 12 and 21 September 2007), Luarca (28 September 2007), Madrid (23 October 2007), Monterrey (1st November 2007), Mexico DF, Geneva, Las Palmas de Gran Canaria, Zaragoza and Navía, Asturias (December 2007), the UN Commission on the Status of Women, New York (February 2008), Geneva (March 2008), Parliament of Catalonia, Barcelona, Geneva, Dakar, Madrid, Valencia (April 2008), Rome and Gwangju, Republic of Korea (May 2008). For more information about

these meetings, please see <http://www.aedidh.org> 3 15 March 2007, both the SSIHRL and the International Society of Human Rights (Frankfurt) convened an open *Information Meeting on the Luarca Declaration*; on 16 March 2007, the SSIHRL organised a *Technical Meeting* with NGO and human rights experts with a view to building a common strategy for a world-wide campaign on the human right to peace; 11 June 2007, both UNESCO Etxea and SSIHRL organised an additional Parallel Meeting on the relationship between peace and solidarity rights; 12 September 2007, the SSIHRL in collaboration with the UNESCO Liaison Office in Geneva organised a Roundtable on the legal content of the human right to peace; 21 September 2007, the SSIHRL organised the commemoration of the United Nations International Day of Peace in the Council Chamber of the Palais de Nations; 7 March 2008, the SSIHRL, the International Society of Human Rights (Frankfurt) and UNESCO Etxea organised a Roundtable on the relationship between extreme poverty and the human right to peace

A/HRC/8/NGO/33 cannot be viewed in isolation, it can be concluded that the fulfilment of the right to education would allow the enjoyment of, *inter alia*, the right to freedom of opinion and expression and the right to participation<sup>4</sup> of all human beings in a more just society.

The right to education involves three key actors: the Government as provider and/or funder of public schooling, the child as the principal bearer of the right to education and of the duty to comply with compulsory-education requirements, and the parents who are “the first educators”. Governments are responsible to secure conditions for full realization of the rights of the child, including the enforcement of parental responsibilities towards their children, and recognizing the importance of extra-curricular non-formal education as a positive method of learning. Although learning begins at birth, the most intensive period of learning is produced during the first six to seven years of life. Nevertheless, the learning and education process continues in the adolescent period. As stressed in several international human rights instruments, education should be directed not only to the full development of the human personality and the respect of human rights and fundamental freedoms, but also to the promotion of mutual understanding and respect, gender equality, friendship among all nations, racial or religious groups and the maintenance of peace<sup>5</sup>.

The right to education requires enforceable individual entitlements *to* education, safeguards for human rights *in* education and instrumentalization of education to the enjoyment of all human rights *through* education. As stated by UNESCO, “the inclusion of human rights in education is a key element of a quality education”<sup>6</sup>. Thus, richly endowed education systems may be faulted for their failure to halt intergenerational transmission of racism or xenophobia<sup>7</sup>. It follows that a successful human rights education system should be able to eliminate any and all types of inequality, exclusion or discrimination based on prejudices, bias and discriminations transmitted from generation to generation.

Inequality is a cross-cutting variable that affects all social strata. Women constitute a main group affected by this inequality as shown by the increasing number of women victims of violence. Other groups seriously affected are children, indigenous people, disabled persons, the elderly, minorities, displaced or people infected or suffering from AIDS. Patriarchy and all other practices based on the idea of inferiority and/or superiority among human beings are not structures of autonomous oppression but an undifferentiated set of oppressive factors deriving from race, gender, ethnic origin, economic and social background. As stated by the current Special Rapporteur on the Right to Education, gender inequality and other forms of social, religious, ethnic and racial discrimination impede social mobility and impact negatively on the full realization of all human rights, including development, peace and security<sup>8</sup>.

Educational statistics demonstrate how discrimination based on gender, race, ethnicity, religion, or language, combines to trap new generations of people in a vicious downward cycle of denied rights, where the lack of access to education leads to exclusion from the labour market, which then results in perpetuating and increasing impoverishment<sup>9</sup>. As stressed by the United Nations, the exclusion of the poorest from education perpetuates social inequalities in many parts of the world<sup>10</sup>. Denial of the right to education leads to denial of other human rights and the perpetuation of poverty. It could be concluded that the recognition and enforcement of this fundamental human right is vital to creating stable and prosperous societies.

As highlighted by the UNESCO *Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy*<sup>11</sup>, education should develop nonviolent conflict resolution through the promotion of peace, tolerance, solidarity, compassion, sharing and caring. Consequently, human rights education should aim to build a universal culture of human rights through the encouragement and promotion of attitudes directed to peace building and maintenance<sup>12</sup>. Education, both formal as non-formal, is therefore a key element to achieving “sustainable development, peace and stability within and among countries”, by fostering social cohesion and empowering people to become active participants in social transformation<sup>13</sup>. The culture of war and violence has a much longer tradition and has been more commercially attractive than the culture of peace and education for peace. In many countries, the documentation of wars and war heroes in school textbooks contributes significantly to the glorification of the culture of war and violence at the expense of the culture of peace. Moreover, our children are exposed to the limitless commercialization of computerized war games and violent movies. Everyday millions of children are initiated in the practices of warfare as part of traditional initiation rituals or institutionalized educational programmes<sup>14</sup> and many of them are killed as a consequence of armed conflict. Moreover, the media pay more attention to disasters and violent crimes, which further contributes to reproducing violent behaviours. A human rights education should help in providing means to unlearn war. Formal and non-formal education should promote empathy, respect, diversity, solidarity, understanding, peace and friendly relations among nations and all racial, ethnic or religious groups, and encourage the development of United Nations activities in pursuance these objectives<sup>15</sup>. Education should further provide children with the necessary tools and generic skills: a) cognitive (to know); b) procedure-instrumental (to learn acting); c) attitudinal (to be). These latter skills should be related to a concept of peace understood from a

creative, empathic and non-violent perspective<sup>16</sup>. For this reason, schools should be identified and protected as sanctuaries and zones of peace<sup>17</sup> so that the lives of children and young people who are victims to violence and war may be rebuilt. Non-formal education must also be recognized and supported as an effective method of installing values of peace and tolerance among youth and protecting them from vulnerability. The growing global attention to the study of the causation of warfare and of peace-building requires that education and, specifically, education on peace and human rights, is prioritised on the international agenda.

According to the former Special Rapporteur on the Right to Education, an important obstacle to universalizing the right to education is to consider education as superfluous for human survival and unnecessary for subsistence. On the contrary, Professor Tomasevski stated that the absence of education not only prevents the victims of armed conflicts and disasters from becoming self-sustaining but forces them to remain recipients of assistance. The “survival package” of humanitarian relief should include not only the provision of water, sanitation, medical and psychosocial services, shelter, clothing and food, but fulfil the right to education as a primary need. As stated in Article 2 of the *Luarca Declaration on the Human Right to Peace*, adopted on 30 October 2006,

“Every person has the right to receive peace and human rights education, the basis of every educational system, which will help to generate social processes based on trust, solidarity and mutual respect, promote peaceful settlement of conflicts and lead to a new way of approaching human relationships”. We therefore urge the Human Rights Council to promote education based on social justice and equity, non-discrimination and gender equality, respect of all human rights, empathy, tolerance, diversity, solidarity, peace and friendly relations among all nations, races, ethnicities or religions. We also urge Member States to implement the necessary mechanisms to recognize the negative impact of education based on intolerance, discrimination and inequality among races, sexes, ethnicities and social backgrounds in the enjoyment of the human right to peace.

We further urge Member States to realise the educational goals of the Declaration and the Programme of Action of the World Summit for Social Development, the Vienna Declaration and Plan of Action, World Conference on Human Rights, Vienna, 14 - 25 June 1993, U.N. Doc. A/CONF.157/24 (Part I) at 20 (1993), par. 33, Millennium Development Goals, the International Decade for a Culture of Peace and Nonviolence For the Children of the World (2001-2010) and the Plan of Action for the First Phase (2005-2007) of the World Programme for Human Rights Education.

We also urge member states to support formal and non-formal education in line with the goal of building women’s capacity to participate in all levels of decision making on peace and security issues as provided in UN Security Council Resolution 1325. Finally, we welcome the General Assembly to the High Commissioner for Human Rights to carry out constructive dialogue and consultations with Member States, the Specialized Agencies, Intergovernmental and Non-Governmental Organizations, on how the international community may better promote an international environment leading to the full realization of the right of people to peace<sup>19</sup>.

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Information Age Publishing has published several books in peace education in the last years and has a book series in peace education.

<http://www.infoagepub.com/category/Peace-Education>

In peace,

Ed Brantmeier  
Assistant Professor  
School of Education  
Colorado State University

Books on Peace Education: Call for Manuscripts

Ian Harris, University of Wisconsin - Milwaukee

You are invited to submit manuscripts for peace education to the series I am editing along with Jing Lin of the University of Maryland and Edward J. Brantmeier, Colorado State University.

We welcome manuscripts that address how peace education provides information about the roots of conflicts and strategies for peace. Peace education is an important part of peace-building, which helps avoid major conflicts by building a culture of peace through generating peaceful attitudes, dispositions, values, behaviors, action-orientations, and social structures. Books in this series will address how education can contribute to building a culture of peace by teaching: tolerance; diversity affirmation; common understanding; intercultural empathy; reconciliation; renewal; compassion; conflict management skills; and a variety of nonviolent, peace-building skills.

The editors welcome studies from a wide variety of disciplines—curriculum theory, educational psychology, history, philosophy,

anthropology, and sociology of education, teacher education, comparative and international education, critical theory, cultural studies, language education, feminist studies, religious studies, and environmental education.

In our times, peace education efforts can be positive, integrative, restorative, generative, and transformative. In other words, rather than defining peace education in the negative such as education for the elimination of violence, peace education efforts can be understood in the positive as creative, generative efforts that integrate knowledge and action, that integrate differences in ways that both honor diversity and establish common ground. Peace education works on bringing people together. This series on peace education hopes to illuminate the problems, challenges, and rewards associated with using educational means to diminish/eliminate and avoid conflicts.

How effective is peace education in bringing about peace? What are its strengths and weaknesses as a strategy to achieve peace? How is peace education carried out in different venues—colleges, schools, and community groups? How is peace taught in different cultures? The editors welcome manuscripts about war and peace and other peace studies themes that exhibit a clear connection to teaching and learning for solutions to promoting harmony and to building a peaceful world.

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Dear Colleagues

One of my Research Assistants Ling Cui, has put together a wonderful list of key publishers in Peace and Conflict Studies. I asked her to do this when I spent some time recently trying to see if such a list existed. Please feel free to suggest additions to the list.

See <http://www.internationalpeaceandconflict.org/forum/topics/peace-conflict-publishers>

Best

Craig Zelizer

Information Age Publishing has published several books in peace education in the last years and has a book series in peace education.

<http://www.infoagepub.com/category/Peace-Education>

In peace,

Ed Brantmeier

Assistant Professor

School of Education

Colorado State University

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## **Global Education Guidelines**

### **A Handbook for Educators to Understand and Implement Global Education**

Developed by the Global Education Week Network  
in coordination with the North-South Centre of the Council of Europe  
Lisbon: North-South Centre of the Council of Europe

Written by the Global Education Guidelines Working Group: Alicia Cabezudo,  
Christos Christidis, Miguel Carvalho da Silva, Valentina Demetrediou-Saltet, Franz  
Halbartschlager, Georgeta-Paula Mihai

Coordinated by Miguel Carvalho da Silva

From the Foreword & Acknowledgements

“This document should be regarded as a guide for understanding and practising global education, also as a pedagogical coaching tool to help establish global education approaches where they do not yet exist and enrich existing ones. Its content was set up taking into account in-field practices and references and cultural, geographic, social and economic realities.

It has been written on the premise that educational processes in formal and non-formal settings should open the path to a better understanding of an increasingly globalised world. It also raises important issues about the professional responsibilities of educators

and teachers and the role of schools and different organisations and institutions in raising global awareness and knowledge on worldwide issues across the curriculum and in non-formal projects and activities.”

These Global Education Guidelines are the result of a need expressed by the North-South Centre network of globaleducation practitioners - Global Education Week network - to have a common tool, built on experience gained by the network and partners, to help educators to understand and implement global education. These guidelines are intended to:

*strengthen global education;*

*build up on existing achievements in global education;*

*assist practitioners in formal and non-formal education by introducing general elements which may be developed by them through their experience and according to the needs of their practice;*

*help identify existing global education approaches and practices;*

*assist educators to reflect on and become more aware of their own global education activities;*

*increase global education practice sharing and create synergies between stakeholders;*

*contribute to education policies at local, regional, national and international level.*

Through:

*global education approach and content, related methods and evaluation criteria;*

*sharing of existing practices, tools, resources and bibliography.*

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## NEW BOOK

### BUILDING PEACE PRACTICAL REFLECTIONS FROM THE FIELD

**Edited by Craig Zelizer , Robert A. Rubinstein**

E-mail: "Craig Zelizer" <[czelizer@yahoo.com](mailto:czelizer@yahoo.com)>

"This volume provides an enlightening, encouraging, and fascinating set of reports about effective peacebuilding endeavors. These accounts and assessments were written by persons directly engaged in each undertaking and yield valuable lessons. Certainly, these highly diverse actions deserve widespread attention and frequent emulation."

-- **Louis Kriesberg, Professor Emeritus of Sociology, Maxwell Professor Emeritus of Social Conflict Studies, Syracuse University**

"Building Peace presents a rich set of case studies of courage in peacebuilding that should inspire another generation of peacemakers. The authors provide a great variety of blueprints for communities, nations and multi-cultural groups dealing with the aftermath or reduction of ongoing and often violent conflicts. That the case studies come from such diverse areas demonstrates that having multiple approaches and processes in our peacemaking toolkit makes peacebuilding possible in widely divergent cultural and geopolitical settings. There is much to be learned here for practitioners, students and teachers of peace. It will make a great contribution to courses on conflict resolution, prevention and handling and on post-conflict peacebuilding analysis and practice."

-- **Carrie Menkel-Meadow, Professor of Law, Dispute Resolution and Civil Procedure, Georgetown University Law Center and author of Dispute Resolution: Beyond the Adversarial Model**

"This book neatly brings together various methodologies, an impressive range of local and international settings and a number of time frames to give a powerful response to a real "demand" on peacebuilding today: How do we assess the successes (and failures) of what we do? Bravo to Drs. Craig Zelizer, Robert Rubinstein, their colleagues -- and to the Alliance for Peacebuilding in supporting this initiative."

-- **William R. Headley, Dean, Joan B. Kroc School of Peace Studies, University of San Diego**

Even though international peacebuilding has rapidly expanded in the last two decades to respond to more multi-faceted and complex conflicts, the field has lagged behind in documenting the impact and success of projects. To help address this gap, the Alliance for Peacebuilding, one of the leading networks in the field, has brought together 13 stories of innovative peacebuilding practices from around the world in Building Peace.

While the projects covered are diverse in nature, together they demonstrate the significant impact of peacebuilding work. Contributors created new institutions to prevent and manage conflicts at the local or national levels, helped restore relationships in conflict-affected communities, and empowered citizens to work for positive change in their societies across ethnic, religious, and political divides.

It's clear that there is no quick fix for violence but this volume will go a long way in providing inspiration and practical tools for policymakers, academics and practitioners who seek to make significant and valuable contributions towards achieving peace.

Craig Zelizer is the Associate Director of the Master of Arts in Conflict Resolution Program within the Department of Government at Georgetown University and a Senior Partner with the Alliance for Conflict Transformation. He has over 15 years experience in peacebuilding activities around the world, including assessment, training, dialogue, capacity building and evaluation work. He has published several articles on trauma and peacebuilding, arts and peacebuilding, and careers in international peace and conflict resolution. He is also the founder of the [Peace and Collaborative Development Network](#), a leading online platform to bring together scholars and practitioners working on international conflict. He holds a Ph.D. in Conflict Analysis and Resolution from George Mason University.

Robert A. Rubinstein is professor of anthropology and international relations at the Maxwell School of Syracuse University, where from 1994-2005 he directed the Program on the Analysis and Resolution of Conflicts. He earned his Ph.D. in anthropology from the State University of New York at Binghamton, and his Ms.P.H. from the University of Illinois School of Public Health. His research focuses on cultural aspects of dispute settlement, international health, and the anthropological study of peacekeeping. He is a founding member and current Co-Chair of the Commission on Peace and Human Rights of the International Union of Anthropological and Ethnological Sciences. He has published more than 85 journal articles and book chapters and is author or editor of 7 books, most recently *Peacekeeping Under Fire: Culture and Intervention*.

## ***CONTENTS***

- 1) Introduction: Peacebuilding: Creating Structure and Capacity for Peace Craig Zelizer and Robert A. Rubinstein;
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- 3) The Institution as Innovator: Laying the Foundation for Peaceful Change - Beth Glick and Laina Reynolds Levy;
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- 5) Designing Dispute Resolution Systems for Settling Land and Property Disputes in Post-Conflict and Post-Crisis Societies - Christopher Moore and Gary Brown;
- 6) Recasting Reconciliation through Culture and the Arts: Strengthening Peace-building Capacity through The Brandeis International Fellowship Program - Cynthia Cohen;
- 7) Partners in Peacebuilding in Lesotho - John Davies, Wubalem Fekade, 'Mamphekeleli Hoohlo, Edy Kaufman, and Mamochaki Shale;
- 8) Combining Empathy with Problem Solving: The Tamra Model of Facilitation in Israel - Eileen F. Babbitt and Pamela Pomerance Steiner with Jabir Asaqla, Chassia Chomsky-Porat and Shirli Kirschner;
- 9) Health Bridges for Peace: The Medical Network for Social Reconstruction in the Former Yugoslavia - Paula Gutlove;
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320 pp., 6" x 9", May 2009

Published by Kumarian Press

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## **NEW BOOK**

### **Education and Climate Change Living and Learning in Interesting Times**

Edited by **Fumiyo Kagawa and David Selby**

There is widespread consensus in the international scientific community that climate change is happening and that abrupt and irreversible impacts are already set in motion. What part does education have to play in helping alleviate rampant climate change and in mitigating its worst effects?

In this volume, contributors review and reflect upon social learning from and within their fields of educational expertise in response to the concerns over climate change. They address the contributions the field is currently making to help preempt and mitigate the environmental and social impacts of climate change, as well as how it will continue to respond to the ever changing climate situation.

*With a special foreword by Desmond Tutu, Archbishop Emeritus of Cape Town.*

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## **Invitation to share stories of peace, kindness**

Posted by: "Matt Lippa" [ml@spiritual-learning.org](mailto:ml@spiritual-learning.org) matt\_lippa

You are invited to share stories of actual events or experiences to be included in the Peace in the World Effort. These can be written or oral. Spoken accounts are especially desired and helpful. The subjects sought are accounts of experiences which point out examples of kindness, consideration, peace, and/or respect between peoples; especially those who typically may be or have been in conflict. These accounts can be of a general or specific nature, set anywhere. All will help. Because of potentials, greatly needed now are examples of relations between people in the Middle East - especially in Jerusalem - and between people of various faiths, paths, and religions. The most profound are many times very simple and personal. They will be added to those stories already present and available to people all over the world. These can be found in the work on Peace in the World: Universal Peace, Personal Action, and Global Healing.

Anything placed here is available and offered to be shared and extended further. The entire work can be found at:

<http://www.world-light.org/univ-peace/index.html>

Stories such as this strengthen the work and attitudes of all who desire peace and harmony in this world. They also point people to more possibilities within their own life, neighborhoods, and countries. They help change people's minds, touch and open their hearts.

If you have an account you would like to share, please e-mail. If you need help in providing recorded oral stories, we can help in that. Thank you for your consideration.

May you be well, happy, and of peace.

With much love,

Matt Lippa

<http://www.spiritual-learning.com>

<http://www.world-light.org>

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## **INVITATION TO CONTRIBUTE CHAPTERS TO A PROPOSED PEC – COORDINATED BOOK**

**Tentative title: Journeys in Peace Education: Local & Global Stories**

Vision: The proposed book seeks to gather together in one volume the stories of peace educators working in local and global contexts in diverse regions to promote educational programs, projects and initiatives that help to build a culture of peace. Each contribution reflects the personal and social journey or journeys of an individual educator or a team of peace educators who have dedicated her/his/their life's work to peace education. The stories will creatively weave in biographical reflections that give insights into motivations and sources of inspiration, as well as the multi-dimensional tasks of designing and implementing peace education in formal and/or non-formal contexts. Together, it is hoped that this collection of journeys will yield insights and lessons for more effective peace education. While authors will reveal the challenges they have faced, they will also share their joys, dreams and hopes for transforming their local and global spaces toward a holistic culture of peace.

Editorial team: This planned collection will be coordinated by five co-editors from diverse regions and institutional experiences, including Toh Swee-Hin (Australia/Canada), Alicia Cabezudo (Argentina), Werner Wintersteiner (Austria), Ofelia Durante (Philippines) and Candice Carter (USA).

Suggestions for peace educators with extensive and long-standing experiences in diverse regions whose stories will be very relevant to this collection are welcome. Please send them to Toh Swee-Hin at [stoh@upeace.org](mailto:stoh@upeace.org)

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