

**Global Campaign for Peace Education**  
**Worldwide Activities Brief**  
Issue #7, January 2004

<b>Issue #7: Table of Contents</b>	
I.	GCPE News from the Field: Cambodia, Colombia, India, Japan, Pakistan, USA
II.	GCPE Partner Feedback
III.	Conferences & Seminars
IV.	Job Postings
V.	Peace Education Programs
VI.	Peace Education Resources

**HAPPY NEW YEAR!!!**

**I. GCPE NEWS from the FIELD**

**CAMBODIA**

The Peace and Disarmament Education Project Mission to Cambodia, which took place on January 6-16, 2004, included Michael Cassandra from the UN Department for Disarmament Affairs (DDA), Betty Burkes, Pedagogical Coordinator for the Hague Appeal for Peace (HAP) and Cathy Hoffman, Director of the Peace Commission for the City of Cambridge, Massachusetts. Betty Burkes reports back from the mission to Cambodia:

Held in Kampong Chhnang and Kampong Thom, the two Provinces where the HAP/DDA Project is currently being implemented, the mission to Cambodia involved ten intense days of collaboration, creation, and learning. Orientation workshops for NGOs, the Education Ministry and Provincial Education Departments informed the education community about the peace and disarmament education curriculum plans. School principals, teachers and trainers gathered ideas and experiences to develop the curriculum and offered feedback after testing it. This HAP/DDA project marks a remarkable participatory process of multiple players and perspectives to improve education and community life in Cambodia.

According to UNESCO statistics, in the last three years Cambodia has increased its education budget from 9% to 17% and decreased its military spending from 45% to 25%. Since 1999, 115,000 weapons have been collected and 150,000 of 240,000 weapons have been registered and stored. Weapons collection programs have been improving however, the collection of automatic weapons remains an issue. Additionally, while gun violence has decreased, other forms of violence persist.

The HAP/DDA project directly facilitates non-violence through the introduction of peace education at the primary level into social studies, and in secondary schools through the morality and civic education curriculum. A non-formal conflict resolution and literacy program in Khmer Rouge communities has been launched with great success.

The Cambodian Peace and Disarmament Project implements and monitors its initiatives through formal teacher training, partnership building, and community involvement. For example, the Peace of Art Project Cambodia (PAPC) being initiated at the Royal University of Fine Arts is a weapons-into-sculpture project providing students with technical and artistic skills as well as opportunities to raise awareness of the need for non-violence in society. Along with transforming guns into art, they will organize publicity and exhibitions around the country. Moreover, a peace library has been established in the local school where students are required to spend one hour per week as part of their school program and aims to involve the community in its ongoing development. Finally, HAP/DDA partners trained Cambodian teachers in a creative peace lesson focusing on violent versus non-violent body language. Some participants posed in violent scenes and then other participants were asked to transform these scenes into peaceful expressions.

As a result of the previous visit from the DDA/HAP team which included individual visits with various small arms reduction efforts, Working Group for Weapons Reduction (WGWR) convened a regular monthly meeting of all parties for networking, information sharing and possible shared initiatives. Meeting with representatives from the (EUASAC) European Union Assistance on Small Arms in Cambodia (Marc Vanhemelryck and Neil Wilford), (JSAC) Japan Assistance on Small Arms in Cambodia (Gemma Kentaro, Kudo Shnichi, Yukino Narumi), and WGWR (Sinthay Neb and Marcos Smith) who now come together weekly to support and share information with each other.

Overall, the mission observed the value of ongoing teacher training coupled with the development and use of educational resources such as the peace and disarmament curriculum. Effective teacher training and consequently, effective student learning is a shared responsibility of administration, teachers and the community. Changing minds about the use of weapons is a long-term goal, yet the mission observes the growth of seeds that have been planted: In a visit to the local secondary school library that houses the Peace "Room" (an area with materials relating to weapons and peace education), the most provocative moment was a question from a male student to Working Group for Weapons Reduction (WGWR). "Why isn't your group called the working group to eliminate weapons rather than only reduce weapons?"

Upon return from Cambodia, Betty Burkes reflects: "The Peace Education team at WGWR is undeterred in their passion and commitment to the children and teachers of Cambodia. They are resilient, their morale is high and the partnership displays a remarkable capacity for living in the midst of immeasurable human suffering in the spirit of peace, non-violence and joy."

## **COLOMBIA**

Amada Benavides de Perez, the Projects Director of the School of Peace Foundation in Colombia updates us with an annual report on their activities. Having made great strides for peace in 2003, the foundation established:

- Young Net, a group whose objective is to engage young leaders, university students and professionals in the process of promoting a peace culture. The groups actively

participated in the Jovenes Bogotá D.C. Project, the Social World-Wide Thematic Forum and two Peace, Life and Liberty Cathedras. Involved in these activities were teenagers, community leaders, university students and natives from various communities of Cauca, Colombia, as well as younger students, teachers and parents.

- Teachers for Peace Net, a program created to support teachers in the promotion of peace and its daily application, was inaugurated on September 11, 2003. The group enjoys an important link with the International Association of Teachers for Peace in various countries such as Argentina, Uruguay, Mexico, and Brazil.
- Schools Net, comprised of more than 30 institutions working permanently for peace individually or in conjunction with School of Peace Foundation. Through their efforts, the following workshops took place: The Coexistence and Culture of Peace in Schools forum, The Body and the Words/New Languages of Peace, and Conflict Resolution and Peace Pedagogies at School.
- The Week for Peace, which took place September 7 to 14, centered on the theme of reconciliation.

## **INDIA**

Azril Bacal prepares to spread the GCPE message at the IV World Social Forum in Mumbai: "I will propose the usefulness of the peace education addendum written by Adina Shapiro and Ghassan Abdullah, our GCPE partners in Israel and Palestine, to future peace treaties, obviously including Palestine/Israel, with a similar appeal to the ministries of education, but also ministries of communication, culture and the arts. In addition, I hope to engage in activities emphasizing that the construction of a sustainable culture of peace needs a holistic approach to education which involves media and communication, internet, cultural and artistic activities, including theatre, music, dance and what not."

Azril also writes: League in Friendship Endeavour (LIFE) has just re-launched its website at <http://www.geocities.com/leagueinfriendshipendeavour>.

## **JAPAN**

The Peace Boat Global University (in affiliation with Hague Appeal for Peace) and Seisen University's Department of Studies on Global Citizenship (Tokyo, Japan) have entered into a formal partnership that seeks to promote peace studies and activities. The two groups plan to expand current Peace Boat activities and curriculum through an active exchange of academic materials and active participation of students and faculty.

Participation in seminars and academic meetings in the area of peace studies will also be encouraged. For more information on the Peace Boat Global University, go to <http://www.peaceboat.org/>.

## **PAKISTAN**

Alyn Ware, our GCPE partner from New Zealand, reports: "The Human Rights Education programme, which includes peace education, directed by Zulfiqar Ali, is now being implemented in 500 schools in Karachi. A children's museum for peace and human rights is also being established, which will include many interactive activities and up-to-date displays."

## **UNITED STATES**

The Hague Appeal for Peace is pleased to report on a number of successful initiatives from our New York office: contact with Ministries of Education, progress of our Working Group on Women, Peace and Security and incredible response from our network of peace educators.

Over the past couple of months, Kathleen Tordini, Program Director of Hague Appeal for Peace (HAP), and Margot de Brujon, HAP intern, have been contacting Ministers of Education to share information and also inquire about current peace education-related initiatives within their countries. Correspondence has been positive demonstrating the growing interest and activism in peace education taking place across the globe. We have received correspondence from Ministries of Education in South Africa, The Netherlands, and Palestine. These comments include:

- Professor Kader Asmal, MP, Minister of Education for South Africa reports that in 2001 the Ministry developed a Manifesto on Values, Education and Democracy. The Manifesto outlined the promotion and inclusion of values such as democracy, social justice, equality, non-racism, non-sexism, ubuntu (a Nguni word for humaneness and human dignity), respect, and reconciliation into primary and secondary schools. Such values are integral in transforming former curriculum, which marks significant departure from apartheid education.

On July 28, 2003, the Ministry teamed up with the International Committee of the Red Cross to implement a new program entitled Exploring Humanitarian Law. The preliminary pilot of this program is scheduled to kick-off in April 2004 in 20 selected schools in the provinces of Mpumalanga and Western Cape. Promoting values of peace, respect and democracy are at the forefront of these educational reforms in the Republic of South Africa.

- Ms Van der Hoeven, the Dutch Minister of Education of the Netherlands, proudly notes that values of respect in regards to cultural and religious differences are longstanding educational values found in primary school curriculum. Various days throughout the year are reserved for specialized lesson plans that promote the values of peace and respect. In an effort to battle discrimination and increase world peace, the Anne Frank Foundation distributes the Anne Frank Journal to children in primary and secondary education on an annual basis. Each year May 4-5 in recognition of WWII victims, students in grade 8 receive a booklet entitled "Pass on Freedom", along with educational materials for teachers and parents to aid in the

discussion of the information it provides. Finally, in collaboration with groups of the Remembrance Centre Camp Westerbork, the Ministry of Education is developing educational material concerning the Holocaust to be implemented in primary and secondary schools.

- Dr. Thiab Ayyoush, Secretary General of Council for Higher Education of Palestine, commended the Global Campaign for Peace Education and vowed his commitment to the further development of peace curriculum not only at the primary and secondary levels, but to also include colleges and universities. In partnership with Dr. Ghassan Abdullah, our GCPE partner in Ramallah, the Secretary General expressed interest in developing a plan or program to discuss with the Minister of Higher Education, Dr. Naim Abu-Elhommos.

We commend the Ministries of Education in South Africa, The Netherlands and Palestine for their efforts to integrate peace education into core curricula and encourage our active network to further support these initiatives.

On January 27, a unique roundtable addressing "Towards International Peace and Human Security: Advancing Prevention, Participation and Protection in the Work of the Security Council" was co-sponsored by the Permanent Missions of Canada, Chile and United Kingdom to the United Nations and the NGO Working Group on Women, Peace and Security. As active members of the Working Group on Women, Peace and Security, Cora Weiss, Remi Alapo and Kathleen Tordini from the Hague Appeal for Peace were among approximately 50 representatives from various United Nations Missions and Civil Society Organizations who participated. UN and CSO representatives were evenly divided into breakout groups to engage in discussion about more effective implementation of Resolution 1265 & 1296 (Protection of Civilians in Armed Conflict), 1325 (Women, Peace and Security), 1366 (The Role of the Security Council in the Prevention of Armed Conflict), and 1460 (Children in Armed Conflict) and later reconvened to share their recommendations. Recommendations will be integrated into the second roundtable set for late spring 2004. This event proved a remarkable step forward in building working relationships between NGOs, member states and UN agencies.

A UN representative, the Israeli-Palestinian Parents Circle for Bereaved Families and women working in Iran have expressed interest to HAP to locate peace educators and lesson plans to support potential peace education initiatives in Iran, Afghanistan, Israel, and Palestine. HAP's extensive network collected nearly 100 responses! All responses were forwarded to those requesting the resources. We are proud of the caliber of our network and applaud the eagerness to help promote peace education.

## **II. GCPE PARTNER FEEDBACK – “From the HAP Practitioners”**

**Betty Evans, Peace and Disarmament Education Coordinator in Peru** writes:  
"Greetings from Peru! We are excited to hear that the Spanish version of Learning to Abolish War is close to being published. This is a great motivation for all of us doing our little share from our own end of the world, but having materials that bring us all together and strengthen our global commitment and initiatives is a source for rejoicing and

celebration. These are good solid steps to counteract so much war and violence throughout our planet. We're also producing our own materials for teachers and students in the public schools of the marginal areas in Lima and most probably could be enriched with those educational modules. We're looking forward to being part in the dissemination of them. The best to all in this New Year, hoping for new signs of Peace and Love throughout the world."

### III. CONFERENCES & SEMINARS

#### **Educating During Crisis and War: The Initiatives of a Palestinian-Israeli Joint Educational Association in Minimizing the Effects of Violence and Terror**

Co-organized by: Teachers College Peace Education Center & Hague Appeal for Peace  
Global Campaign for Peace Education

February 9, 2004

5-7 pm

Teachers College - Rm. 136 Thompson Hall  
525 W 120th Street (Between Broadway/Amsterdam)  
New York, NY 10025

All are welcome to attend

More info: [peace-ed@tc.edu](mailto:peace-ed@tc.edu) or call 212-678-8116

#### **Encounter for a Culture of Peace II: Peace Education    October 21-23, 2004**

Barcelona, Spain

Organized by Fundacion Por la Cultura de Paz and Hague Appeal for Peace  
Co-Sponsored Generalitat de Catalunya, Ayuntamiento de Barcelona, Diputaci3n de  
Barcelona and Rotary Club International - *List in formation*

The goal of *Encounter for a Culture of Peace II: Peace Education* is to build an understanding that to achieve a culture of peace we need to engage parents, students, teachers, youth, the media, and policy makers in integrating peace education into curricula, communities and daily life.

Our conference will bring together practitioners, Ministers of Education, parliamentarians, journalists, NGOs, family associations, universities, experts, and grassroots activists to take part in interactive dialogue. We hope to emerge with a strategy to use at the local, national and international levels for the promotion of peace education as an integral part of family and community life, curricula at all levels and teacher training worldwide.

It is time for war to be put on the shelf of history with slavery, colonialism and apartheid. Peace education is one sustainable way of reaching this goal and of building peace in our daily lives.

**No Peace Without Peace Education: To Reach Peace, Teach Peace.**

To register and for further information contact:  
Kathleen Tordini  
Program Director  
Hague Appeal for Peace Global Campaign for Peace Education  
777 UN Plaza  
New York, New York 10017  
Tel: 212.687.2623  
Fax: 212.661.2704  
[Barcelona2004@haguepeace.org](mailto:Barcelona2004@haguepeace.org)  
[www.haguepeace.org](http://www.haguepeace.org)

**International Peace Research Association Conference  
Peace Education Commission**

Sopron, Hungary  
July 5-9, 2004

**CALL FOR PAPERS!!** The Peace Education Commission (PEC) of the International Peace Research Association (IPRA) invites submissions for the 2004 conference. For more information about the conference, see details at: <http://www.human.mie-u.ac.jp/~peace>.

The theme of the conference is "Pathways to Peace: Educational Issues in the Context of Globalization". Globalization is a force that continues to comb the world today and one that has brought about much contention among various political, social, economic, and religious groups who experience its impact in both negative and positive ways. We invite you to participate in the discussions of this 2004 conference by presenting a paper, reporting on your local area, and/or by telling of your own personal experiences. PEC is also open to paper submissions that discuss the broader theoretical, philosophical, practical and experimental aspects of peace education.

The deadline for receipt of paper submissions is **February 15th, 2004**. Please send a one-page abstract, your name, institutional affiliation, and address. We encourage those whose papers are accepted to submit them to the Journal for Peace Education for publication. Contact Jon Synott, Editor at: for journal details.

Please send your submission to: B. Jeannie Lum, Ph.D.  
Associate Professor  
University of Hawai'i, at Manoa  
College of Education, Wist 109  
1776 University Avenue  
Honolulu, HI 96816  
Email: [jlum@hawaii.edu](mailto:jlum@hawaii.edu)  
Or fax to (808) 956-9100

## **Europe, Youth, Globalization**

Strasbourg, France

May 5-9, 2004

Presented By: The Directorate of Youth & Sport and The North-South Centre of the Council of Europe

Please visit [www.nscentre.org](http://www.nscentre.org) for more information and to register for participation in this event. The application deadline is **February 1, 2004**.

## **IV. JOB POSTINGS**

### **Peace Studies Instructor**

Colgate University's 30-year old, interdisciplinary Peace Studies Program is seeking candidates for a one-year position teaching courses in Peace Studies at all levels, with an emphasis on conflict or conflict resolution in a particular world area (Latin America, Africa, Central Asia, Southeast Asia, Europe). Candidates will be expected to teach courses on two of the following topics: Conflict Resolution, Nationalism, Social Movements, Women and Peace, or War, State and Society; as well as teach an upper-level course in a regional conflict. Candidates will also be expected to contribute to Colgate's all-university liberal arts Core curriculum.

Applicants should be a Ph.D. or Ph.D. candidate (degree expected by start of appointment). Please submit your application letter, CV, supporting materials including at least two reference letters, immediately (review of applicants will begin March 12, 2004):

Nancy Ries  
Director, Peace Studies Program  
Colgate University  
13 Oak Drive  
Hamilton, NY 13346-9778

## **V. PEACE EDUCATION PROGRAMS**

### **"Give Peace a Chance"**

#### **Certificate in Peace and Reconciliation Studies by Distance Learning**

The Centre for the Study of Forgiveness and Reconciliation at Coventry University is offering a ten-week certificated course in Peace and Reconciliation Studies, available on the Internet. The programme is intended for graduate students, and more specifically for personnel in academia, government, civil service, NGOs or other institutions concerned with issues of peace, conflict transformation, forgiveness, and reconciliation. The program is built around a set of interrelated topics and issues including peace and violence; theory of "peace by peaceful means"; forgiveness, reconciliation and justice: current debates; peacemaking; conflict transformation; justice issues; mediation skills; and, links between religion, personal values and peacemaking.

If you are interested in finding out more about the course, please

1. Go to <http://www.coventry.ac.uk/>
2. Click the link Learn Online (in the column about)
3. Click the link Login to myWebCT - to see all your modules and courses
4. Your username and password is: guest.peace
5. Click the link Information on 'Peace and Reconciliation Studies

**Youth Transforming Conflict: *A local capacity building project for West African youth leaders/organizations***

February 16-29 and March 15-27, 2004

The program seeks to strengthen the local capacities of youth leaders in peace building and conflict transformation and provide skills and abilities to develop new partnerships and projects dealing with conflict transformation and peace building in their communities, region and beyond. Youth Transforming Conflict offers an opportunity for learning, meeting, networking, sharing and discussing issues of major concern. It aims to address and strengthen the role of youth in the prevention of conflicts and further develop the African Network of Young Peacebuilders as an effective instrument for advocacy, empowerment and collective action.

For more information: <http://www.unoy.org/>

**XIX ENCONTROS DE EDUCACION PARA A PAZ**  
***“Violencia e medios de comunicación”***

**24-28 de Marzo de 2.004**

*Escola Galega de Administración Pública*  
EGAP (Polígono de Fontiñas)

**Contact:**

*Seminario Galego de Educación para a Paz*

(Basquiños 33-1° B)

15704- Santiago de Compostela

Tfnos: 981-561956/ 981-554053

Fax: 981-561956

E-Mail: [paz@sgep.org](mailto:paz@sgep.org); URL: <http://www.sgep.org/>

<b>VI. PEACE EDUCATION RESOURCES</b>
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**Newz Crew Program**

Do you work with high school-aged youth? Are you looking for online projects to help them learn about current events, improve communication skills, think about global issues, and spend time online?

Newz Crew ([www.NewzCrew.org](http://www.NewzCrew.org)) is the project for you, where today's youth discuss tomorrow's news. During the first week of February, the site will be officially launched, offering youth small groups of their own that last for three weeks (with the option to endlessly renew).

Each dialogue group is assigned its own news article, provided by the NewsHour with Jim Lehrer, and is monitored by Global Kids Leaders (high school students in Global Kids' [[www.globalkids.org](http://www.globalkids.org)] youth leadership program). The site will also offer a Teacher's Lounge, for educators to download news-related lesson plans for incorporating the Newz Crew into their curriculum, as well as monitoring tools to track the youth's activities.

If you are interested in signing up, please contact Barry Joseph at [newzcrew@globalkids.org](mailto:newzcrew@globalkids.org) or simply visit Newz Crew at [www.newzcrew.org](http://www.newzcrew.org).

### **“Alternatives to war: Colombia's peace processes”**

Forty years of protracted armed conflict have created a horrific legacy of violence and humanitarian crisis in Colombia. Yet they have also resulted in a wealth of innovative peace initiatives, instigated by individuals and institutions from across the political spectrum, working at every level and from every sector of society.

This Accord issue provides an introduction to peacemaking efforts spanning three decades. It presents the extraordinary work of people at grassroots, regional and national levels, and documents the highlights of formal peace processes with the Revolutionary Armed Forces of Colombia (FARC), the National Liberation Army (ELN), other smaller guerrilla groups, and more recently the paramilitaries. The authors identify the successes and obstacles encountered in these efforts, pinpointing lessons to inform practice and policy in the search for a peaceful settlement. They stress the need to learn from past peace processes so that a future model of conflict resolution can harness greater public participation, ensure respect for human rights, build consensus on and commitment to the negotiating agenda, as well as strengthen constructive international cooperation and enhance democratic processes.

To order a copy, please e-mail [accord@c-r.org](mailto:accord@c-r.org), or write to: Accord Marketing, Conciliation Resources, 173 Upper street, London N1 1RG, UK. It is also available in full in web format from the CR web site <http://www.c-r.org/accord/col/accord14/index.shtml>

### **“Peace Education at the End of a Bloody Century”**

Ian M. Harris of the University of Wisconsin-Milwaukee has recently published an article entitled “Peace Education at the End of a Bloody Century.” Below is an abstract of the article that can be found in Educational Studies, Volume 34, Number 3, Fall 2003.

At the beginning of the twenty-first century people are clamoring for peace education to help build a more peaceful future, a task that obviously failed during this last century of holocausts, nuclear weapons, environmental destruction, species extermination, and ethnic cleansing. This paper focuses on four challenges peace educators face at this crucial juncture: How can we replace a military culture with a nonviolent culture? How can we convince people to put resources into supporting peace education? How can we produce

research that demonstrates the value of teaching young people how to behave peacefully?  
And, How can we develop peacebuilding strategies in our schools?

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

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

The Global Campaign for Peace Education has two goals:

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

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