

# **Developing Democracy Through Peace Education: Educating Toward a World Without Violence**

Linza, Albania

October 20-24, 2004

Sponsored by the Hague Appeal for Peace  
Global Campaign for Peace Education



## **CONFERENCE REPORT**

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## **Developing Democracy Through Peace Education: Educating Toward a World Without Violence**

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### **Conference Highlights**

Highlights from the enormously successful international conference on *Developing Democracy Through Peace Education: Educating Toward a World Without Violence* in Albania sponsored by the Hague Appeal for Peace (HAP) include:

- Outstanding diversity and representation: participants came from 27 different countries and included UN representatives, peace educators and organizers, youth and representatives of Ministries of Education from Cambodia, Niger, Palestine, Peru, and Sierra Leone;
- An amendment to the definition of peace education to include traditional peace practices, thanks to Catherine Odora Hoppers, member of the International Advisory Committee (IAC) of the GCPE;
- The Tirana Call signed by all participants;
- Successful meetings of the United Nations Department for Disarmament Affairs (UNDDA)/ HAP four country partners, HAP staff
- Launch of the working draft on Peace Lessons from Around the World and establishment of a consultative editing committee for further development;
- Renewed commitment and revision of Terms of Reference for the GCPE IAC;
- Election of Ghassan Abdullah and Adina Shapiro as new Co-Chairs of the Steering Committee;
- IAC Members adopted UNDDA/ HAP partners for mutual consultation, increasing their networks and integrating them into the GCPE;
- Concrete strategies of action for sustainability of the four UNDDA/ HAP partner countries including increased partnership with Ministries of Education;
- Other countries such as Palestine and Sierra Leone were inspired to replicate similar peace education programs;
- Abbas Collier, Deputy Minister of Education, Sierra Leone presented the Tirana Call to the parliament cabinet upon return to Freetown;
- Members of the IAC have conducted widespread outreach of the Tirana Call: Barbara Wien who is based in Washington D.C., reported that the Call was sent to 300 U.S. university peace studies programs and countless school teachers and children; Elton Skendaj in Albania disseminated the Call to all attending the Balkans meeting of the Working Group on Prevention of Armed Conflict; Adina Shapiro brought it the attention of the Ministry of Education in Israel; and Peace Boat in Japan posted it on their website and;
- Commitments by youth participants to contact Ministries of Education in their respective countries in order to further advocate the integration of peace education by letter writing, follow-up interviews and disseminating the Tirana Call.



HAGUE APPEAL  
FOR PEACE

## Narrative Summary



UNDDA HAP Partners. Back row L to R: Marcos Smith, Olivia Martin, Michael Cassandra, Betty Evans, Thavory Huot, Frank Brodhead, Kathleen Tordini, Elton Skendaj; Front row L to R: Idi Cheffou, Cora Weiss (Absent: Betty Burkes)

(UNESCO, Paris, 1995), launching the working draft of “Peace Lessons From Around the World”, strengthening our international network and Global Campaign for Peace Education (GCPE) for the implementation of peace education as an integral part of school curricula, teacher training and community education worldwide, sharing progress of peace and disarmament education in local and national programs to enhance our current initiatives, and adding traditional peace practices to our definition of peace education.

UN Under Secretary-General and Representative for the Least Developed Countries, Landlocked Developing Countries and Small Island Developing States, Anwarul Chowdhury, opened the conference with a strong endorsement of the GCPE. “In our everyday life, we find tremendous inspiration in the Hague Agenda, in the Global Campaign for Peace Education, in the wealth of concrete initiatives that are mushrooming around our battered planet, in the variety of programs, tools and resources, such as the immensely valuable resource packet of the Campaign, on “Learning to Abolish War: Teaching Toward a Culture of Peace”, that show us that a true culture of peace can be achieved.” (See Appendix #2).

The HAP conference was preceded by a 2 ½ day encounter of the Steering Committee and National Coordinators of the UNDDA/ HAP pilot project, “Developing Peace and Disarmament Education Initiatives to Disarm Children and Youth.” A series of workshops and brainstorming sessions focused on 1) preparing for the remaining months of the project, 2) sharing successes, challenges and information on how to maintain the projects and 3) devise ways to replicate them. Partners from Peru, Niger, Cambodia, and Albania were joined by UNDDA’s Michael Cassandra, Betty Burkes, HAP Pedagogical Coordinator, Frank Brodhead, UNDDA staff, Cora Weiss, HAP President, Kathleen Tordini, HAP Program Director, and Cathy Hoffman, Peace Education Facilitator.

The Project Coordinators reported on the progress of their projects including an increase in personal safety since the removal of many guns in their communities, creation and adoption of their peace and disarmament education curricula at the national level in required courses, extra-curricular

From October 20-24, 2004, the Hague Appeal for Peace hosted an international conference entitled Developing Democracy Through Peace Education: Educating Toward a World Without Violence just outside the capital of Tirana in the town of Linza, Albania. UN representatives, peace educators, organizers, and youth from 27 countries were joined by representatives of Ministries of Education from Cambodia, Niger, Palestine, Peru, and Sierra Leone (See Appendix #5). Goals of the meeting

included further augmenting the Integrated Framework for Action on Education for Peace, Human Rights and Democracy

and/ or cross-curricular activities, continuous principal and teacher training, implementation of non-formal community activities such as the Flame of Peace where knives were collected by students and a ceremonial bonfire solemnized the occasion attended by 3,000 people, radio interviews and youth “Peace Messengers” where students disseminate messages of peace and disarmament within and across townships. In Albania and Niger, the project fostered the establishment of local NGOs, while in Cambodia and Peru, the existing local NGOs added new programs on peace and disarmament to their activities.

Strategies were also identified to help sustain the projects when funding ceases in January 2005 which included strengthening initiatives for teacher training and mainstreaming of peace and disarmament issues in national curriculum, fostering relationships with Ministries of Education and increasing community involvement to raise expectation levels for this type of education.

Representatives of Ministries of Education participated in a stimulating panel on the necessary relationship of peace education to democracy. They gave insight into the level of violence in their regions, their contextual understanding of peace education and the progress made to inculcate democratic values into their societies. A subsequent panel included Michael Cassandra of the UNDDA and HAP Peace and Disarmament Education Coordinators from Albania, Cambodia, Niger, and Peru who shared their innovative approaches and learning experiences in both formal and non-formal education as well as strategies for sustaining the projects after funding ends in January 2005.

We arranged a site visit to the town of Gramsh where the UNDDA/ HAP Peace and Disarmament Education project has been endorsed by the mayor and town officials. Gramsh, an isolated area engulfed by a vast mountain range, is a symbolic location of this project since it once safeguarded a gun pyramid scheme during the Albanian Communist regime and where the UNDDA has designed a weapons for development exchange with the UNDP. Our visit was embraced by the local school and community and included a lively school tour where students expressed great interest in continuing the project, heartfelt interviews with town officials, faculty and students on the transformation they have experienced and authentic ethnic performances by children, teachers and parents to celebrate progress made. Participants of the HAP conference were inspired by the ideas and approaches of the Gramsh project. Margaret Melkonian, HAP Vice President commented, “In Gramsh, hope was present.”



Working groups of Ministry representatives, UN representatives and Peace Educators reflected on the past two days of the conference with particular focus on examples of how peace education has supported a climate of non-violence, mental disarmament and capacity for democratic participation in schools and societies. Next, groups used the UNESCO Integrated Framework as a platform to guide discussion on effective, tested strategies and creative, new ways of confronting today’s crises. Discussions emerged with the development of the Tirana Call and revised objectives for the GCPE. These documents outlined collective desire and action steps to further integrate peace education into school systems and communities.

Finally, the HAP meeting ended with a speech delivered by Michael Cassandra, Chief, Monitoring, Database and Information Branch, UNDDA (See Appendix #4) at a joyful celebration in honor of UN Day. “Let me acknowledge the breadth that the implementation of [the disarmament and peace education program] took on, a true human security agenda embracing human rights, environmental and development education,” Mr. Cassandra said. “This has been, for UN disarmers, a true lesson learned. Another lesson has been one in humility as the project is taking place in four poor and developing countries that had been steeped in violence. In each one, teachers, principals, administrators have not only demonstrated devotion, but true courage in taking on the goal of peace and disarmament education, and ushering into their classrooms such values as freedom of expression and power sharing, planting seeds for change in the local community and wider society.”



Synergy of the GCPE partners with representatives of Ministries of Education increased consciousness of the need for collaboration. In engaging in dialogue with our network of international practitioners, Ministry of Education representatives were exposed to the depth and breadth of various peace education work and encouraged to become part of the global movement for a culture of peace.

In conclusion, the HAP conference in Albania reinvigorated commitment and inspired new efforts of the participants who came together. Numerous email exchanges among participants expressed deep appreciation for our meeting. “Thank you for giving me renewed strength and energy,” wrote Barbara Wien. “With you and because of you, I know that another world is, indeed, possible. We are creating the change we wish to see.”



## THE TIRANA CALL FOR PEACE EDUCATION

Peace education prevents violence and builds a culture of peace in the midst of injustice, war and all forms of terrorism. Thus concluded representatives of ministries of education, intergovernmental, and civil society organizations convened by the Hague Appeal for Peace on October 20-23, 2004 in Tirana, Albania.

We are inspired by the powerful results of the United Nations Department for Disarmament Affairs and Hague Appeal for Peace partnership program for peace and disarmament education in Cambodia, Peru, Niger and Albania. These four pilot projects are succeeding remarkably in integrating peace education into their national systems of education. We experienced the impact of the Albanian program in the city of Gramsh, where the entire community, including the mayor, has embraced peace and disarmament education.

*We call* on all ministers of education, regional, and local authorities to replicate these achievements, exchange experiences, and integrate peace education into all pre-school, primary and secondary school systems, tertiary institutions, and teacher training programs.

*We call* on our colleagues to commit to the dissemination of examples of these successful programs throughout the world, and to give a special emphasis to non-formal, informal, youth and community-based education.

Peace education is a participatory holistic process that includes teaching for and about democracy and human rights, nonviolence, social and economic justice, gender equality, environmental sustainability, disarmament, traditional peace practices, and human security.

*We call* on everyone in all countries to intensify this multi-cultural Tirana dialogue, in which people from 27 countries\*, 4 continents and 4 religions participated.

*We commit* ourselves to the vigorous implementation of the 1995 UNESCO Framework for Action; the United Nations Universal Declaration of Human Rights; the Convention on the Rights of the Child; Security Council Resolution 1325 on Women, Peace and Security; and the Hague Agenda for Peace and Justice for the 21<sup>st</sup> Century, to help prevent personal and structural violence and do away with armed conflict.

*We call* on all governments, intergovernmental and civil society organizations, educators, and peoples of the world to replace the law of force with the force of law.

Signed:

### **Education Ministry Representatives**

Dr. Thiab Ayyoush, Palestine  
Dr. Gabi Baramki, Palestine  
Darcy Calderon Rojas, Peru  
Abdourahamane Daouda, Niger  
Abass M. Collier, Sierra Leone  
Mao Veasna, Cambodia

### **United Nations Representatives**

Michael Cassandra, UN DDA  
  
Ambassador Anwarul K  
Chowdhury, Under-Secretary-  
General and High Representative  
for the Least Developed  
Countries, Landlocked  
Developing Countries and Small  
Island Developing States

### **Civil Society Representatives**

Hague Appeal for Peace GCPE  
Stockholm University Institute of International  
Education  
Youth Network for Peacebuilding, UNESCO  
Teachers College Peace Education Center, Columbia  
University  
Center for Peace and Justice, Lebanese American  
University  
Middle East Children's Association  
Nat'l Comm. For Democracy and Human Rights, Sierra  
Leone  
Working Group for Weapons Reduction, Cambodia  
Center for Study and Work on Latin America (CETAL)  
Galician Seminar of Education for Peace  
Long Island Alliance for Peaceful Alternatives Uppsala  
Network on the Culture of Peace  
Center for Peace Education, Miriam College  
International Baccalaureate Organization  
Albanian Center for Peace and Disarmament Education

UNOY Peacebuilders  
Educating Cities, Latin America  
International Peace Bureau  
EDUCA, Peru  
Fundación Escuelas De Paz  
Peace Brigades International  
Norwegian Peace Alliance  
IPPNW  
IALANA  
Peace Boat Global University  
EURED  
Int'l Peace Agency, Brazil  
Cambridge Peace Commission  
Kenya Youth Foundation  
Global Youth Action Network  
Mision Rescate: Planeta Tierra,  
Mexico

\* *Albania, Argentina, Austria, Bangladesh, Bosnia and Herzegovina, Brazil, Cambodia, Canada, Colombia, Germany, Israel, Kenya, Lebanon, Mexico, Netherlands, Niger, Norway, Palestine, Peru, Philippines, Sierra Leone, South Africa, Spain, Sweden, Switzerland, UK, USA*



## Hague Appeal For Peace Global Campaign for Peace Education's International Advisory Committee **TERMS of REFERENCE**

From October 20-24, 2004, 16 of the 24 members of the International Advisory Committee (IAC) were able to attend the Hague Appeal for Peace (HAP) conference in Tirana, Albania. Materials for our review had been prepared by Global Campaign for Peace Education's (GCPE) Program Director, Kathleen Tordini. These included a brief statement about the IAC's terms of reference.

We met on three occasions and it was clear that revision was necessary concerning our role in GCPE, notably that GCPE "is *directed* by an International Advisory Committee." In order to resolve this concern, Phil Thomas produced a draft proposal which was considered during the final session. The committee heard the proposal, discussed and agreed to review this proposal which met with general approval. It must however be emphasized that since it was written just before the session began, committee members were only able to discuss an oral version of the proposal. After circulation of the proposal more detailed consideration of all IAC members, the following revised draft has been developed.

### **IAC TERMS of REFERENCE**

#### **1. Membership**

Membership of the IAC consists of invited peace education advocates and activists with proven success in their own fields. The Committee is chosen to ensure a balance of nationalities, languages, regions, age and gender. Upon membership, they are expected to support and endorse the goals of the GCPE as outlined in the Hague Agenda for Peace and Justice in the 21<sup>st</sup> Century and the Campaign's brochure.

#### **2. The Role of IAC Membership**

- As individual members they may:
  - Promote the GCPE in other arenas where appropriate
  - Represent the campaign at such opportunities as seminars, meetings, speaking engagements, and forums organized by Educational and Cultural Ministries
  - Contribute articles on the work and achievements of the Campaign to relevant professional journals, educational publications and newspapers
  - Support the GCPE Program Director within the areas of their own competencies
  - May monitor the translation of GCPE materials in their mother tongues
  - Contribute to the monthly e-newsletter and the interactive website
  - Adopt a partner of the UN DDA/ HAP partnership for continued and mutual professional guidance
  
- As members of the Committee they may:
  - Collectively advise and offer ideas on Campaign matters
  - Provide GCPE with advice on the materials it produces i.e., peace education teacher training manuals
  - Reviews Campaign objectives every two years
  - Contribute to the planning of Campaign conferences
  - Act as evaluators or suggest external evaluators of the effectiveness of the Campaign's strategies and actions

- Support and contribute to the network of GCPE activists under the guidance of the Campaign's Director
- Learn from the rich experiences of their fellow IAC members

### **3. Organization**

- IAC members may suggest more members as the Committee agrees necessary
- It meets annually, but periodically interacts via email and telephone conferences
- Its work is facilitated by a Steering Committee including the Campaign Director to formulate and monitor the two year campaign schedule. This Steering Committee is selected by the IAC for a two year term of office. Its members should reflect the IAC's regional and gender diversity. The Steering Committee elects its own Chairperson(s). The Chairperson(s) represents the IAC as an ex officio member of the HAP Board of Directors.

**These Terms of Reference are adopted as of November 19, 2004.**



Hague Appeal for Peace Global Campaign for Peace Education  
International Advisory Committee  
**2004-2005 GOALS**

### **Group Commitments**

As a learning group that includes youth and UNDDA/ HAP partners, the following 2 projects have been selected as the IAC 2004-2005 priorities<sup>1</sup> bulleted with steps for implementation:

#### **1. Advise on the Development and Launching of *Peace Lessons from Around the World***

- **Content**

Second draft will be sent January 7, 2005. Provide feedback and submit any additional lesson plans and/ or stories by January 21. Additional comments are requested by January 21, 2005. The next draft will be submitted to the IAC February 11, 2005. Final editing is February 25.

- **Distribution/ Tracking**

To assist in developing a strategy, IAC members are requested to respond to the following questions. Responses are not a formal commitment, rather they permit the SC develop strategies and then bring them to the IAC.

- **Assessment of Use**

IAC members support outreach by providing the following information: Approximately how many copies of the book would you disseminate, to whom and where? For example, would you request 10, 100, 500, 1000, 5,000, 10,000? Would you disseminate the book to schools, teachers, teachers trainers, other? Given your responses, how much would you be able to afford per book e.g., \$5, \$10, \$15, \$20, etc.? What methods of evaluation can you offer for this book?

**2. IAC as a learning group** whose conclusions can be implemented in furthering the integration of Peace Education globally. The next meeting will take form in a couple days of workshops dedicated to the topic of **EVALUATION**. (A recommended topic for future meetings of the IAC as a learning group can be methods of Youth Inclusion - See attached "October Minutes").

With evaluation, we can jointly explore, *how do we measure and prove the impact of our work?*

- The weak link for peace education is the ability to measure concrete results. In order to promote and advocate the field we must show that a) it is measurable and b) that some experiences have yielded positive results;
- In order to assist practitioners on the ground, we must provide tools to measure impact rather than just the struggle to promote programs. This endeavor will motivate and substantiate the field of peace education;
- The group of IAC members are an extraordinary combination of grassroots educators and academics who together pool incredible knowledge and experience. Therefore, it seems appropriate that this group come together to evaluate concrete work while assessing and implementing methods of evaluation. This effort will both benefit IAC members as well as use their collective knowledge to promote the aforementioned points.

Tackling the topic of evaluation will have **Two Phases**:

- **Phase 1** will be the workshop itself. This will contain 3 elements:

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<sup>1</sup> Please see page 3 for IAC Meeting Points and Individual Commitments.

- a) Experience in evaluation from the UNDDA/ HAP projects
- b) Experience in evaluation from the IAC member organizations
- c) Theoretical background from external professionals in the area of evaluation

The workshop will be prepared in consultation with two experts in evaluation. Participants will be IAC members only. Non-IAC participants will be HAP Board, staff, outside experts, and 1-2 professional facilitators. The outcome of this workshop will be to publish summary reports to crystallize the meaning of evaluation and gather methods of evaluation for peace education.

- **Phase 2** will be implemented for 2 years from the date of this upcoming meeting. Continued reports will focus on actual measurement and concrete findings i.e., *what does evaluation yield?*

**Here is what we are asking from IAC members:**

1. Your feedback on the general rationale and next steps;
2. Depending on funding and availability, what time during July 2005 would you be available for this workshop? Specific dates in July 2005 or other dates near this time?
3. Suggested names of experts on evaluation (please consider that we will not be able to bring everyone on board in order to keep the process intimate and efficient.).

**Please respond to these questions by December 10.** Assuming that the general idea is accepted, we will update you by December 17. Next, we will inform you on the experts who have been brought on board, suggested dates for this workshop and a general outline.

## Conference Background Paper

Violence, terrorism, fundamentalism, spurning international law, and unilateral acts of intervention threaten peoples' security around the globe. There are educators and community activists focused on peace that are envisioning and acting to build a safer, more democratic future. Politicians and media frequently heighten a sense of alarm increasing fear and suspicion within and among individuals and societies.

In this climate, how are we responding to violence, terror and division in ways which foster and build a future of optimism and hope? Peace education poses this question and seeks viable alternatives.

In a culture of violence and terrorism, how do we ground ourselves in traditions and practices of nonviolence and respect? How do teachers in the midst of violence choose ways that model peace making? And, how do students and the community replicate nonviolent behaviors and develop peaceful attitudes?

**Developing Democracy Through Peace Education: Educating Toward a World Without Violence**, hosted by the Hague Appeal for Peace, will bring together its Board of Directors, International Advisory Committee, four-country Peace and Disarmament Education Project Coordinators, representatives from Ministries of Education, and representatives from the United Nations to share experiences on how to develop democracy through peace education.

Our meeting will examine the characteristics and difficulties of current "security" systems. We will look at the root causes of violence and terror. We will share experiences and stories that inspire and promote the replication of successful peace and disarmament education around the world. We will see how peace education shapes democratic processes and promotes social change. The partnerships we build among educators, civil society organizations and Ministries of Education will deepen democratic social systems through the protection of human rights and greater, more authentic participation by civil society.

Our meeting aims to:

- Bring practitioners and representatives of Ministers of Education into dialogue;
- Further augment and carry out the *Integrated Framework for Action on Education for Peace, Human Rights and Democracy* (General Conference of UNESCO, Paris, 1995)
- Launch working draft of "Peace Lessons From Around the World," a sequel to Book II of *Learning to Abolish War: Teaching Toward a Culture of Peace* for feedback;
- Strengthen our international network and Global Campaign for the implementation of peace education as an integral part of school curricula, teacher training and community education worldwide and;
- Share progress of peace and disarmament education in local and national programs through presentation of the framework and approaches from the Hague Appeal for Peace and UN Department of Disarmament Affairs partnership in order to strengthen our own initiatives in our respective regions.

This experience will be an opportunity to strengthen relationships, to deepen our conversations and to sharpen our strategies and vision at the local, national and international levels to move from a culture of violence to a culture of peace. It is hoped that Ministers of Education will:

- Agree to adopt system-wide peace education approaches based on the learning in pilot

projects in Albania, Peru, Niger and Cambodia where peace and disarmament education have been introduced to sustain the removal of small arms and;

- Undertake and report progress on the measures adopted in the *Integrated Framework for Action on Education for Peace, Human Rights and Democracy* (UNESCO, Paris, 1995) and suggest urgent new measures;

It is hoped that all partners will:

- Join with their country's Ministry of Education to closely support the integration of peace and disarmament education into their national systems;
- Collaboratively promote GCPE goals;
- Identify practices, resources and partners to enhance current initiatives;
- Review and offer feedback on working draft of *Peace Lessons from Around the World*;
- Increase awareness of link between peace education and democracy through publication and outreach.



## CALL for PAPERS

### Papers on: Developing Democracy Through Peace Education: Educating Toward a World Without Violence

The Hague Appeal for Peace Global Campaign for Peace Education would like to cover the diversity of our perspectives on the topic of Developing Democracy Through Peace Education: Educating Toward a World Without Violence. We kindly ask you to respond to the following 4 questions:

The Hague Agenda for Peace and Justice in the 21<sup>st</sup> Century reflects the four major strands of the Hague Appeal:

- Root Causes of War/ Culture of Peace
  - International Humanitarian and Human Rights Law and Institutions
  - Prevention, Resolution and Transformation of Violent Conflict
  - Disarmament and Human Security
1. Which of the four major strands does your work most address and why?
  2. Through the lens of this strand, how would you respond to the notion of *Developing Democracy Through Peace Education: Educating Toward a World Without Violence*?
  3. What does this notion mean to you from your region of the world, as a formal and/ or informal peace educator?
  4. What objectives would you set to achieve and sustain it, what challenges might you foresee and from what would you draw inspiration?

#### Papers were submitted by:

- ☞ Azril Bacal, Peru/Sweden
- ☞ Alicia Cabezudo, Argentina
- ☞ Loreta Castro, Philippines
- ☞ Amada Benavides, Colombia
- ☞ Margaret Dabor, Sierra Leone
- ☞ Celina Del Felice, Argentina/Netherlands
- ☞ Irma Ghosn, Lebanon
- ☞ Kathy Matsui, Japan
- ☞ Tom Onyango, Kenya
- ☞ Marcos Smith, Cambodia
- ☞ Alyn Ware, New Zealand

For the full text of all papers submitted on “Developing Democracy Through Peace Education” please visit <http://www.haguepeace.org/tirana/tirana.php>



## Developing Democracy Through Peace Education: Educating Toward a World Without Violence

Linza, Albania  
October 20-24, 2004

### Meeting Agenda

#### ☞ Wednesday, October 20 Arrivals and Check-in

12:30 pm **Board of Directors working lunch and afternoon meeting**

6:30pm **Cocktail Reception**

7pm **Dinner:** Welcome Speeches by Cora Weiss, Ambassador Anwarul K. Chowdhury, United Nations Under-Secretary-General and High Representative for the Least Developed Countries, etc. and Elton Skendaj, Peace and Disarmament Education Project Coordinator, Albania

#### ☞ Thursday, October 21 – Birthday of Alfred Nobel (1833-1896)

7:30-8:30am **Breakfast**

9-11am **Opening Panel of Representatives of Ministries of Education**  
**Moderator:** Werner Wintersteiner / **Closing Remarks:** Ghassan Abdullah

11-11:15am **Break**

11:15-1pm **Question and Answer Session**

1-2pm **Lunch**

2-3:30pm: **Plenary with Peace and Disarmament Education Practitioners from Albania, Cambodia, Niger, and Peru**  
**Moderator:** Betty Burkes

3:30-4:30pm: **Question and Answer Session**

4:30-4:45pm **Break**

4:45-5:45pm **Break out groups:** Focus on different approaches to peace education.

5:45-6:30pm **Whole Group Sharing**

7-8pm **Dinner**

8-9:30pm IAC Meeting, **Moderator:** Kathleen Tordini

9pm **Event:** “Slogans,” film based on Albanian education during Communist regime

## ☞ Friday, October 22 - Excursion

6:30-7:30am **Breakfast**

### **Visit to Gramsh, site of Peace and Disarmament Education UN DDA/HAP project.**

Located in the eastern part of Albania, Gramsh is a city created 50 years ago to produce guns and ammunitions in its armaments factory. Following a successful “Weapons in Exchange for Development” UN project, the DDA and HAP Peace and Disarmament Education project started to work in partnership with the local community of Gramsh in 2002. The visit will explore three main centers in which the project has been working: a Cultural Center/Public Library, secondary school and Children’s Center. Lunch will gather all the participants in the center of the town and a 1 hour activity by the children's center or cultural center will be organized as part of Albanian peace education project. (The trip requires 3 hours each way by bus over a scenic hilly road).

8pm **Dinner**

9-10pm **IAC Meeting** – Conversation Continued/ **Moderator:** Alicia Cabezudo

## ☞ Saturday, October 23

7:30-8:30am **Breakfast**

8:45-10:30am **Working groups of representatives of Ministries, UN reps and Peace Educators discuss the full implementation of the UNESCO Integrated Framework and add to it to reflect new ways of meeting today’s crises.**

**Moderators:** Irma Ghosn and Catherine Odora Hoppers

10:30-10:45am **Break**

10:45am-12:30pm **Plenary Report Back Highlights**

12:30-1pm **Agreements on Draft of Tirana Appeal**

1-2pm **Lunch**

2-3:30pm: **IAC Meeting: Objectives** include:

- Agreement on structure, roles and responsibilities of the IAC
- Brief review of 2002 and 2003 Meeting Summaries
- Brief evaluation of *Learning to Abolish War: Teaching Toward a Culture of Peace*
- Feedback on *Peace Lessons from Around the World* working draft
- Agreement on GCPE next action steps

**Moderator:** Phil Thomas

3:30-3:45pm **Break**

3:15-5pm **IAC Meetings Continued**

7pm **Dinner**

8:30pm **Party in Celebration of United Nations Day**

Speaker: Michael Cassandra, Chief, Monitoring, Database and Information Branch, UN DDA

## ☞ Sunday, October 24 - Breakfast & Departures



## Appendix #1

### Opening Address by Cora Weiss

Welcome,

How wonderful to see us all together again, how wonderful to welcome new friends and new co-conspirators in our common struggle for a www, World Without War. Thank you for agreeing to use the English language. We encourage everyone to speak distinctly and slowly.

Thank you, Elton Skendaj, our Albanian partner in the remarkable and unique UN DDA /HAP partnership to integrate peace and disarmament education into the curriculum and communities of four countries, about which you will hear a lot more over the new few days. Thank you, Meg Gardinier, for organizing our lovely conference center and all the logistics; thank you Kathleen Tordini, our Program Director, for your detailed preparations. Together we are a magnificent community of diversity, some young, some not so young, someone from every continent and everyone with energy and dedication.

We last met in NYC and visited Ground Zero. We pointed out that many of us come from places with Ground Zeros, and tragically, too many more have been added in the past two years.

We meet on the eve of perhaps the most important election in world history, an election in which each of you should be voting because the results will affect each of us. It is a time when I stand before you filled with shame of my government, but filled with pride about most of my fellow Americans who have never produced so many books and jokes about the president.

We meet at a time when the world is spending \$1 trillion a year – 10 times \$100 billion – on war and the preparation of war, stealing money from human security. It would only take \$7 Billion to provide elementary school education for all children by 2001.

It is a time when instead of abolishing nuclear weapons a new generation of nuclear bombs is being built.

We meet at a time when there are 640 million guns in circulation, 1 for every 10 people on earth, and 8 million guns are added every year.

It is a time when forty percent of the homes of American school children have a gun and every day 8 of our school children are shot to death.

We meet at a time when \$151 billion has been spent on the illegal war in Iraq when that same money in one year could feed all the hungry people in the world, AND provide a comprehensive AIDS treatment and prevention program AND clean water and childhood immunization.

We meet at a time when one teacher every two weeks is killed by death squads in Colombia.

It is a time when the children of Beslan, Chechnya refuse to return to school for fear of another terrorist attack.

It is a time when terrorism is a clear and present danger in too many parts of the world, and governments seek revenge instead of asking WHY?

It is a time when the gap of understanding between the Muslim religion and the rest of the world must be closed;

It is a time when, to quote our leading comedian George Carlin, a time of paradox when we have taller buildings and shorter tempers;

It is a time, according to me, when we need to decide if we are raising our children to make money or make a difference in this world.

You get the point. BUT it is also a time when 6 cross boundary peace parks attract millions of visitors, and here in Albania, people are planning a new peace park at the point where Albania, Kosovo and Montenegro converge.

It is a time when the parents of Israeli and Palestinian children who have been killed by the other, in a war that is desperately in need of an end, are working together for Peace and reconciliation;

It is a time when families of American soldiers in Iraq are speaking out against war;

A time when families of victims of 9/11 in the US have organized peaceful tomorrows;

It is a time when 17 active duty soldiers have refused orders in Iraq knowing that they would face court martial charges.

We meet at a time when we celebrate the 4<sup>th</sup> anniversary of the now famous, Security Council Resolution 1325 on Women, Peace and Security, now international law, largely because of our guest speaker this evening. It basically says, no women, no peace.

It is a time when we will start celebrating the centennial of Bertha von Suttner, who persuaded Alfred Nobel to put the profits from his invention of dynamite into the Nobel Peace Prize, and whose book, Lay Down Your Arms, is the only best seller in disarmament history.

This is the time when a Turkish Kurdish woman, released from jail, went to Brussels to accept a human rights award and said, "The time for violence is over."

And it is the time when the Nobel Peace Prize has been awarded to the first African woman for her work on the environment because she understands that war is waste and waste is the greatest environmental crime.

We meet at the time when neither civil society nor governments alone can make change. That is why we are together with governmental and intergovernmental representatives. Together, that defines the new democratic diplomacy, which we invented and decreed at the Hague Appeal for Peace conference in May 1999 where this Global Campaign for Peace Education was born.

So, welcome, thank you for being and thank you for doing. And be sure to meet someone new and keep up that friendship for a long time after you leave here. Thank you.

This brings me to my next job which gives me great pleasure.

There are a few terrific people at the United Nations. Michael Cassandra is one example. But, if it is ok with you, Michael, there is no one quite like Anwarul Chowdhury.

Ambassador Chowdhury represented Bangladesh for five years at the UN during which time he served as the President of the Security Council and President of the UNICEF Executive Board. Mr. Chowdhury was the most effective and most active governmental partner of the Hague Appeal for Peace when we planned our conference in May 1999, which drew 10,000 people and agreed to

launch the Hague Agenda for Peace and Justice for the 21<sup>st</sup> Century. It is a fifty point program for moving from a culture of violence to a culture of peace and which he made into an official UN document, A/54/98.

Mr. Chowdhury is now the Under Secretary General for Least Developed Countries. Niger and Cambodia are among his fifty charges, and Landlocked Developing Countries and Small Island Developing States. He has the longest title at the UN, and he is organized civil society's best friend. Welcome, Anwarul Chowdhury.



## Appendix #2



### Welcome Speech by Ambassador Anwarul Chowdhury Under Secretary-General and Representative for the Least Developed Countries, Landlocked Developing Countries and Small Island Developing States

Dear friends,

Let me begin by saying how happy and honoured I am to join you at Linza for this amazing gathering of dedicated people determined to strive for the cause of peace and democracy. I pay a special tribute to Cora Weiss, a vanguard of global movement for peace, and for her wonderful work in promoting peace education around the world. I thank you, Cora and your hard-working team for having so ably organized this four-day meeting. We have in front of us a very rich programme of work that will require all of our most pro-active participation and continuing involvement.

My heartfelt thanks go to the people and government of Albania for their cordial welcome and hospitality accorded to all of us. We are very happy to be in your beautiful country.

At the outset, allow me to convey my deepest appreciation for the relentless efforts made by all of you, all over the world, to implement the fifty points of the 1999 Agenda of the Hague Appeal for Peace. I look forward to sharing our experiences from our different backgrounds, building partnerships, strengthening our networks, our strategies and focusing our visions of a better future through the promotion of a culture of peace at all levels.

In our everyday life, we find tremendous inspiration in the Hague Agenda, in the Global Campaign for Peace Education, in the wealth of concrete initiatives that are mushrooming around our battered planet, in the variety of programmes, tools and resources, such as the immensely valuable resource packet of the Campaign, on “Learning to Abolish War: Teaching Toward a Culture of Peace”, that show us that a true culture of peace can be achieved.

As we commence our journey in the twenty-first century, we cannot but consider the paradox existing in the level of development reached by the modern world. On one hand, through globalization, an irreversible trend toward a global village has been established, while on the other, divisions have increased. Progress in the fields of science and technology, trade and communications, has boosted global wealth to levels that seemed unreachable few decades ago. We can now see immense possibilities. We have the power to change the world for the better. However, great differences still exist between regions -- disparities and inequalities have over the years only augmented causing the world to enter into a new era of insecurity.

We are living in years when people fear deadly attacks by terrorists, suffer from genocide or massive violations of human rights carried out by, on most occasions, their own governments. Despite the great advances in science and medicine, millions are dying from HIV/AIDS. Despite all the efforts,

too many people live in extreme poverty, hunger, disease, or do not have access to clean water, or to basic education and health. Worst victims everywhere are the women and children.

Poverty and lack of opportunities deprive people of their dignity as human beings, leaving them hopeless and incapable of pursuing the kind of life they may desire. Marginalization and abuse because of ethnicity, gender or religion, social turbulence, repression, violence and terror are all closely linked to poverty and the concurrent lack of basic human rights.

These are huge, persistent problems, which call, as never before, for unity within the international community, for unity across borders and religions, and for an integrated approach to solving them that is based on **education for peace, human rights and democracy**.

Although I am sure that all of you have heard it many times, allow me to quote from the UNESCO Constitution because of its relevance and value: “Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed”.

The flourishing of culture of peace will generate the mindset that is a prerequisite for the transition from force to reason, from conflict and violence to dialogue and peace. Culture of peace will then provide the bedrock to support a stable, progressing and prospering world - a world that is finally at peace with itself.

The need for a culture of peace is evident as we reflect on how our civilization has succumbed, from time to time, and still again very recently, to the human frailties of greed, ambition, xenophobic myopia, and selfishness. We have seen that heinous acts are often committed under the veil of public mandates when in fact they are the wishes of the few in power, be they economic, political, military, or even religious.

Global efforts towards peace and reconciliation can only succeed with a collective approach that is built on trust, dialogue and collaboration. For that, we have to build **a grand alliance amongst all**, particularly with the proactive involvement and participation of civil society and practitioners of peace like you.

No social responsibility is greater nor task heavier than that of securing peace on our planet. As Mahatma Gandhi has said: “*Non-violence is not a garment to be put on and off at will. Its seat is in the heart, and it must be an inseparable part of our very being*”.

Non-violence can truly flourish when the world is free of poverty, hunger, discrimination, exclusion, intolerance and hatred - when women and men can realize their highest potential and live a secure and fulfilling life. Until then, each and every one of us would have to contribute - collectively and individually - to build peace through non-violence.

The most significant way of promoting a culture of peace is through peace education. This is what we are here for. Peace education needs to be accepted in all parts of the world, in all societies and countries as an essential element in building a culture of peace. Peace studies in all educational institutions must be incorporated as part of their curricula. Peace studies must be an essential part of our educational process as reading and writing.

The international network supporting the goals of the Global Campaign for Peace Education must receive our continuous support. Educators in schools and communities look to us for help in

addressing complex issues such as teaching the skills of reconciliation, understanding diverse cultures, accepting differences. Never has it been more important for the next generation to learn about the world and understand its diversity. The task of educating children to find non-aggressive means to relate with one another is of primary importance. At higher levels, curricula must include human rights, the rules governing international law, the United Nations Charter, the goals of our global organization, peace, disarmament, sustainable development. The participation of young people in this process is very essential. Their inputs in terms of their own ideas on how to cooperate with each other in order to eliminate violence in our societies must be fully taken into account.

The worldwide efforts for spreading peace education that are represented here tonight constitute the international community's contribution to the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010), declared by the United Nations and drawing on the 1999 United Nations Declaration and Programme of Action on Culture of Peace. It was indeed an honour for me to chair the nine-month long negotiations that led to the adoption of the Declaration and Programme of Action. I would always treasure and cherish that opportunity that for me was a realization of my personal commitment to peace and to a better world for the future generations.

The work for peace is a continuous process and I am convinced that culture of peace is absolutely the most essential vehicle for realizing the goals and objectives of the United Nations in the twenty-first century.

It is heartening to see all the progress that has been made on peace education but there is still a long way to go and your passionate work during the next three days will give a great impetus to the Hague Agenda and the Global Campaign.

Let's pursue our goal of a world without violence with even greater commitment, dedication and, above all, unending enthusiasm. Your work will empower the people of the world to secure for all of us the inherent right to peace and non-violence.





## Appendix #3

Remarks by Dr. Betty Reardon\*

October 18, 2004

Greetings to the GCPE Advisory Group:

I am, my friends, very sorry not to be among you. I know that this will be a significant and productive meeting that will lead the Campaign into the next phase of promoting and facilitating the introduction and practice peace education into all the world's learning environments. Since we began our efforts to bring to all educators the results of the forty or more years of peace education that preceded the Hague Appeal for Peace Civil Society Conference, the world has become more violent and less hospitable to all the values and goals articulated in the Hague Agenda. Leadership lacks the ethical direction and the imagination to envision possibilities for a just peace, as well as, the capacities and courage to struggle to achieve them, the qualities we strive to cultivate in learners. Only through an informed and mobilized public can the hopes we engaged in May 1999 be realized. Civil society must be educated toward the implementation of the Agenda.

In this next phase of the Campaign, as we pursue our core purposes to educate toward the abolition of war, I believe we need to focus on the most significant challenges and problems that must be overcome. The learnings we disseminate should develop the understanding that war is an institutional problem as much as one of world views and values. We have done much at cultivating the world views and values of a culture of peace, but have yet to lead learners into an inquiry into alternative security systems that would enable citizens to challenge the political institutions, assumptions and arguments used to rationalize the ever growing, rapid recourse to armed force by those who suffer few, if any, of the consequences. As feminists now ask, so should we be asking learners, who makes security policy, who or what is made secure and who pays the costs for such security? Institutional alternatives to armed conflict must become a central inquiry of the curricula we develop for this next phase.

How can we create networks which cultivate diversity and culturally appropriate approaches to peace education? How can we establish partnerships with ministries and education authorities to facilitate their being truly pro-active in the pursuing the goals of the UNESCO Integrated Framework of Action for Education for Peace, Human Rights and Democracy to which they are committed? And how can we adapt and extend that statement to meet the new challenges that have revealed themselves since 1994 when the Framework was adopted by the UNESCO General Conference?

How can we assure that the world's teachers will be aware of these goals, and more importantly be able to engage in the participatory pedagogies of inquiry and engagement that are essential to preparing citizens to be active and effect agents in the achievement of general and complete

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\* Director Emeritus  
Teachers College, Peace Education Center, Columbia University

disarmament and the other institutional changes necessary to the abolition of war and the achievement of a just peace.

You have much to determine in your Tirana deliberations. I wish you well in your discussions and hope that you will address and determine directions to deal with the challenges of:

-Disarmament education, including the concepts and institutional requirements of general and complete disarmament and alternative security systems;

-Changes in teacher education needed to prepare educators to use the methodologies of critical inquiry and civil engagement;

-Globalizing the substance of and participation in the Campaign to assure cultural diversity, geographic, ethnic, gender and age balance;

-Establishing productive partnerships with education authorities and teacher education institutions

Good luck in your work. Enjoy each other and your time together.

Peace in the struggle!

Betty



## Appendix #4

Peace and Disarmament Initiatives to Disarm Children and Youth

DDA/Hague Appeal Project

18 – 23 October, 2004

Tirana, Albania



Statement by Michael Cassandra  
Chief, UN Monitoring, Database and Information Branch (MDI)  
On the occasion of UN Day

In human years, 59 is edging out of the middle years and moving in to the latter years. In organizational life, one would hesitate to label the United Nations as passing through its middle years, as that would imply that after a few more decades of activity it might meet its demise, a prospect I am not willing to contemplate, except in terms of change and reformulation.

For in my several decades at work in the international organization, it has undergone a reform process at least once a decade.

It is once more experiencing that process, and it is timely that it do so as UN supporters will celebrate or commemorate its 60<sup>th</sup> anniversary in 2005. The Secretary-General reminded the General Assembly in September, at its opening of the year's General Debate, that the panel he set up last year on Threats, Challenge and Change will present its findings and recommendations in December this year. Though the Secretary General has stressed that the Panel is not devoted to reform only, indeed much expectation surrounding the report is centred on exactly that, especially the possibilities of Security Council reform and a change in the permanent membership. I would add on to what the Mr. Chowdhury, the High Representative of the Secretary-General for the Least Developed Countries, Landlocked Developing Countries and Small Island Developing States said about Security Council reform at this meeting, by expressing my encouragement with the changes that have taken place in the context of the present composition of the P-5 plus 10. To illustrate that, I would point to the fact that the Council has dealt with and taken important decisions on subject that do not fall within the traditional purview of international security issues: the protection of children in conflict, women's role in peace making, small arms control. I am also encouraged with the increasing transparency of the Security Council proceedings, demonstrated by regular briefings with the UN NGO community.

This reform review, which is just the start of a multilaterally agreed reform process, is of course taking place in a political context and atmosphere different from prior efforts.

- a) The post 9/11 counter-terrorism focus of many States, including in the Security Council, with the Counter-Terrorism Committee and this year's Committee established by resolution 1540 dealing with the non-proliferation of weapons of mass destruction in the hands of non-state actors.

- b) The pre-emptive war launched by the United States in Iraq and the deep divide among nations and within nations on the justness of the war and solutions to its closure. In that framework also, the serious repercussions of the decision to end international disarmament inspections has on all future Security Council and General Assembly disarmament verification and monitoring.
- c) The anti-multilateralism stance of the principal super power in many fields. The latest manifestation of which in the field of disarmament is the announcement in August this year that the U.S. concluded that a fissile material treaty, one of the thirteen steps adopted at the 6<sup>th</sup> Review Conference of the Nuclear Non-Proliferation Treaty in 2000, and a much anticipated next step in the multilateral disarmament process, should be pursued, but without verification arrangements, as they would not be possible to achieve multilaterally.

In short, the atmosphere is hostile and limiting and constraining. We must add to that the trauma that the Secretary-General, the staff and the international community experienced with the bombing of UN Headquarters in Baghdad in August 2003. The shock wave among the members of the staff was severe, sobering, and definitive. Our good will and that of the Secretary-General were unalterably tested. Any reform process will have to acknowledge that the protection of personnel, the arms and legs of Security Council and General Assembly decisions, is paramount.

The Secretary-General struck a keynote theme for a look into the future of the organization when he addressed the General Assembly at its opening meeting – the rule of law, he said, is at risk, and he appealed to all states to do whatever they can to restore respect for the law.

He went on to say, and I believe attention should be drawn throughout the commemorative 60<sup>th</sup> anniversary, to one of the organizations proudest achievements. The impressive body of norms and laws created over its lifetime from trade to terrorism, the law of the sea to weapons of mass destruction. The Secretary-General stressed that he would make the organization's work to strengthen the rule of law and transitional justice in conflict and post-conflict societies a priority for the remainder of his tenure – the end of 2006.

In the field of multilateral disarmament the need to reinforce existing agreements is greatest with the anomalous continued threat of nuclear weapons still on high alert and with nuclear proliferation. The Nuclear Non-Proliferation Treaty will undergo its seventh five-year review in May 2005, weakened from the inside by the withdrawal, not yet fully recognized, of the DPRK, the discovery of non-compliance by Libya and Iran, the excruciatingly slow progress of disarmament by the Permanent Five, and challenged from without, with the revelation of the vast A.Q. Khan nuclear black market and the inability of the world to convince Israel, India and Pakistan of the folly of defending their people with nuclear arsenals.

Next year also will take place the second biennial review of the UN Programme of Action to Combat the Scourge of the Illicit Small Arms Trade. As I have mentioned during this conference, there are ongoing negotiations on small arms, attempting to develop an international instrument on marking and tracing of small arms. Such an instrument will assist States in tightening borders and identifying sources of illicit weapons. As I also mentioned negotiations may begin after marking and tracing has finished on better controlling the illicit arms brokers who profit from war and conflict.

The Programme of Action is challenged by lack of commitment and resources by States, and to some extent by lack of will and capacity. Activist civil society organizations, especially the international action network on small arms and its global campaign to control arms and press for an international arms trade treaty are a hopeful sign that the spotlight on State action, especially of supplying States, but also on recipient States, will be kept focused. In this regard, I am particularly encouraged by the focus of attention in small arms academic research on the nexus between small arms proliferation and the violation of human rights, as I believe that direction of thinking and effort should be on the individual, on the human security dimension.

One last point on disarmament, next month will take place the Nairobi Summit for a Mine-Free World, to once again highlight the need for universalizing the Mine-Ban (Ottawa) Convention, and for greater assistance to mine-affected States in victim assistance and rehabilitation and mine clearing. The Ottawa Convention is a success story by having reduced dramatically the number of victims, but the need is still great, and efforts must not flag in the light of on-going challenges.

Returning to what the Secretary-General said at the start of this year's Assembly about the rule of law, it is essential to underline the role of the world's second super power, civil society, in keeping governments to the task. World opinion, whether polled or organized or spontaneously expressed in the streets or on computer screens and text messages, is the driving force behind change, the courage, the heart and the moral force behind change.

The results of the Secretary-General's Eminent Group on the role of civil society, mentioned by High Representative Chowdhury, led by former President Cardoso of Brazil, are still being promulgated and analyzed. Though specifics are still under discussion, it calls for a much closer collaboration and greater access of NGOs to the work of the UN and its main bodies, and for simplifying some of the arcane practices of accreditation. It also calls for greater partnerships. What is exciting in this new look at partnership between UN and civil society is my actual experience, one I hardly expected in the field of disarmament, and the one you have heard a great deal about since your arrival here, the DDA/Hague Appeal partnership in peace and disarmament education. It has been open, transparent, democratic, mutually respectful, and in our exploration of its accomplishments over the last 18 months, effective. I would add here that the partnership was not just two way but also included the Turner U.N. Foundation and supportive and generous government sponsors. And it instigated further partnerships in each of the four countries concerned.

Though the core inspiration for the project was arms collection and peace education let me acknowledge here again the breadth that the implementation of it took on, a true human security agenda embracing human rights, environmental and development education. This has been, for U.N. disarmers, a true lesson learned. Another lesson has been one in humility as the project is taking place in four poor and developing countries that had been steeped in violence. In each one teachers, principals, administrators have not only demonstrated devotion, but true courage in taking on the goal of peace and disarmament education, and ushering into their classrooms such values as freedom of expression and power sharing, planting seeds for change in the local community and wider society.

Conceived from the start as utilizing the strengths and talents that were already available in the respective country, embracing the methods of peacemaking and reconciliation passed down from generations before, DDA is convinced that the four current projects have carefully and under

the guidance of Betty Burkes indeed lovingly laid the groundwork for their own continuation – the creation of new civil society organizations, the repetition of teacher and principal workshops, the engagement of parents and mobilizing activities of the community, the close links forged with the ministries of education. Let me thank here the Hague Appeal for having brought to this meeting representatives of various ministries of education; their presence has enriched the discussion and I hope enlivened their interest in peace education, After having seen the results achieved in Gramsh, I hope they have deeply appreciated how a new spirit can shine from a school into a community with a small but effective peace and disarmament education project. Allow me also to reassure all participants that DDA will work closely with the Hague Appeal on ways to assist in the sustaining of the current projects and their replication.

As this is a celebration of UN Day and the close of this very rich dialogue, let me stress here a lesson I have learned from the four partners of the projects, the need in fact to celebrate. From the ashes of sorrow, grief and unendurable suffering, they have shown me the need for creating space for joy and celebration.

Allow me to thank our hosts and organizers for their hard work, on the New York side, Cora, Kathleen and Margaret, on the Tirana side, Elton, Meg and Gerti. Cora, a special tribute to you for your inspiration and drive.

Allow me also to pay tribute to all the participants who work towards peace against at times powerful odds, to all those who work as Brian Urquhart, the man who helped develop modern UN peacekeeping, said, in this “stony vineyard,” a word of encouragement from the Secretary-General:

“Peace is never a perfect achievement,” Annan said, because it follows war, suffering, hatred. It follows the worst that man can do.”

“To restore humanity from such hell requires the patience of ages, the will to see light when all is dark and hope when all is bleak. It is truly the work of those who shall run and not be weary ...of those who shall walk and not faint.”

Thank you.





## Appendix #5

### Participant List

#### Special Guests

1. Professor Gabi Baramki, Special Advisor to the Minister of Higher Education Dr. Naim Abu Hommos and Vice President of the National Council for Higher Education, Palestine
2. Darcy Rojas Calderon, Oficina de Tutoría y Prevención de with Culture of Peace Integral, Ministry of Education, Peru
3. Michael Cassandra, Chief, Monitoring Database and Information Branch - UN Department for Disarmament Affairs, New York, USA
4. Abass M. Collier, Deputy Minister - Ministry of Education, Science and Technology, Sierra Leone
5. Ambassador Anwarul Chowdhury, United Nations Under Secretary General for the Least Developed Countries, New York, USA
6. Abdourahamane Daouda, Ministry of Basic Education and Literacy, Niger
7. Dr. Ayyoush Thiab, Secretary General - National Council for Higher Education, Ministry of Education, Palestine
8. Mao Veasna, Officer - Teacher Training Department, Ministry of Education, Cambodia

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13. Phon van den Biesen, Secretary - HAP, The Netherlands
14. Cora Weiss, President - HAP, IPB, USA
15. Peter Weiss, IALANA, USA

#### Hague Appeal for Peace (HAP) Staff

16. Betty Burkes, Pedagogical Coordinator - HAP, New York
17. Idi Cheffou, Coordinator of Peace and Disarmament Education Project - UN DDA / HAP, Niger
18. Betty Evans, Coordinator of Peace and Disarmament Education Project - UN DDA / HAP, Peru
19. Thavory Huot, Coordinator of Peace and Disarmament Education Project - UN DDA / HAP, Cambodia
20. Elton Skendaj, Coordinator of Peace and Disarmament Education Project - UN DDA / HAP, Albania
21. Kathleen Tordini, Program Director - HAP Global Campaign for Peace Education, USA

#### International Advisory Committee

22. Ghassan Abdullah, Co-Director - Middle East Children's Association (MECA), Palestine

23. Azril Bacal, Coordinator - Culture of Peace Network Uppsala (CETAL), Sweden
24. Amada Benavides, Professor - Fundación Escuelas de Paz, Colombia
25. Alicia Cabezudo, Regional Director - Ciudades Educadoras America Latina, Argentina
26. Loreta Castro, Director - Center for Peace Education, Miriam College, Philippines
27. Margaret Dabor, Secretariat - Forum for African Women Educationalist (FAWE), Sierra Leone
28. Meg Gardinier, Fulbright Fellow Albania/ HAP Consultant, Albania
29. Irma Ghosn, Director - Center for Peace and Justice, Lebanese American University, Lebanon
30. Anne M. Halvorsen, Executive Board Member - Norwegian Peace Alliance and Teacher Trainer - Lindeberg School, UNESCO Associated Schools Project, Norway
31. Catherine Odora Hoppers, Professor - Human Science Research Council, South Africa
32. Olivia Martin, Youth Peace Education Consultant, Brazil
33. Adina Shapiro, Co-Director - Middle East Children's Association (MECA), Israel
34. Philip Thomas, Education Consultant - International Baccalaureate School, Switzerland
35. Barbara Wien, Peace Education Consultant - International Peace Brigades, USA
36. Werner Wintersteiner, Professor - Institut fur Germanistik, Austria

### **Peace Education Practitioners**

37. Jasna Bastic, International Coordinator - Peace Boat Global University, Japan
38. Frank Brodhead, Consultant, UN DDA/ HAP, USA
39. Cristina Vicente Cordo, Director - Galician Seminar of Education for Peace, Spain
40. Janet Gerson, Acting Director - Peace Education Center, Teacher's College, Columbia University, USA
41. Robert Gjedia, Curriculum Specialist – Albanian Institute for Pedagogical Studies, Albania
42. Cathy Hoffman, Director - Cambridge Peace Commission, Massachusetts, USA
43. Marcos Smith, Consultant – UN DDA/ HAP, Cambodia
44. Gerti Veshaj, Project Officer – Peace and Disarmament Education Project, Albania

### **Youth**

45. Maria Celina Del Felice, Educating Cities Latin America/ UNOY Peacebuilders, Argentina
46. Solange Marquez Espinoza, Youth Network for Peacebuilding, UNESCO, Mexico
47. Tom Omondi Onyango, Kenya Youth Foundation (KYF), Kenya



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