The image shows the cover of a spiral-bound notebook. The cover features a photograph of a bright blue sky with scattered white clouds over a vast, shimmering blue ocean. The sun is high in the sky, creating a bright glare. The notebook's spiral binding is visible on the left side. The title 'PEACE and DISARMAMENT EDUCATION' is printed in large, bold, yellow-orange letters. Below the title, the subtitle 'Changing Mindsets to Reduce Violence and Sustain the Removal of Small Arms' is written in a smaller, italicized font. At the bottom, a yellow banner contains text about the partnership between the United Nations Department for Disarmament Affairs and the Hague Appeal for Peace.

# PEACE *and* DISARMAMENT EDUCATION

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*Changing Mindsets to Reduce  
Violence and Sustain the  
Removal of Small Arms*

The story of the partnership in **ALBANIA, CAMBODIA, NIGER**  
and **PERU** between the **UNITED NATIONS DEPARTMENT FOR  
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**This book, with additional resources, may be found on [www.haguepeace.org](http://www.haguepeace.org)**

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This book represents the work of and the lessons learned from the two year collaboration between the United Nations Department for Disarmament Affairs and the Hague Appeal for Peace. The partnership, *Peace and Disarmament Education Initiatives to Disarm Children and Youth*, owes its success to our partners in the field and to the confidence expressed by the United Nations Foundation and a number of governments and individuals.

We are grateful for generous funding from the United Nations Foundation, the Principality of the Government of Andorra, the Czech Republic, the governments of Germany and Japan, and the Swedish International Development Cooperation Agency (SIDA).

We want to thank Johanna Mendelsohn-Forman of the United Nations Foundation for her encouragement. We appreciate the support we received from the United Nations Fund for International Partnerships and its staff, Bilge Bassani, Ulrike Joras and Cecil Haverkamp.

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This unique partnership began with a conversation between Alicia Cabezudo, at the time the Hague Appeal's Educator in Residence, and Francesc Claret of the UN DDA, encouraged by the then USG for Disarmament, Jayantha Dhanapala. Mr. Dhanapala has been succeeded by USG Nobuyasu Abe. Betty Reardon provided essential initial guidance. The program began under the direction of Joao Honwana for the DDA, who was then succeeded by Michael Cassandra.

Betty J. Burkes has been the Pedagogical Coordinator responsible for this project for the Hague Appeal for Peace.

We thank Gloria Levitas, the editor of this volume, for her patience and skills.

On behalf of the Hague Appeal for Peace, our most grateful appreciation. May this partnership be a model for future relations between civil society organizations and the United Nations.

## CORA WEISS

PRESIDENT  
HAGUE APPEAL FOR PEACE

## PEACE AND DISARMAMENT EDUCATION INITIATIVES TO DISARM CHILDREN AND YOUTH

*Nobuyasu Abe*

When the pile of hundreds of rifles and other small arms was torched in the desert of Timbuktu, Mali in 1996, its symbolic value was not lost on the Malian people. The bonfire for peace or *Flamme de la Paix* represented peace, irreversible disarmament and a hope for sustained stability and development. It was the first of many public awareness and education events in different parts of the world marking the achievement of successful weapons collection programmes, sponsored by the United Nations and other organizations.

Little did we expect that eight years later a group of students in N'Guigmi, a remote town in the eastern desert of Niger, would organize their own public disarmament event, setting aflame hundreds of knives that they and their fellow students handed over for destruction, inviting local officials, teachers, parents and brothers and sisters to join the celebration and taking their community one step forward on the path to disarmament, non-violence and peace.

The remarkable transformation in the culture and mindset of these young people was repeated, in different forms and with different faces, in Albania, Cambodia and Peru. These achievements were cultivated and encouraged within the framework of the Peace and Disarmament Education Initiatives project sponsored by the Department for Disarmament Affairs in partnership with the civil society organization, the Hague Appeal for Peace and its Global Campaign for Peace Education. The Project would have remained merely a nice idea without the steadfast financial and organizational support of donors, the United Nations Foundation, the United Nations Fund for International Partnerships, the Governments of Andorra, Czech Republic, Germany and Japan and the Swedish International Development Agency. We are profoundly grateful for their generosity.

The project foreshadowed the call in the 2001 *United Nations Programme of Action to Prevent, Combat and Eradicate the Illicit Trade in Small Arms and Light Weapons in All Its Aspects*, "...to promote dialogue and a culture of peace by encouraging, as appropriate, education and public awareness programmes on the problems of the illicit trade in small arms and light weapons in all its aspects, involving all sectors of society".

The 2002 *United Nations Study on Disarmament and Non-Proliferation Education* recommended that international and regional organizations, and representatives of civil society be encouraged to include disarmament education and training in their programmes in post-conflict situations. The experts highlighted this project as a prime example of the activities they were encouraging.



In the provinces and cities of Cambodia, the European Union and the Government of Japan worked with the Government to collect small arms, assist in the safe management of stockpiles of small arms and raise awareness about national gun regulations. The DDA and the Hague Appeal followed up with the Cambodian Working Group on Weapons Reduction to create relevant curricula and train teachers in high schools in the rural province of Kampong Chhnang. The German Development Agency replicated a parallel project in the neighboring province of Kampong Thom.

In the rugged hills of Albania, DDA and the United Nations Development Programme started the first weapons for development programme (WfD)—voluntary arms collection in conjunction with municipal works projects. The Project followed through in the rural town of Gramsh and the historic city of Shkodra with teacher and student training, curriculum development and peace events.

In the remote desert regions of eastern Niger, where poverty is endemic and the violence of civil strife led to the proliferation of small arms, the UNDP instituted a weapons collection programme to follow the peace accord. The Project worked with the town elders and local authorities to provide curriculum and teacher training on small arms and human rights, and radio training for ex-combatants.

In Peru, the Project worked with EDUCA, an organization which promotes quality education for all, to prevent the recrudescence of violence in a marginalized neighborhood of Lima. Practical lessons for school administrators, teachers, and student leaders were offered regularly, and these “peace trainees” formed the dedicated core of efforts to instill a culture of peace, and to inculcate the lessons learned from the Final Report of the Truth and Reconciliation Commission in 2003.

DDA’s deep appreciation goes to Cora Weiss and Betty Burkes of the Hague Appeal for Peace. The project benefited from their theoretical and practical knowledge and experience in educating young people. The four carefully chosen country coordinators and their teams did remarkable jobs of translating peace and disarmament education theory into the local and traditional education systems, curricula and languages.

The human engine of this project were the inspired Ministry of Education officials, the school administrators, teachers, parents, student leaders, women, police and municipal officers, who embraced the ideas of peace and disarmament education and helped to initiate the transformation of their schools and communities. On 31 January 2005, the international support structure—DDA, the Hague Appeal for Peace, the United Nations Foundation, Government sponsors—ended. But DDA is convinced that the groundwork has been firmly laid to sustain these efforts in future years.

---

## INTRODUCTION

# INTEGRATING PEACE AND DISARMAMENT EDUCATION INTO CURRICULA AND COMMUNITY

*Cora Weiss*

**W**elcome to an extraordinary success story—the story of a unique partnership between civil society and the United Nations, dedicated to sustaining the removal and destruction of small arms and light weapons in four countries, and to changing the mindsets of young people so they may learn to seek alternative and non-violent means of resolving disputes.

The protagonists include the world’s largest intergovernmental organization, the United Nations; an international network of civil society organizations, the Hague Appeal for Peace; four remarkable people dedicated to reducing violence in their countries through peace and disarmament education, and a pedagogical coordinator skilled in education and respectful of local cultures.

This story of teacher training and the integration of peace and disarmament education into curricula and community represents the result of two-and-a-half years of intensive, guided, monitored, evaluated and measured experimental activity which can now be introduced into and adapted by other communities and cultures.

We started out not knowing what to expect. In the end, the Ministry of Education in each of the selected four countries agreed to adopt and continue the program, and to identify some of the methods and lessons for integration into their national systems of education. This result far exceeded our initial hopes.

In Albania, student achievement improved, and teachers, poorly paid and often with little motivation to show up for class, came to teach this program. In Peru, teachers gave up precious weekends for training sessions. In Niger, former combatants learned radio technology so that lessons could be broadcast in four indigenous languages. In Cambodia, where nearly two million victims of Khmer Rouge massacres and survivors have had no access to a healing program, a living peace museum was created in one classroom. Now the entire school visits once a week to discuss peace initiatives and ideas for post-war reconciliation.

This partnership began when the educator-in-residence for the Hague Appeal for Peace (HAP), Alicia Cabezudo of Argentina, met Francesc Claret, the UN Department for Disarmament Affairs (UNDDA) staff person from



Barcelona. One conversation led to another until more Hague Appeal for Peace people joined more people from the UNDDA. The program, introducing Peace and Disarmament Education Initiatives for Children and Youth, came into being.

The steering committee consisted of Michael Cassandra, Chief of the Monitoring, Database and Information Branch of the UN Department for Disarmament Affairs; his administrator for this project, Frank Brodhead; Cora Weiss, President of the Hague Appeal for Peace; George Saddler, Treasurer of the Hague Appeal for Peace, and Betty J. Burkes, the Hague Appeal's Pedagogical Coordinator. We were often joined by personnel from the United Nations Fund for International Partnerships (UNFIP), which administered the project for the UN Foundation.

The UNDDA and HAP met monthly to plan a project for which there was no precedent. We sat at the table as equals, and reached consensus at every step in the evolution of the program. In Albania, Cambodia, Peru, and Niger, we identified and named as coordinators, four remarkable people whose stories you will read in this volume. The countries were selected because “weapons for development” had been initiated or completed there. What we all had in common was a commitment to the reduction of armed violence and to maintaining the removal of the small arms that the UN and EU had collected and destroyed. We were also committed to providing guidance, resources and the philosophical and educational framework for the project, but the development of the training and curriculum was left very much in the hands of the local partners and their school and community colleagues. This was a centrally inspired but locally designed and implemented program adapted to the needs and cultures of the four countries.



HAP discovered Betty Burkes, an expert in early childhood education as well as a leader of the women's peace movement. She was the perfect person to care for and about the men and women who would be responsible for managing the expenditure of funds, and gaining the support of village officials, education ministry personnel, school and community leaders and faculty, as well as students who would be engaged in training and classroom education. They would be challenged to design ways to sustain the program and its philosophical integrity.

We also provided a three-part teacher training manual, "Learning to Abolish War: Teaching Toward a Culture of Peace", based on our 50-point Hague Agenda for Peace and Justice for the 21st Century. The Agenda had been developed following a year of discussion among hundreds of civil society organizations dedicated to sowing the seeds for the abolition of war and making peace a human right. Its four pillars help us move from the culture of violence which defined our past, to a culture of peace which must define our future. The Agenda was approved at The Hague in May 1999, where 10,000 people --the largest peace conference in history--gathered to celebrate the centennial of the world's first peace conference.

The credibility of the Hague Appeal for Peace is also based on an extraordinary group of educators from 30 countries, our International Advisory Committee, who have created the Global Campaign for Peace Education with the goal of integrating peace education into families, schools and communities around the world. Many of these educators will remain, offering a helping hand to the programmes in each country after funding has ended.

Peace Education is a holistic approach to preparing young people for active participation in democracy by teaching for and about human rights, gender equality, sustainable development, disarmament, international law, social and economic justice, human security and traditional peace practices. It is a fairly new discipline with limited measurable results.

Our four partners, the coordinators of the local programs in Kampong Chhnang, Cambodia; Gramsh and Shkodra, Albania; N'Guigmi, Niger and Lima, Peru, started out together at a training session held at Teachers College, Columbia University in New York and another at the Center for Peaceable Schools, Lesley University in Boston. Despite their cultural differences and the vast distances between their countries, they quickly bonded and assumed joint responsibility for the growth and success of this pilot project. Betty Burkes traveled to each project each year, and we brought the partners together on three occasions, thanks to generous funding from the UN Foundation and matching funds from the governments of Germany, the Principality of the Government of Andorra, the Czech Republic, Japan and the Swedish International Development Agency (SIDA). The UNDDA received the funds and transferred them to the Hague Appeal for Peace, which administered the money for the projects. Funding provided support for the initial six-month planning grant and the subsequent two years of operation. The challenge now is how to continue the program without outside funding, but with increased motivation, understanding and measured results.

This book is designed both to tell the story of how the transformation occurred and to provide a guide for replicating it elsewhere. It is a remarkable story. We started in the wake of the



September 11, 2001 terrorist attack on the World Trade Center in New York City and ended after the tsunami in South Asia took the lives of almost 300,000 people from 11 countries. Both events took an enormous toll, physically, environmentally and emotionally, and left a permanent impact. In between, the world suffered through the bombing of Afghanistan and the illegal war in Iraq. The world has never witnessed such a massive global groundswell of public opinion against a military invasion and occupation. Could this be the war that puts an end to war? This modest manual has been created to help prevent such unnecessary tragedies in the future.

While the overall objective, “the transformation of societies from cultures of violence to cultures of peace”, may have sounded overly ambitious, the resulting methodology, curricula and teaching materials are clearly evidence of a highly motivated and enthusiastic community of educators, learners and families, and of an experience which can be replicated anywhere.

The story will not be over until peace and disarmament education are part of the daily school experience of all children everywhere, and girls and boys and women and men become movers and shakers and whistle-blowers for peace. This story demonstrates that it can be done.

As of April 8, 2005, we have arranged for the following support to help sustain the programs in each country:

- Azril Bacal (Peru), Amada Benevides (Colombia) and Alicia Cabezudo (Argentina), will provide support and guidance to Educa in Peru
- Loreta Castro (Philippines) and Kathy Matsui (Japan) will provide resources and guidance to WGWR in Cambodia
- Anne Halvorsen (Norway), Meg Gardinier (USA) and Werner Wintersteiner (Austria) will provide support for the Albanian project
- Philip Thomas (Switzerland) and Margaret Dabor (Sierra Leone) will offer Niger guidance and resources
- Each partner has been introduced to the regional representative of the World Health Organization for his or her country in order to establish a relationship between health and education
- Idi Cheffou of Niger will be called on to apply his experience and to consult in the reintegration of former combatants in the Ivory Coast, and will provide training in radio technology and distance learning
- Elton Skendaj will represent the Balkan region at the July 2005 conference at the United Nations on Preventing Violent Conflict, and will advocate for the inclusion of peace education as a priority in their final document

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## WHY DISARMAMENT EDUCATION

*Jayantha Dhanapala*

“EDUCATION IS, QUITE SIMPLY, PEACE-BUILDING BY ANOTHER NAME. IT IS THE MOST EFFECTIVE FORM OF DEFENSE SPENDING THERE IS”. **Kofi Annan**

So many International Decades and Years are created through UN General Assembly resolutions that we have perhaps forgotten that we are in the midst of the International Decade for a Culture of Peace and Non-violence for the Children of the World from 2001 to 2010. One of my cherished memories from my days as Under-Secretary-General for Disarmament in the United Nations is the collaboration we had with the Hague Appeal for Peace led by the dynamic Cora Weiss and the UN Department for Disarmament Affairs in a project which combined the objectives of peace and disarmament, education and a focus on youth. We identified four communities in four continents - in Albania, Peru, Niger and Cambodia - and with barely adequate funding undertook an exciting and fulfilling experiment.

It is of course a truism that the absence of war is not peace. The quote from Vegetius from the period of the Roman Empire of the 4th century AD “*Si vis pacem, para bellum*” (If you want peace, prepare for war”) has frequently been cited by misguided proponents of militarism as a justification for military preparedness and high levels of military expenditure. In point of fact the rational argument is that if you want peace you must prepare for peace. *Si vis pacem para pacem!* To do that we need to create structures for peace and we need to replace military mindsets with mindsets for peace. This can best be done through education if a culture of peace is to be sustainable.

The preamble of UNESCO’s Constitution has the well known words, “Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed.” Less well known is the continuation of the preamble which says, “... a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.” It is that ‘intellectual and moral solidarity of humankind’ that we must set as our goal within our own country and in the world. This is why the efforts of the peace process, which I am now privileged to help manage in my country, must ultimately receive the support of the people at the grassroots. We have to educate our people to replace a culture of violence created over two decades of conflict with a new culture of peace.

As an international civil servant for ten years, I am deeply convinced that the great assets of the United Nations are its universality and its norm-based character, which provide legitimacy and a moral compass for the rest of the world. Individual member states of this world body have the

responsibility to serve and promote their national interest. The United Nations has the responsibility to serve and promote the national interests of 191 member states and to weave these diverse interests into a common and co-operative global interest. To do so the UN created the Culture of Peace programme in 1994 to encourage the peaceful co-existence that has eluded us in our own country for so long. That programme was then converted to the Year for the Culture of Peace in 2000—the Millennium Year. We now have the International Decade for a Culture of Peace and Non-violence for the Children of the World.

A culture of peace is defined by the UN as “... a set of values, attitudes, modes of behaviour and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiations among individuals, groups and nations.” At the same time in the Millennium Declaration the values of freedom, equality, solidarity, tolerance, respect for nature and shared responsibility were upheld as common values linking the international community. They are the pillars of the culture of peace.

### **PEACE AND DISARMAMENT EDUCATION**

The UN Secretary-General’s Advisory Board on Disarmament Matters is a group of eminent experts from different countries who make recommendations from time to time. In the year 2000, their report to the Secretary-General recommended that a detailed study be conducted of formal and informal disarmament and non-proliferation education as a means of rectifying the growing sense of complacency that had set in over international peace and security after the end of the cold war. Following this the General Assembly in 2002 commissioned a study whose recommendations were endorsed by the General Assembly laying the foundation for renewing



the commitment of the UN to education and training in this field, co-ordinating programmes within the international organizations and expanding partnerships with academic, educational and non-governmental communities. The report noted that, since the cold war, concepts of security and threat perceptions had changed and this demanded new thinking for which education and training was vital. It summarized the objectives of such education as follows:

- To learn how to think rather than what to think about issues
- To develop critical thinking skills in an informed citizenry
- To deepen understanding of the multiple factors at the local, national, regional and global levels that either foster or undermine peace
- To encourage attitudes and actions which promote peace
- To convey relevant information on and to foster a responsive attitude to current and future security challenges through the development and widespread availability of improved methodologies and research techniques
- To bridge political, regional and technological divides by bringing together ideas, concepts, people, groups and institutions to promote concerted international efforts towards disarmament, non-proliferation and a peaceful and non-violent world

The report recognized that different groups require different pedagogic approaches and methods. What a school-age child in a refugee camp needs to know about peace and disarmament is not the same as what is required for a security guard or a teacher or a politician. A combination of traditional and innovative teaching techniques is needed to convey information and enhance analytical thinking in order to facilitate a change in mindsets. Secretary General Kofi Annan has said, “Education is, quite simply, peace-building by another name. It is the most effective form of defense spending there is.”

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## DISARMAMENT AN ESSENTIAL ISSUE FOR PEACE EDUCATION

*Betty A. Reardon*

**T**he learning derived from the DDA/HAP partnership on disarmament education summarized in this publication is an invaluable contribution to the advancement of the study of disarmament as an essential issue for peace education.

With its focus on small arms, the partnership has pioneered the introduction of a variety of disarmament issues into peace education. The efforts of the partnership provide educators with ways to bring attention to weapons both as tools and symbols of the culture of violence that perpetuates war and armed conflict. The project invites critical reflection on the acceptance of the inevitability of war, the logic of force in politics and the conflation of conflict with violence. The participating peace educators in Albania, Cambodia, Niger and Peru have challenged these assumptions in community- and schools-based learning experiences that have taught both substantive and symbolic lessons in disarmament. Learners in the process of challenging the efficacy of weapons, can begin to grasp the possibilities for non-destructive ways to conduct conflict and alternative methods for maintaining communal and national security.

Disarmament, like most topics in peace education, is best studied through inquiry rather than didactic exposition. Inquiry allows for the formation of self-derived opinions through gathering and analyzing information. Through inquiry, community disarmament education such as that conducted by the partnership can be the occasion for reflection on larger realms of disarmament and institutional change. They can be the basis of inquiry into multiple issues of peace and security integral to the study of disarmament. These include:

- Environmental protection from the ravages of war and weapons testing
- The human right to peace implicit in article 28 of the Universal Declaration of Human Rights, entitlement to an international order in which rights are fully realized
- Economic conversion from military to social expenditures to meet human needs and assure social justice and demilitarized security systems

Whether in community meetings or classrooms, questions can be raised to illuminate the breadth and complexity of the issues as well as the multiple possibilities for confronting them. Such an inquiry can produce learning about the pervasive destructive effects of weaponry and militarism as well as the possibilities for disarmament and demilitarization.



Any and all weapons systems can form the basis for a general inquiry into most issues of disarmament. Such inquiries can facilitate exploration of many problems of global security, from terrorism and WMDs to arms reduction agreements to possibilities for general and complete disarmament. It can lead to public understanding that disarmament and demilitarization are long range processes that must include consideration of as wide a range of options as possible, and require a way of thinking that is not only global in scope, but developmental and future-oriented. Long range global thinking is a capacity that peace education seeks to develop in learners. Disarmament, perhaps more than any other peace education topic is the most effective basis for guiding learners in the development of this capacity.

Consideration of multiple possibilities can engender an understanding that disarmament does not mean sacrificing security. Rather, it means assuring it by replacing armed force and lethal conflict with viable, just, democratically derived institutions that enforce the rule of law, provide mechanisms and procedures for non-violent conflict resolution, protect human rights, and provide for the relief of poverty through equitable, sustainable development. By helping the participants towards this understanding the DDA/HAP partnership has made a significant contribution toward enabling peace educators to cultivate an understanding of the needs for and the benefits of disarmament.



# SECTION ONE

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*The Story of Peace and  
Disarmament Education*



*left to right* ELTON SKENDAJ, BETTY EVANS-RISCO, THAVORY HUOT, IDI CHEFFOU



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# DEVELOPING PEACE AND DISARMAMENT EDUCATION INITIATIVES TO DISARM CHILDREN AND YOUTH

## EXECUTIVE SUMMARY

*Betty J. Burkes*

### WHY WE DID IT

---

How do we understand and dismantle the systems of violence that nourish the proliferation of small arms and light weapons?

How do we support constructive social changes that sustain disarmament initiatives developed at the UNDDA?

How do we create societies where destruction and violence are no longer strategies for resolving conflict?

Where are the traditions of peace-building that can be recovered and reintegrated into the social fabric of community life?

Questions like these, framed by the complexities of disarmament and the escalating use and proliferation of small arms and light weapons around the world, were at the center of the United Nations Conference on Illicit Trade in Small Arms and Light Weapons in 2001. The Conference led to the adoption of the Programme of Action to Prevent, Combat and Eradicate the Illicit Trade in Small Arms and Light Weapons. Among the many recommendations to deal with one of the greatest humanitarian challenges facing the world community today, was peace education. This reinforced the initiative taken earlier by the Hague Appeal's Educator in Residence to offer the UNDDA a programme to help sustain the removal of small arms. The Department for Disarmament Affairs proposed to enhance its weapons-collection and related small-arms disarmament work through implementation of peace education programmes in areas where weapons collection had been substantially completed or was ongoing. This was a unique undertaking on two counts. The UN Department for Disarmament Affairs employed peace education to enhance its disarmament work and collaborated, as equal partners, with a civil society organization.

### WHAT WE DID

---

In the two years of implementation, we successfully developed strategies for achieving the Project goals. Each of the four country Partners integrated the goals into their long-range planning, and adopted strategies that met their unique and culturally defined needs and circumstances. However, they followed a shared process.

#### *A. Developed a Community-based Peace and Disarmament Education Team*

This approach established a local infrastructure that included and represented a broad range of interested constituencies who served as the team for planning and implementation. It promoted sustainability and strengthened the cultural competence of Project materials.

#### *B. Developed Appropriate Peace and Disarmament Education Curricula*

Based on local experiences and resources and the collective wisdom of community leaders, the curriculum integrated UN and civil society resources. Curricula materials ranged from the application of national weapons law to the values that accompany peacemaking skills. The materials were designed to be used by local educators after the completion of the project with easy applicability to programs in other communities. Teachers with input from their respective ministries of education developed the teaching materials and curricula.

#### *C. Trained Teachers for Peace and Disarmament Education*

Teachers, school administrators and representatives of ministries of education participated in comprehensive training to investigate peace and disarmament education methods for influencing a change in attitudes, values and behaviors relating to weapons and violence, particularly in young people. Participants modified curriculum to reflect local experiences, traditions and history to enrich their knowledge and practice.

#### *D. Developed Peace and Disarmament Education Programmes in schools.*

The in-school programmes included classroom learning and school-wide activities to engage students in critical thinking and inquiry into the issues that surround peace and disarmament.

#### *E. Developed Non-formal Peace and Disarmament Education Programmes*

The non-school based programme was intended to include the broader community in the Project's goal of disarming minds and reducing violence. These programmes took place outside of school and utilized creative methods to reach a wide audience to raise public awareness and broaden public support for community peace-education.

#### *F. Created and Implemented an Assessment Tool*

An assessment tool was developed to poll local attitudes, awareness and skills related to issues of violence, weapons, peacemaking and peace-teaching. A baseline evaluation, conducted at the start of each project, provided information to guide implementation activities. The evaluation was repeated at the end of the project period in order to assess progress and transformation.

### *G. Developed Plans for Sustainability*

The first focus was on supporting local and national leaders who could carry the project forward and integrate peace and disarmament into all local or national educational systems. The strategic training of teachers, administrators and principals, working closely with ministries of education and health, and cooperating with civil society organizations enhanced the feasibility of continuation. A second focus was publicizing the results so that similar efforts could be replicated in other countries. Honoring the values and resources of both local and national cultures while developing approaches that could be applied in other contexts and places around the world contributed to sustainability.

### **HOW WE DID IT**

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The Hague Appeal for Peace was well poised for this partnership with its international network of organizations and individuals dedicated to the abolition of war and making peace a human right. The Hague Appeal provided invaluable support and experience with a three-part teacher training manual, “Learning to Abolish War: Teaching Toward a Culture of Peace”. The contributions of the Hague Appeal for Peace are also based on an extraordinary group of educators, an International Advisory Committee, from 30 countries, whose mission through the Global Campaign for Peace Education is to integrate peace education into curricula, community and family life around the world. Educators on the Committee advised and assisted individual partners in developing curriculum and teacher training modules during the implementation phase of the Project. Some educators visited the programmes and generously offered their experience to the country projects. The educational materials as well as the web of international relationships generated by the Hague Appeal for Peace contributed greatly to the success of the partnership and its potential for replication.

The UN Department for Disarmament Affairs provided an official context, an information base and introductions to each country that facilitated the travel and meetings out of which inspirations for the local project initiatives emerged. The prestige of the United Nations facilitated welcoming receptions and collaboration opportunities in both UN circles and civil society. Shared information and cooperation with UNICEF and UNESCO benefited the Project. The UNDDA Regional Centers and/or the United Nations Development Program (UNDP) provided briefings, contacts and resources that were invaluable during the planning phase of the Project. The DDA’s participation in conjunction with the Hague Appeal provided credibility and wisdom and supported the Project’s capacity for building on disarmament initiatives carried out by the UNDDA Regional Centers in three of the four regions concerned.

A six-month planning grant from the UN Foundation, beginning in December 2001 and continuing through June 2002, created significant opportunities that influenced the development of the Project. The planning grant allowed the New York-based HAP/DDA team to travel on mission to each designated project country. The initial visit made connections that identified local partners and a team of local people who could support the project coordinator and

implement the future peace and disarmament education project. The first mission established cohesive committed teams enthused with curiosity, respect and appreciation. During the planning phase each mission coordinated an informational community meeting that inquired into realities, needs and community resources while it conveyed the intentions and vision of the mission. From the beginning the local organizers emulated the values integral to peace and disarmament education in their personal interactions and relationships with communities.

## **THE RESULTS**

Offering non-violent alternatives to disputes is the only sustainable way we know to prevent the reappearance and use of the weapons that have been collected .

While the focus of the Project was on disarmament, the overall objective was to change the mindsets of young people so they might imagine the possibility of non-destructive relationships in conflict situations. The idea was to help equip people with the skill and inclination to make different choices, to choose alternative ways to resolve differences and maintain a personal engagement in communal security. Peace education, rooted in constructive ways of relating, provided a tool chest of values and methods with which to explore the root causes of violence and a participatory process for understanding the world and the human attitudes and behaviors that disrupt stability and threaten security.

Each partner in collaboration with a local working team carefully developed a program in the spirit of peace building, modeling a democratic, consensual, beneficial and responsive approach to each other and to the work linking disarmament and security to human relationships. Each project confronted a different set of challenges. Each team determined its own program content, applied its own unique cultural character, but remained connected to the whole, to the shared vision and mission of the Project.

Social change is rooted in the process of disarming the minds and hearts of people. Physical disarmament without the companionship of social change is untenable. All four programs successfully implemented activities that engage the elements of changing and disarming societies. Below are some of the highlights of their collective efforts.

- Produced country-specific teacher training manuals and peace and disarmament education curriculum
- Opened spaces in each community for dialogue, networking and conversation that builds trust and constructive relationships between local and national individuals and organizations
- Developed curriculum for peace and disarmament education and teacher training manuals that have been adopted/integrated by the Ministries of Education into national education institutions

- Developed programmes designed so that successful elements can be replicated elsewhere
- Published translations of education materials and created teacher training modules for replication.
- Secured strong relationships with government and civil society agencies who can integrate much of the Project learning and materials
- Provided materials and equipment for use by future students and teachers.
- Established circles of young people who have created their own leadership, to promote the principles and values of peace and disarmament among themselves and their peers

### **Conclusion**

Underpinning the United Nations Department for Disarmament Affairs and the Hague Appeal for Peace Education Project since its inception was the belief that another world is possible, that dismantling systems of violence is possible and non-violent skills for resolving disputes can be learned and internalized. After two years of deep involvement in this miraculous Partnership Project we know that both young and old people crave connection and relationships of understanding and respect, that communities are capable of being responsible for each other's care and that traditions of peace building can be found in every community across the globe. We know people long for another world where the illicit trade in weapons is eliminated, the possession of weapons no longer threaten their lives, and their labor contributes --not to war-- but to the health of their communities. One of the most inspiring and hopeful outcomes of this project was the discovery not only that another world was possible, but that we had encountered her in every community we visited, and the Peace and Disarmament Education Project was contributing to her well-being.



## IN ALBANIA A TRANSFORMATIVE LEARNING EXPERIENCE

*Elton Skendaj*

“THANK YOU. WE DID NOT BELIEVE YOU IN THE BEGINNING WHEN WE FIRST MET, BUT NOW WE DO”. **Ramazan Qyra, teacher, Gramsh, Albania**

“BY BEING PART OF THE PROJECT, WE ARE ABLE TO SEARCH FOR BETTER WAYS TO BUILD A SOCIETY ON THE PRINCIPLES OF TOLERANCE, PEACE, JUSTICE, THAT ARE ESSENTIAL IN OUR LIVES”. **Ina Idrizi, secondary school pupil, Gramsh, Albania**

The Albanian peace and disarmament education project has been transformative for all involved. Both products and the process have been instrumental in this change: the teacher and the youth peace education manuals have been published; hardworking teachers and youth leaders have been certified nationally; peace and disarmament education has been incorporated into the national programme of cross- and extra-curricular activities; our involvement in a regional conflict prevention process has elevated the peace education agenda even beyond the nation to the Balkan level of peace-building. At the same time we recognize that peace education has just begun its journey, and will not be firmly established in spirit and in practice in all classrooms in Albania for a long time.

### Why Peace Education in Albania?

One of the poorest countries in Europe, Albania was awash in illegal weapons after the civil unrest of 1997 with nearly one illegal weapon per 15 people. A post-communist society going through a problematic transition into a market economy, it is characterized by weak civil society, weak governance (the state does not fulfill its responsibilities particularly in regard to infrastructure), significant economic insecurity because of a 15% rate of unemployment, few safety nets, and marginalization of a large percentage of the population, much human insecurity resulting from deprivation in both



## ALBANIA AT A GLANCE

- AREA, IN SQ KM 28,748
- POPULATION (2005 EST) 3,563,112
- CAPITAL TIRANA
- LIFE EXPECTANCY AT BIRTH, IN YEARS (2002)  
FEMALE 76.6  
MALE 70.8
- NET ENROLMENT RATIO, IN % (2001-02)  
PRIMARY 97  
SECONDARY 74
- PUBLIC EXPENDITURE ON EDUCATION, % GDP (1990) 5.8
- PUBLIC EXPENDITURE ON MILITARY, % OF GDP (2001): 2.6
- EXPECTED YEARS OF SCHOOLING (2002-03)  
FEMALE NA  
MALE NA
- NATIONAL POVERTY LINE  
RURAL NA  
URBAN NA  
TOTAL NA
- INTERNATIONAL POVERTY LINE  
BELOW \$1 NA  
BELOW \$2 NA
- GDP (CURRENT \$) IN 2003: 6.1 BILLION

*for sources see page 113*

economic and social spheres, and high levels of emigration: one in four Albanians has left the country during the past decade.

### **The Context in which We Worked**

Despite a successful physical disarmament project conducted by the UN in cooperation with the Albanian government, the need for sustainable disarmament strategies became evident with recognition that the country's social fabric had been punctured by weapons-related instability. A unique partnership was formed between the UN Department for Disarmament Affairs (UNDDA) and the Hague Appeal for Peace (HAP) to engender peace and disarmament education programs in four countries where recent disarmament efforts had occurred: Albania, Peru, Niger, and Cambodia. Local partners in peace education were chosen in each country in order to develop programs fostering disarmament of the minds of youth and children.

The UNDDA/ HAP partnership implemented peace and disarmament education in Albania in the districts of Gramsh and Shkodra between February 2003 and February 2005. Implementation followed a needs assessment by the Hague Appeal for Peace and United Nations representatives in Gramsh and Shkodra, and continued with the formation of the working group in Tirana, Gramsh and Shkodra. This working group fostered necessary relationships through conversations





and contacts with schools, municipalities, and educational authorities. The values inherent in our programming were: tolerance, openness, participation, compassion, human rights, children's rights, human dignity, empowerment, interdependence, and community involvement.

The UNDDA/HAP project was guided by the idea that physical disarmament must be complemented and sustained by a mental disarmament process within communities, according to the recent UN study on Disarmament and Non-Proliferation Education,

The overall purpose of disarmament and non-proliferation education is to impart knowledge and skills to empower individuals to make their contribution, as national and world citizens, to the achievement of general and complete disarmament under effective international control. (A/57/124, pg. 1)

Also, according to the Final Document of the World Congress on Disarmament Education (UNESCO 1980) relating to pedagogical objectives:

Disarmament education should apply the most imaginative educational methods, particularly those of participatory learning, geared to each cultural and social situation and level of education. It aims at teaching **how** to think about disarmament, rather than **what** to think about it.

Because the community must own its projects if they are to be successful, we utilized a participatory approach. The project thus differed from top-down development projects that treat local communities as passive beneficiaries and instead, promoted the view that people become *active agents of change* in their communities. From the beginning, the community helped in the design and implementation of the project. The UNDDA/HAP team provided both guidance for working groups and professional expertise and financial resources. Developing a peace education initiative with community involvement from the outset kept the focus on the collaborative and cooperative values of peace-making, even as it rejected traditional community-based models that oppress other members of society, including women, children and ethnic minorities. Complementing the community's efforts, meaningful partnerships were explored with other actors, such as UNESCO, UNDP, and local NGOs with similar goals and objectives.

### **The Principles Underlying this Project**

- Community participation is essential in needs assessment and project implementation
- Communities possess pockets of peace-making and peace-building that should be affirmed and relied upon
- The best international experience of peace education should be brought to local communities
- The developed Albanian peace education experiences should later be capable of replication or adaptation in other national and international settings
- Peace education should be an integral part of national and international curricula
- Peace education should include the disarmament of the mind that sustains the removal of weapons in the communities affected by violence

We have also faced significant challenges in implementing our programme. Some of these included: a culture of impunity and authoritarianism in education and politics, widespread poverty, an unstable political and economic situation, lack of motivation of education actors, a limited human resource pool. A culture of impunity had been created in post-communist Albania, where it is considered normal for the people in power to steal, and virtually no one has been punished. We had to stop working inside one school temporarily because one of our local partners was not trustworthy. One must have good and honest partners in order to do the work.

On challenges at a systemic level, poverty and social exclusion have also been rising in Albania. During the final year of the project, the government increased prices of energy, telephone service and bread. Many people lost hope in Albania. Most young people we met in Gramsh and Shkodra wanted to go abroad to seek a better life. It is hard to build sustainable institutions if the people you work with want to leave the country.

## **Results of Implementation**

The Albanian project has achieved important goals both in process and results. More than 8000 participants have taken part in peace and disarmament education activities in Albania. These included debates, a model senate, sports, excursions and cultural events. Two hundred sixty people participated in our peace education training in more than 50 local and national settings in Gramsh and Shkodra. These included three summer schools. In addition, eight of our local teachers have been certified by the Institute for Pedagogical Studies (ISP) as trainers in peace education, and five pupils have become youth trainers. ISP is the national institute responsible for pre-university education curricula and training under the auspices of the Ministry of Education and Sciences of Albania.

The Albanian project has also published materials for peace education. We have translated the international Hague Appeal for Peace manual, *Learning to Abolish War* into Albanian, and have produced a teacher's manual, a youth manual, three booklets, and more than 20 school newspapers. Our project website, [www.cpde.net](http://www.cpde.net), and our newly produced CD-Rom, present all our materials in both English and Albanian. We have also contributed a chapter to an ISP publication on cross- and extra-curricular activities.

Today, peace and disarmament education is an official part of the national curricula for cross- and extra-curricular activities. Extra-curricular activities are those that occur outside the normal curriculum of a school, while cross-curricular activities involve two or more subjects simultaneously. According to Albanian law at least 20% of national curricula for pre-university education must be cross- and extra-curricular. This is a new law, and few teachers have been trained in cross- and extra-curricular methods. Many activities in the project's teacher's manual fit the criteria, and a peace education chapter became part of the national manual of ISP that will be used by teachers all over Albania.

In order to assure sustainability of peace education in Albania, we have created a Center for Peace and Disarmament Education ([www.cpde.net](http://www.cpde.net)) that will build upon the successes of the project.

In cooperation with the Institute for Pedagogical Studies (ISP), the Center for Peace and Disarmament Education in Albania (CPDE), has completed the training of eight teachers in Gramsh and Shkodra. These teachers participated in several peace education trainings during the past two years, and have written peace education activities for the teacher's manual, "Toward a Culture of Peace". Today they are certified as national trainers in peace education by ISP and CPDE.

## **Indicators for Evaluation and Sustainability**

Teachers' certification will contribute toward sustaining peace education in Albania after completion of the UN and Hague Appeal for Peace "Peace and Disarmament Education Project". These teachers will be the local resources for the Center for Peace and Disarmament Education in Albania which will replace the UNDDA / HAP project. The Ministry of Education and Science in

Albania and the Institute for Pedagogical Studies will also utilize these teachers for further training in peace education. The certificate received by these eight teachers grants them authority to be trainers in peace education at the local level.

During the past two years of their involvement in the peace education project, these teachers have fulfilled the following criteria:

- Knowledge in the fields of human security, conflict resolution, human rights, peace and tolerance
- Ability to include peace education through cross- and extra-curricular activities. These teachers have created many programmes and activities: some of them are published in the Albanian teachers' manual, *Toward a Culture of Peace*
- Knowledge of the methodologies of peace education. These teachers have been trained intensively to employ interactive techniques and participatory activities that are the foundation of peace education, and have used these methods in their teaching. The teachers have created individual files with innovative activities
- Ability in four fields that are the focus of the ISP training: needs assessment and evaluation of the teacher being trained; programming; development of peace education workshops; evaluation of the training

Their certification also helps sustain the changes in the official curricula, making peace education one of the essential elements of cross- and extra-curricular activities in the schools. Teacher certification will also facilitate the training of teachers in other districts. The schools employing



certified teachers—pilot schools of peace education—will provide a welcoming environment for training other teachers.

On a regional level, our project helped move peace education to the top of the Balkan Agenda for Conflict Prevention and Peacebuilding. Together with the Nansen Dialogue Network and the Bulgarian School of Politics, the Albanian Peace and Disarmament Education Project was one of the organizers of the Balkan conference on Conflict Prevention. Of eight key themes, peace education was the most important. The peace education workshop enjoyed the greatest number of participants—20—and the most national recommendations—67. In the Balkan Agenda for Conflict Prevention, peace education is first on the list of ten recommendations for international and national participants.

An independent evaluation of our project that compares baseline to final phase results indicates:

- Increased awareness of the dangerous impact of weapons on the community
- Greater appreciation of peaceful conflict resolution skills among students
- Increased confidence of both students and teachers in using peaceful conflict resolution skills



- More emphasis on cooperation with people of different religions and from different regions
- Increased awareness of the gender dimension of violence
- Increased optimism about the community's ability to lower crime and violence

According to a survey taken by the Albanian School of Politics between the inception of the project and its conclusion, the percentage of students exposed to education in conflict resolution rose from 51% to 65% (in the first year) and reached 81% at the project's end. Equally gratifying was the fact that at the conclusion of the project 100% of respondents thought it very important to resolve conflicts peacefully.

There was also a significant increase in the percentage of respondents who think that weapons have worsened the life of their community. The percentage increased from 50% in the second survey to 81% in the third. Given that there is no reported increase of weapons and weapons-related crimes in the surveyed community, it is possible to conclude that this increase is due to greater awareness of weapons-related problems linked to the Peace Education programs.

The independent evaluation also reported that an unintended positive outcome of this project has been improvement of student's written and oral work through involvement in project writing. A considerable number of students collaborated to write projects they later implemented themselves. In writing up and presenting concrete projects, they gained precious life skills.

Another unintended consequence was increased support for small projects in our communities. We needed to address poverty and lack of materials, and have contributed financial support to the community centers in Gramsh that organized non-formal educational activities for more than 2000 participants. We also supported schools in Gramsh and Shkodra by contributing computers and sports materials and helping improve green spaces.

Finally, in order to improve accountability at all levels in a country with little trust, we encouraged the schools to propose projects of their own in the field of peace and disarmament education, and we provided necessary resources. To make the opportunities as open as possible, we created a mini-project application form. We have also trained our principal collaborators in project application and implementation. By so doing, we insure a horizontal and participatory approach to peace education, and prevent dominant individuals from usurping the process.

### **Samples of Activities run by Schools and Communities**

A number of activities were developed by schools and communities in cooperation with the project working group after their initial training in peace education. They were normally designed by teachers, pupils, and community leaders, who submitted their ideas to the working group as mini-project applications. After selection, the designers of the activities implemented them locally.

### **“Tradition of Tolerance in Gramsh”**

The project promoted traditional behaviors and patterns that provide a firm base for the development of a tolerant peace-loving community. In Gramsh we had the strong partnership of the Cultural Center, headed by poet Leidi Shqiponja. Drawing upon the tradition of tolerance in Gramsh, the Center, developed a program that celebrated the values of respect, tolerance, diversity, forgiveness through poetry, folk theatrical games, singing, and televised interviews with prominent national figures. The program also included drawing, poetry and essay contests for youth. The final performance was broadcast on local television and included an exposition of the best drawings, poetry and essays that remained on display at the Cultural Center for a month.

### **“What I want to Change in My Life Activities”**

As part of our community-based peace education programming, the Children’s Center in Gramsh organized a district-wide event for children in 2004 with the following activities:

- A contest with folk songs, dance and instruments in seven regions of the Gramsh district –including the town and all major villages–and the selection of the best performances for the final spectacle
- A drawing and painting competition
- An exhibition in the Children’s Center titled “What I Want to Change” that included the selected texts, songs, dances, and instruments from the seven regions as well as an exhibition of the best children’s drawings from the district

### **“With Women We can make It”**

The Women’s NGO in Gramsh headed by the former mayor of Gramsh, Luljeta Dollani, organized an activity on March 8th, International Women’s Day to celebrate the women leaders of the Gramsh community. In a notable event, 12 important women leaders from the community met on the stage of the Palace of Culture to discuss the important contribution of women in education, politics, disarmament, social services and other vital areas. Four hundred women from the community were part of this event that was locally televised.

### **“Peace Education stands against Blood Feud Violence in Northern Albania”**

In northern Albania where the state is weakest, blood feuds are sometimes considered to be the traditional way to resolve murders. The teachers and pupils of *Jordan Misja* school organized an activity titled “A Different Day” with orphans whose families had been decimated by blood feuds. Each child was paired with a *Jordan Misja* pupil who had been participating in our peace education activities. Teachers and pupils of *Jordan Misja* school also organized a series of activities titled “Missionaries of Peace” during which teachers and pupils held meetings with community



peacemakers, police representatives, and judges who work to prevent blood feuds. Some teachers and pupils in Shkodra have organized visits to families affected by blood feuds. These visits were filmed and shown in classes to promote discussion on the causes and prevention of blood feuds in the region.

#### ***“Bridging Social-Cultural Differences”***

- The Shkodra school organized excursions between rural and urban pupils to foster a community in the school. The differences between these groups are huge in a town such as Shkodra where the rural newcomers live in slums rife with blood feuds and unemployment.
- A folk festival was organized in Shkodra in June to celebrate musical diversity in northern Albania while emphasizing the tradition of tolerance in Shkodra, Dukagjin and Malesia e Madhe. Five major schools participated in this event that was widely reported by local media.
- Some Shkodra pupils and teachers also initiated a series of events to celebrate living Shkodra artists and writers. These artists had contributed much to the community during their active years and now are retired. Because of difficult times in Shkodra, they feel neglected and forgotten. The pupils presented symbolic gifts to the artists and invited them to the school to share their work.

“Culture and Peace” sports activities to promote fair play and cooperation between schools were organized by our Shkodra teachers in November and December for eight high schools . Activities included soccer games and basketball.



As part of a series on Environment-related activities Shkodra teacher trainers organized a seminar on “Ecology and conflict” with geography teachers from seven high schools. The seminar focused on the role of environmental degradation as a potential cause for local and international conflicts.

### **The Focus on Partnership**

The UNDDA/ HAP partnership helped us to initiate the process of peace education programming at the community level. Later on, it provided the crucial support for securing funding for the implementation of the project. Our international partnership has also provided legitimacy for our work at the national and district level, and facilitated our connections with the UNDP-Albania, the Ministry of Education, and the districts’ educational authorities.

The working group in Albania strove hard to sustain their good initial reputation and to foster relationships on the ground. In addition to local allies in the Gramsh and Shkodra districts, we relied upon the national resources of the Institute for Pedagogical Studies, the Foundation for Conflict Resolution and Reconciliation, the Movement for Disarmament, and the Women’s Center.

Because there were few written rules on how to go about this project, the UNDDA/HAP partnership presented both challenges and opportunities. Initially, we confronted a funding delay

that frustrated some of our local partners. We had received the commitment for funding, but no transfer of money occurred for six months. When the funding finally arrived, we had to figure out how to create our own working framework. Fortunately, we knew we could rely on the UNDDA / HAP partners for guidance in both organizational and curricular issues.

Trust and openness to new ideas, two of the best components of the UNDDA/ HAP partnership, allowed local partners to take necessary risks and shift activities to achieve their goals most efficiently. For example, in the final quarter of the project, we were offered the opportunity to publish cross- and extra-curricular activities into the national curricula, and to have our teachers certified as national trainers in peace education. We had not anticipated these events and discussed them with the UNDDA/HAP headquarters. They encouraged us to go ahead with publishing and teacher certification.

Being part of an international project has contributed to a cosmopolitan vision of peace education in Albania. Throughout our meetings and e-mail exchanges, we would hear about the accomplishments and challenges of the projects in Peru, Cambodia and Niger, and we would know we were not alone. It was inspiring to hear about the cooperative sports games EDUCA has been implementing in Peru and the peace education campaigns in Niger and Cambodia.

We were also happy to have such excellent access to professional and technical resources outside the Albania project. Through our meetings and conferences, we enlarged our networks and improved our ability to locate resources. Our office in Albania now contains more than 20 books on peace, disarmament, human security and conflict resolution from the USA, Latin America, West Africa and other countries. We found many materials online as well making us both local and global at the same time, and making our work with pupils, teachers, coordinators and educators even more exciting. We are grateful to have had the opportunity to engage in this interesting project.

We have learned that the quality of the relationships we have forged with teachers, pupils and educators is the best indicator of success. Relationships seem to be at least as important as institutions in Albania because people generally tend to distrust strangers and institutions. Although openness and trust are rare in post-communist Albania, they have been key ingredients in our success. We have been open to collaborating with teachers, pupils, and other NGOs, and as a result have developed full trust in each other. Work and partnership become easier this way. We have also learned that despite the systematic treatment of pupils as passive learners in the Albanian education system, when pupils participate in activities of their own, they take charge and do an incredible job. The power and energy of such students is a vital motivator to the project crew, even if it is sometimes perceived as dangerous by some of the traditional teachers.

In conclusion, the Albanian peace and disarmament education project has had a transformative effect on all its participants. The pupils, teachers, community leaders, and working group grew to trust and work with each other in peace. The published materials and incorporation of peace education in national curricula are equally important. We hope such projects will be replicated and adapted by all member states of the United Nations.

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## IN CAMBODIA CHANGING ATTITUDES AND REDUCING WEAPONS

*Thavory Huot*

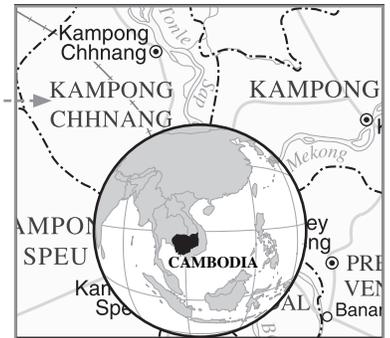
**D**espite a long rich history of culture and sovereignty, Cambodia is currently marked by 30 years of war and genocide, which has left a legacy of violence, poverty and an infrastructure with little capacity to support its people. The devastating US bombing campaign of the 1970s obliterated villages, killing an estimated 600,000 people, and became a rallying point for the opposition political movement of the Khmer Rouge. Once the Khmer Rouge ascended to power, they quickly initiated a 12-year campaign of genocide, including the murder of the educated, professional, religious and art communities. War and mass killings have poisoned human relationships, fostered an environment of suspicion and mistrust, and contributed to a surplus of weapons and ammunition remaining in the hands of civilians seeking security.

Cambodia has experienced a period of political stability since 1998 but the presence and misuse of weapons continues to have a direct negative impact on community development, human security, human rights and public health. Landmines have taken a devastating post-war toll.

The unfair distribution of crucial resources like land, water and forests, is quickly undermining the livelihood of a majority of people. Domestic violence is also prevalent with studies indicating that one in four women is a victim of assault involving the use of weapons. The population is estimated at 11 million, half of which is 15 years old or younger. With no official political recourse for reconciliation or reparations from the past, fear, mistrust and a deep malaise of suspicion and insecurity abound.

### **The Working Group for Weapons Reduction (WGWR)**

The United Nations Department for Disarmament Affairs (DDA) and the Hague Appeal for Peace (HAP) Project found its partner for peace and disarmament education in the Working Group



## CAMBODIA AT A GLANCE

- AREA, IN SQ KM 181,040
- POPULATION (2005 EST) 13,607,069
- CAPITAL PHNOM PENH
- LIFE EXPECTANCY AT BIRTH, IN YEARS (2002)  
FEMALE 59.5  
MALE 55.2
- NET ENROLMENT RATIO, IN % (2001-02)  
PRIMARY 86  
SECONDARY 21
- PUBLIC EXPENDITURE ON EDUCATION, % GDP (1999-2001) 2.0
- PUBLIC EXPENDITURE ON MILITARY, % OF GDP (2001): 5.8
- EXPECTED YEARS OF SCHOOLING (2002-03)  
FEMALE 8  
MALE 10
- NATIONAL POVERTY LINE IN % (1999)  
RURAL 40.1  
URBAN 13.9  
TOTAL 35.9
- INTERNATIONAL POVERTY LINE IN % (1997)  
BELOW \$1 34.1  
BELOW \$2 77.7
- GDP (CURRENT \$) IN 2003: 4.2 BILLION

*for sources see page 113*

for Weapons Reduction (WGWR). WGWR is a Cambodian non-governmental organization (NGO) aimed at reducing the number and the use of weapons, promoting peace and nonviolent problem solving, and strengthening the capacities of Cambodian civil society to build a peaceful and safe environment for its citizens. Created in 1998 as a coalition of NGOs and individuals, WGWR has since then passed through different phases of development and adjustment. WGWR is now an independent NGO, governed by a Board of Directors and managed by an executive director, based in Phnom Penh. The staff is working on different programs aimed at the reduction of weapons and prevention of violent conflicts. Distinguishing itself from many



THAVORY HUOT

other NGOs dealing with weapons or violence in Cambodia, WGWR's staff is made up largely of Cambodians with more modest participation of international volunteers.

### **Cambodian Peace and Disarmament Education Project (CPDE)**

The Cambodian Peace and Disarmament Education (CPDE) project represented an evolution in the Public Education component of WGWR. This new focus on Peace and Disarmament Education in schools, working with students and youth can be traced back to 2001 when WGWR Public Education Project provided a seminar on Peace Building and Weapons issues to students, requested by the Pedagogy School in Kampong Chhnang. The students acknowledged the importance of peace and disarmament education in schools. This experience of cooperation with the Provincial Pedagogy Department and teachers of the province grew into an invitation for further involvement of WGWR in the formal education sector.

This local interest in peace education within WGWR coincided with the DDA/HAP Project search for a partner in Cambodia. The pilot project for Peace and Disarmament Education (PDE) in high schools in Kampong Chhnang was formulated, submitted to the Hague Appeal for Peace (HAP) and the United Nations Department for Disarmament Affairs (UNDDA) and received their support. The Cambodian project joined Albania, Peru, and Niger, which immediately gave WGWR a wide-ranging perspective, putting it in touch with a number of different countries and realities.



The WGWR Public Education Project Officer, Thavory Huot, became coordinator for the PDE project, assisted by provincial representatives, educators, advisors and a representative from the Ministry of Education's Teacher Training Department. A former lay Buddhist nun and survivor of both violence and genocide, Thavory embodied a commitment to non-violence and life-affirming

engagement which would characterize the project and inspire new possibilities for Cambodian reconciliation.

In the wake of the mistrust and presence of violence, the Peace Education project in Cambodia committed its resources to building bridges of communication between themselves and the Ministry of Education, training teachers, introducing curriculum that emphasizes participation, community-building and skills of trust and connection, developing media campaigns focused on small arms, health and domestic violence, and reintroducing indigenous arts and emotional expression.

### **Kampong Chhnang Province**

The capital of Kampong Chhnang province, where the peace and disarmament education project was located, is approximately 90 kilometers northeast of Phnom Penh. The provincial capital with approximately 42,000 inhabitants is located on the Tonle Sap River. Prior to joining the DDA-HAP project, the WGWR had concluded an extraordinary research project on small arms and violence in Kampong Chhnang province that documented the presence of many weapons left over from the years of armed conflict. The research project included reports from villagers about weapons misuse and abuse, and paid special attention to the impact of weapons on women and children. After the release of the report, WGWR launched a public awareness campaign that focused on reducing the possession of small arms in the region. Kampong Chhnang province had also been the site of the other weapons collections projects: the Provincial Weapons Confiscation and Control Committee had been collecting since April 1999, and in July 2001 the European Union's Assistance on Curbing Small Arms and Light Weapons (EU-ASAC) completed a weapons destruction program in the province. These efforts in weapons reduction programmes made the province seem like a good place for a peace and disarmament education project.

After the initial focus on Kampong Chhnang, WGWR extended the program to support disarmament activities in Kampong Thom, focusing especially on students and youth. A long-standing relationship of trust and cooperation with the German Development Agency and the German

Development Service was the impetus for extending the project to the province of Kampong Thom, which was fully funded by both agencies.

### **Implementation Strategies**

*“This was a powerful accomplishment which guaranteed the curriculum a permanent place in the recognized state framework”*. NEB SINTHAY, DIRECTOR OF WGWR

WGWR obtained a Memorandum of Understanding from the National Ministry of Education, which provided the opportunity for working with the Provincial Education departments in Kampong Chhnang and Kampong Thom, the two provinces in which the project was implemented. An orientation workshop for NGOs, the Ministry of Education and the provincial education departments was held to inform the education community about the curriculum plans.

Parents and civil society organizations gathered to discuss and develop ideas for the peace and disarmament education programs. UNESCO, UNICEF, Save the Children, provincial education departments and the Ministry of Education participated. Together the project team organized workshops to present program and activity ideas and to receive feedback from community groups. The partnership meeting included the discussion and signing of a Memorandum of Understanding with the Ministry of Education.

This was followed by an introductory information-gathering workshop for school principals, teachers, trainers and teachers-in-training based on the results of the baseline survey. The team used this workshop to gather ideas and experiences upon which to create a draft curriculum. The approval from the Ministry, and inclusion of principals and provincial education departments, enabled the project to build the relationships and atmosphere of trust critical to its later success.

Subsequently, a series of feedback meetings was held to test and improve the draft curriculum. In working with the Ministry of Education, WGWR was able to adapt the curriculum to get their full approval while keeping the document a true reflection of the project’s values.



## Bringing the Curriculum into the Schools

The National Morality and Citizenship Curriculum in high schools was the most obvious place to integrate lessons on peace and disarmament because many elements of peace education already existed in this curriculum. The formal aspects of the project relied heavily on Cambodia's Morality and Citizenship teachers in grades 10-12 who comprise the Ministry of Education Youth and Sport Department (MoEY&S). Initially the project focused on high school education and teacher training of morality and citizenship. The selected teachers were partners, and included in the details of implementation planning and design.

Perhaps the most significant lesson in the implementation phase has been the importance of developing a collegial relationship with the Ministry of Education. Without their permission and cooperation, the project would not have been possible. A significant amount of time was spent liaising and meeting with the Ministry representatives and involving them in the process. This relationship ensures the long-term sustainability and impact of this project because it opens the way to integrate the Peace and Disarmament Education project into the National Education system.

The "Peace and Disarmament Education Curriculum" was designed and developed by the project team in phases. The contents were discussed, reviewed and tested by teachers-in-training. In addition, awareness events and non-formal education campaigns on peace and disarmament were organized with youth and students, and educational materials such as T-shirts, stickers and posters were developed and distributed. A TV/radio campaign on PDE was broadcast on national media. The publication of the Curriculum was launched in Phnom Penh with much celebration and attendance of special guests including the US and German Ambassadors. Many other representatives of international and national NGOs and government institutions were present. The curriculum has been integrated into the National Morality and Citizenship Curriculum for High school, filling a gap in the formal education system and proving to be a major contribution to the National Teacher Training Department. Dr. Kol Pheng, the Minister of Education, was among the speakers who strongly supported the project. More than 200 Education Manuals (Khmer version) were distributed to participants. Launchings in Kampong Chhnang and Kampong Thom were attended by 80 invited guests. Among them were representatives from the Provincial Education Departments and NGOs, school directors and teachers. In Cambodia, the PDE project has established WGWR as a dependable and valid partner for future educational collaborations.



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### Project Achievements

*"The destruction of education in Cambodia is a legacy of the Khmer Rouge regime. Violence is part of that legacy and students have inherited this legacy".* SCHOOL DIRECTOR, KAMPONG CHHNANG

### **Implementation of Small Arms and Peace Education Seminars and Training of Trainers**

This process included collaborating with teams of teachers while supporting their work and designing and developing a “Small Arms and Peace Building” workshop for teachers-in-training. During this phase two teacher training sessions were conducted and an exchange program between teachers in Kampong Chhnang and Kampong Thom provinces took place. An evaluation of the curriculum and its impact on participants was undertaken.



Education methods, which are participatory and encourage young people to express their own ideas and cooperate with each other to achieve common goals, are fundamentally new for Cambodian teachers. Since the Peace and Disarmament Education Curriculum developed by the project team is based on these methods, teachers needed considerable practice to deepen their understanding and to improve their teaching skills. Below is an outline of a typical training session. The objectives of the teacher training workshops were to:

- Facilitate building community among the participants
- Promote individual expression of teachers
- Encourage participation
- Encourage collegial trust and respect
- Provide tools for curriculum instruction
- Create a joyful environment

In addition to these goals a major concern of the project team was to give teachers adequate time to practice, to teach selected lessons from the Peace and Disarmament Education Curriculum and to receive feedback that could improve teaching and classroom competence.

The curriculum is a series of specific lessons clearly written and carefully designed to explore social issues, sources of conflict and roots of violence, such as the impact of weapons in people’s lives as well as ways to achieve security without the use of violence. The curriculum highlights stories and experiences specific to Cambodia. Lessons about prejudice were altered to choose conflicts which could be discussed while avoiding political references considered too inflammatory. The team created a tightly developed and thorough plan with a thoughtful combination of participatory activities and time for reflection and feedback. Specific lessons focused on observation and listening skills teachers could use with each other, and on establishing a more democratic and encouraging environment for students. To engender the process, teachers were made aware of the impediments

of the rigid, top-down hierarchical structure of the traditional classroom. They were also aware of the limitations facing teachers including the physical structure of the classroom. Training was conducted in a circle and teachers were given specific feedback about their participation.

Challenging teaching materials are mixed with an invitation for “fun”, encouraging participants to take risks and experience themselves as learners. Activities and games are designed to eliminate competition, losers/winners and shaming. A supportive learning environment was created and the trainers modeled a peace and disarmament education experience. At the conclusion of the teacher training it became evident that the training component of the project was as important as the curriculum itself.

### **Peace Education Partners Established**

The national workshop on “Building Peaceful Schools” was an additional activity. One thousand one hundred sixty-eight participants came to the national workshop from 24 cities and provinces representing teachers, members of education departments and the ministry of education and interior.

The Minister of Education (MoE) was chairperson. The Under Secretary of State of MoE and the deputy director of Teacher Training Department (TTD) were speakers.



*title of poster*

WE WOULD RATHER TO LIVE IN A PEACEFUL, NON-VIOLENT COMMUNITY THAN IN ONE WHERE ILLEGAL WEAPONS ARE USED.

The objective of the workshop was to provide a national forum in which representatives of formal and non-formal education institutions were familiarized with the concept of peace and disarmament as an integral part of the educational program. It was to be reinforced in practice by the Ministry of Education and provincial education department officials, teachers and students.

### **Specific Objectives of the Workshop**

- To introduce the concept of “Peace and Disarmament Education” established by WGWR in Kampong Chhnang and Kampong Thom since 2003
- To introduce the “Peace and Disarmament Curriculum for Cambodian High Schools” as a tool for peace and disarmament education to teachers
- To support the strategy of expanding the Peace and Disarmament Education project from a pilot project targeting two provinces to one with national impact
- To introduce the Peace and Disarmament Education project to Education Departments, trainers of TTD, faculties of Pedagogy in the provinces and NGOs working in the field of education

## A Variety of Educational Materials were Created

A peace and disarmament education campaign on small arms reduction and peace-building for children, youth and the general public was created. It included posters, booklets, T-shirts, hats and peace bags. This involved collecting materials and conducting a needs assessment of school and community. We also designed and developed a distribution plan and a follow-up with recipients of the materials. Follow-up evaluation included assessment of amount of materials used, where and how they were disseminated, and the extent to which participants understood and were able to use them.

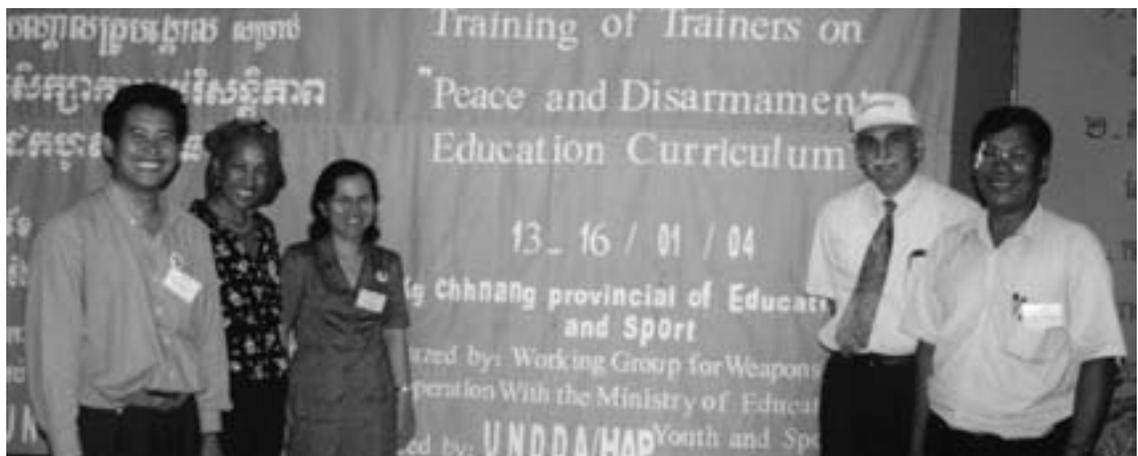
Two stories, focused upon peace and disarmament education, were written and published. One story recounts vision building and the other deals with consequences of weapons misuse. Drawings for the booklets were finished in mid-August and submitted to the Teacher Training Department and MoEY&S. A total of 1500 books were approved and disseminated to the peace libraries in Kampong Chhnang and Kampong Thom.

HAP Publication “Time to Abolish War” was translated and 600 copies will be distributed to Banteay Meanchey, Kampong Chhnang, Kampong Thom and the National Institute of Education in Phnom Penh.

## Community Events were Implemented

In cooperation with the Provincial Education Departments in both provinces, the Public Education project encouraged and supported high school teachers organizing peace campaigns during public holidays. These holidays included School Opening Day/ Thank Teacher’s Day, Pchum Ben’s Day, Water Festival and Human Rights Day, International Children’s Day, Khmer New Year, and International Women’s Rights day.

To facilitate this effort the project conducted training for teachers on proposal writing. Teachers learned to design activities, budgets and work plans in order to have their campaigns funded. In October four campaigns were carried out at high schools and at the pedagogical school in Kampong Chhnang. Five similar campaigns took place in Kampong Thom. Additional campaigns were carried out in both provinces.



*from left to right*  
LIM MINH, PROJECT ASS'T  
BETTY J. BURKES  
HAP PEDAGOGICAL  
COORDINATOR  
THAVORY HUOT  
PROJECT DIRECTOR  
MICHAEL CASSANDRA  
UNDDA  
MEAS SORTH  
PROVINCIAL PROJECT  
COORDINATOR

Approximately 150 students participated in each peace campaign which focused on the consequences of weapons misuse and peace building. Activities included dramatic performances, poetry writing, drawings of student's visions and a peace march against violence and weapons. These public awareness events were experiential and participatory including the traditional puppet theatre, conversation circles and video shows about disarmament and non-violent conflict resolution.

### **Non-formal Peace Education Program Provided for Youth and Students**

In cooperation with the Youth for Peace group the project designed peace corners or rooms and other areas in schools and pagodas. Student art was promoted and displayed during this time. A DVD player, a TV and a TV table were handed over to the peace corner library at Preah Suramaridh High School in Kampong Chhnang. This equipment will allow students to watch educational videos, documentaries and films with educational contents related to peace and disarmament.

A peace art campaign was launched, and in order to avoid fraud, 90 students were invited to draw their pictures again in front of the judging committee: This activity was filmed and broadcast over TV. H.E. Ly Sumuny, the Under Secretary of State of MoEY&S, was the chair of this ceremony, which was also filmed by a TV team. Students' talents were recognized and appreciated by all guests and representatives of MoEY&S, Provincial Educational Department and NGOs, and they were awarded bicycles and dictionaries. The Under Secretary of State pointed out that the drawings showed student's peaceful hearts and peaceful minds. Thirty students received bicycles and 98 students received dictionaries, notebooks, pens, pencils, erasers and rulers in a student peace art campaign in Kampong Thom province.

During the campaign Sovanna Phum performed two shadow theater shows at primary school in Kampong Thom town and at Taing Krassaing Primary School. It was the first time people in Kampong Thom had seen a shadow theater performance.

Seventy students and five teachers from Kampong Thom and Kampong Chhnang joined in investigative trip to Phnom Penh. They visited What Phnom, the National Museum and Tuol Sleng, the museum of genocide related to the Khmer Rouge era. Many students saw these places of Cambodian history for the first time. This gave them the opportunity to discuss their own history and think about a better and peaceful future. At the end of the trip some students concluded that peace is a kind of mutual respect, and that peace is a situation without intimidation.

### **Peace and Small Arms Media Campaign Developed.**

This included the creation of television and radio broadcasts as well as a video story on small arms and peace in Khmer. Students were supported and organized to contribute "peace talks" through television and radio. A documentary about WGWR was produced as well. The principal focus of this documentary was the Peace and Disarmament Education project. During the

production period parts of the documentary were broadcast on TV. The producers, who were part of a national TV station, broadcast some episodes without charge. The video was shown at the Tirana Conference.

### **Project Lessons and Challenges**

Peace education is relatively new to Cambodia. Despite the vast amount of peace and conflict transformation training which has been delivered over the past five years, few projects have targeted school teachers and their students. Further, the issue of disarmament has not been addressed inside the school system beyond the distribution of posters and stickers with a micro-disarmament message. WGWR's project in conjunction with the UNDDA and the Hague Appeal for Peace has been ground-breaking and unique, hence the importance of documenting some of the lessons learned along the way.

An early HAP/UNDDA visit provided the occasion for WGWR to bring together a broad representation of NGOs and representatives from other countries addressing weapons reduction strategies for Cambodia. This first-of-its-kind-meeting evolved into an on-going sustained network. The WGWR PE project became a member of the "Peace Forum" which aims to support peace in Cambodia. The forum, which consists of organizations and partners whose work is related to peace, meets regularly to discuss peace issues. In 2005 the forum hopes to organize some activities such as a mediation workshop and a peace festival.

The project is also a member of the newly established Cambodian Peace Institute which aims to strengthen the culture of peace through peace education. Members of the Institute meet regularly at the UNESCO office in Phnom Penh.

It is not possible to work within the government system in Cambodia without permission from the relevant Ministry and the signing of a Memorandum of Understanding. To attain this status is laborious and painstaking. However the benefits far outweigh the pain. In the case of the peace and disarmament education project the Ministry of Education, Youth and Sports (MoEYS) gave WGWR access to schools and pedagogy facilities, particularly in Kampong Thom and Kampong Chhnang provinces. This enabled WGWR staff to conduct workshops with teachers, establish





*title of poster*  
WHAT IS THE BEST WAY TO YOUR FUTURE?

peace corners or rooms in libraries, interview and train students, meet with principals and parent committees, display posters, distribute materials, and finally introduce WGWR’s curriculum and lesson plans into regular classroom proceedings.

Access was just one advantage. The second greatest benefit of the government relationship was sustainability. Once the curriculum was accepted at various levels (by teachers, pedagogy lecturers and the department), the curriculum document became recognized material which teachers are allowed to use in their classrooms. The public endorsement by the Minister for Education and his speech to a National Teacher’s conference encouraged them to use the WGWR’s materials whenever possible.

In many countries, collaboration with the government is often viewed as becoming complicit in the system which is seen as the cause of the problem. At this time in Cambodia’s history, working alongside the government and through their system ensures involvement of key people, sustainability of the goals of the project and a guarantee that materials will stay relevant and perhaps be integrated into the national system.

One of the challenges to the WGWR team was how to develop creative materials in a school environment with limited resources. Limited resources include underpaid teaching staff and lack of technology or even paper and pens. While it would be possible to flood a school with art materials, television sets and so on, limited electricity and lack of security means such resources do not last long. WGWR’s curriculum team realized early on that lesson plans needed to be delivered in a basic classroom. This rendered useless much of the existing peace education material from the rest of the world.

Further, as Cambodian schoolteachers are well versed in rote methods of learning, creative approaches needed to be carefully explained to teachers who were to deliver the materials. This was a great challenge and made teacher training an essential element of the whole project. Teachers expected to be given ‘the correct answers’ to open-ended questions, and needed extensive guidance in facilitating discussions based on student opinion rather than didactic instruction. These subtleties were not anticipated at the beginning of the project but consumed large amounts of time and energy as the project developed. Ultimately, time well spent.

One interesting dynamic in the development of the curriculum resulted from the presence of both Cambodian and foreign writers. The WGWR curriculum development team consisted of two Cambodians, an Australian and a German-American. Consequently there were rich and varied perspectives on priorities for the curriculum, what might be considered appropriate for the local culture, and universal principles. This dynamic led to inclusion in the curriculum of lessons, unique to the Cambodian reality, alongside others with a more global perspective. In evaluating the curriculum at the conclusion of the project, mixed opinions on the team remained about the value of this approach: some said they felt it was not ‘Khmer’ enough, while others were

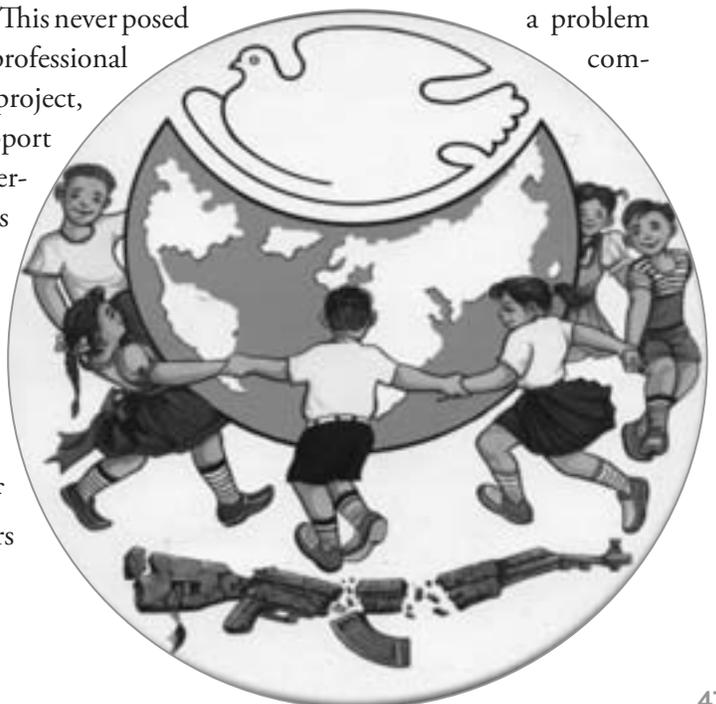
comfortable with the varied approaches. It was unanimously agreed however that the combination of ‘insiders and outsiders’ was essential for the development and implementation of the curriculum.

On a first reading of the curriculum against the backdrop of Cambodia’s bloody past, one might consider it lightweight in the way it addresses issues of violence and even history itself. The curriculum team dreamed of re-writing the history curriculum and helping students to understand their past. The current political situation in Cambodia prevents such an approach, and it would not have been possible to integrate such materials into government schools. Consequently a ‘best first step’ approach was needed, using the morality and citizenship curriculum as an entry point for gaining trust, building relationships and slowly introducing ideas on addressing conflict, violence, weapons and peace.

The project team has been effective in carrying out a wide range of tasks, some in two different geographical locations, and implemented all the planned activities of the project. The team’s personal attitudes and values about cooperation, confidence building and problem solving contributed to their success.

Students’ attitudes and feelings related to violence and weapons-use are clearly oriented toward the refusal of violence and the rejection of weapons. Their environment is still threatening, and their fear of domestic abuse and sexual assault remains. However, there are fewer episodes of violence in schools and students feel less threatened. They have participated with enthusiasm in all project initiatives like art contests, peace art campaigns, peace games, exploration of issues about guns, violence and security.

In retrospect the WGWR Peace and Disarmament Education Project was ambitious to say the least. Not only did it include a vast number of wide-ranging activities, but the need to work with the Cambodian government as well as the limited capacity of the target group (teachers) meant that much more time and energy was required. This never posed a problem because of the underlying personal and professional commitment of all staff associated with the project, as well as the financial and technical support from UNDDA and HAP. A variety of international visitors from these organizations provided encouragement and inspiration along the way, while at the same time the ownership and responsibility for quality and impact lay with the local partner, WGWR. This combination was a useful model and enabled development of a process for a deep disarming of the minds of Cambodian youth, teachers and communities.



## IN NIGER A WORK IN PROGRESS

*Idi Cheffou*

“BEFORE THIS PROJECT, I WOULD HAVE ONE OR TWO KNIVES STRAPPED ON MY BODY, AND WOULD NOT HESITATE TO MAKE USE OF THESE WEAPONS IN A CONFLICT. NOW, I AM NO LONGER TAKING ANY KNIFE WITH ME, AND I WILL RESORT TO NON-VIOLENT CONFLICT—RESOLUTION THAT I LEARNED WITH THE PROJECT, OR SEEK HELP FROM THE TEACHERS OR THE ADMINISTRATION OF THE SCHOOL.” **Peace Messenger in N’Guigmi.**

### Introduction to Niger

**N**iger is a country of desert, drought, and very few natural resources. The northern two-thirds of the country is part of the Sahara desert and only 3% of the land is arable. The nomadic peoples, the Tuareg, Tubu, and Arab herders and camel traders, have been forced to move into the south, competing for resources needed by the sedentary peoples of the Fulani and Kanouri. They are predominately Muslim. While the circumstances of survival are harsh in Niger, it has not been a culture rooted in violence, warfare was not celebrated, and the men of Niger describe their fundamental character as “pacific”, marked by soft spokenness and quiet manners. Apart from social conflict concocted by French settlers that set some tribes against others, the nomadic and sedentary peoples of Niger had a long history of coexistence until an armed rebellion in the southeastern and northern regions erupted in 1990s.

The government of Niger was given a sizeable amount of money to repatriate nomadic Tuareg refugees who, in search of water and more hospitable living conditions, had settled in Libya. The expectant Tuaregs returned to Niger, but the money was never made available and appeared to have been taken by the government. This grievance became the catalyst for people with a long history of disenfranchisement and discrimination to take up arms and rebel.



## NIGER AT A GLANCE

- AREA, IN SQ KM  
1,267,000,000
- POPULATION (2005 EST)  
11,665,937
- CAPITAL NIAMEY
- LIFE EXPECTANCY AT BIRTH, IN YEARS (2002)  
FEMALE 46.3  
MALE 45.7
- NET ENROLMENT RATIO, IN % (2001-02)  
PRIMARY 34  
SECONDARY 5
- PUBLIC EXPENDITURE ON EDUCATION, % GDP (1999-2001): 2.3
- PUBLIC EXPENDITURE ON MILITARY, % OF GDP (2001): 1.8
- EXPECTED YEARS OF SCHOOLING (2002-03)  
FEMALE 2  
MALE 3
- NATIONAL POVERTY LINE, IN % (1989-1993)  
RURAL 66  
URBAN 52  
TOTAL 63
- INTERNATIONAL POVERTY LINE, IN % (1995)  
BELOW \$1 60.6  
BELOW \$2 85.8
- GDP (CURRENT \$) IN 2003:  
2.7 BILLION

*for sources see page 113*

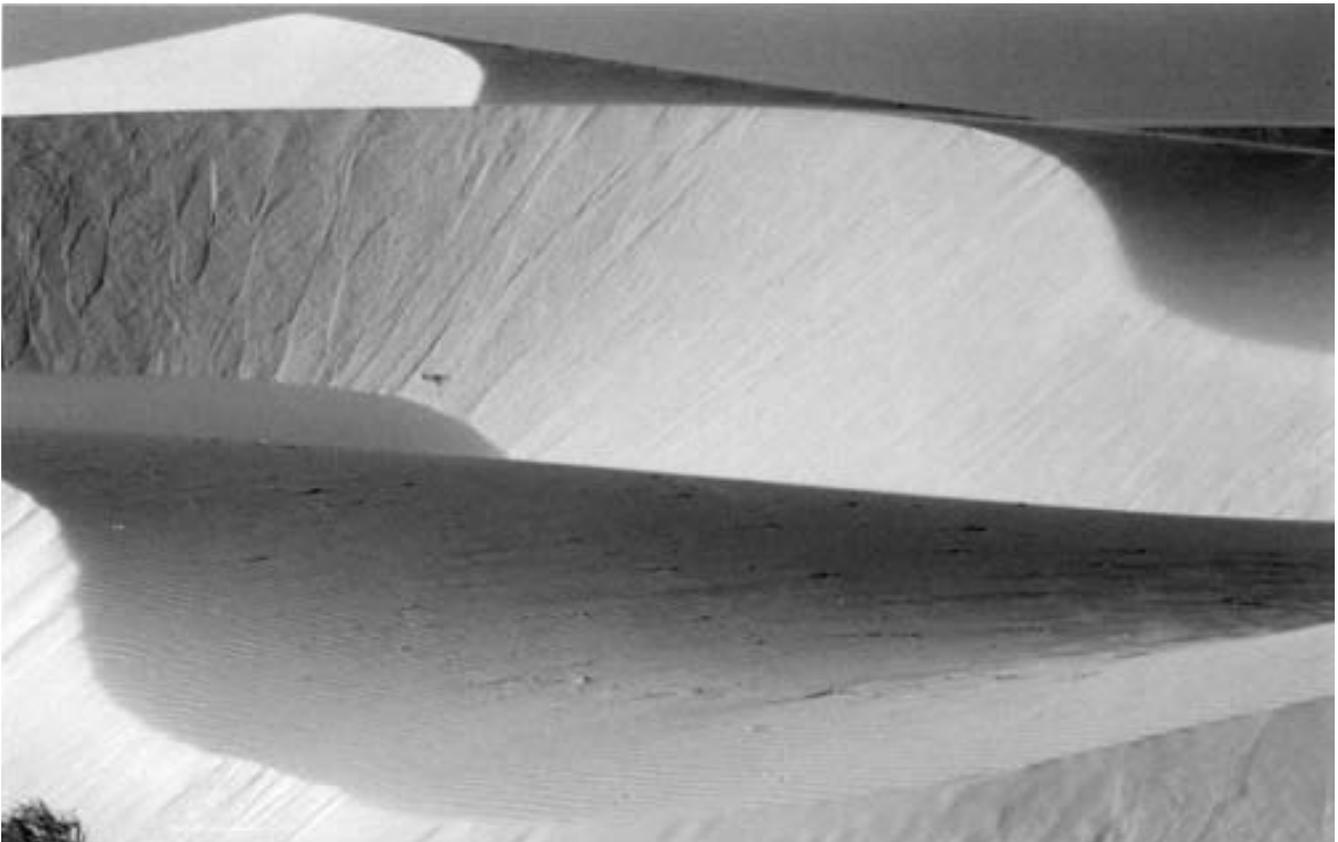
It also sparked a future rebellion in the southeast between the nomadic Tubu and sedentary Kanouri.

Peace Accords signed in 1995, 1997, and 1998 brought the rebels into the government with a voice and some resources, but without any process for accountability or reconciliation. The build-up and trafficking in small arms in the region during the years of rebellion left many guns in the hands of excombatants and civilians. The United Nations Department for Disarmament Affairs (UNDDA) had developed, in collaboration with the United Nations Development Program (UNDP), its first “Weapons for Development” project in Gramsh (Albania) in 1998. In 2002, they introduced the program to Niger.

### **Using the Town of N’Guigmi**

The town of N’Guigmi is located in the southeastern part of the country, within the region of Diffa, about 1200 miles from the capital of Niamey, close to the Chad and Nigerian borders. From Niamey, it takes a bit more than two days through the desert on the one “road” leading north and then east, where trucks and buses can often be seen overturned or stuck in the sand for days at a time.

As a result of civil wars in Chad and Nigeria, the circulation of guns had become a common sight in these areas. The Tubu armed rebellion actually took place in the region of Diffa, in which N’Guigmi serves as the Tubu’s capital city. Learning of the benefits to be awarded by the government to the Tuaregs in the north to settle the rebellion, and facing their own realities of



disenfranchisement and harsh living conditions, the sedentary Kanouri and the nomadic Tubu staged their own rebellion in the far eastern part of Niger. Without a governmental presence in the region as a target for their anger, the Tubu directed their campaign of killing and seizing animals against the Kanouri, the Arabs and the Peul. This armed conflict fueled intolerance, prejudice, hatred, suspicion and fear among local inhabitants who had co-existed peacefully for decades. The rebellion was crushed when the government armed the Arab and Peul militia to fight the Tubu, and with significant destruction to villages and people.

Widows, orphans, poverty, and a dearth of human and economic resources followed the armed rebellion, as well as a new demand for government intervention and outside resources to resolve conflicts and support development. Prior to the rebellion, the communities had been self-sustaining, relying on their own infrastructure and traditional practices to maintain themselves. A culture of violence developed alongside poverty and drought.

The existence of the UN “Weapons for Development” Program was an incentive for locating the UNDDA-HAP Partnership Project in N’Guigmi to support the maintenance of the weapons collection program with a peace and disarmament education program, to develop a strategy for disarming the mindsets of young people, and to educate the community in nonviolent conflict-resolution, and developing a culture of peace.



### **The Peace and Disarmament Project**

The UNDDA/HAP Partnership Project was implemented between February 2003-February 2005.

Prior to implementation, a mission from the UNDDA/HAP Partnership traveled to Niger to do an assessment that included an appreciative inquiry into the local culture and discussions with local people about their history, needs, and vision of peace and disarmament. The mission initiated the beginning of relationship building and networking with government officials, UN agencies, women's associations,

regional governors, widows, teachers, youth, students, local chiefs, and ex-combatants. The coordinator chosen from these participants was a retired educator fluent in local languages and English. A working group was formed to sustain the project for the duration of implementation. This inclusive process was not only the key to acceptance of the project by the community, but also provided several opportunities for previously antagonistic forces to sit together for the first time, creating the possibility for reconciliation. In N'Guigmi, having every constituency represented on the working group was both unprecedented and important for the peacemaking conversations to move forward. The project team worked closely with ex-combatants and women who were often silenced and severely affected by the presence of weapons.

The Working group of 12 included teachers, ex-combatants, widows and women's associations, administrators, police, traditional chiefs, and youth. Collaborating closely with the national coordinator and his assistant, the working group played a key role in planning and coordinating activities and strengthening ties with the community in many ways. Initially the group was eager to mainstream a peace and disarmament education curriculum in formal and non-formal venues, especially reviving and integrating some of their cultural traditions of peacemaking

Recovering indigenous traditions of peacemaking took many forms. For example, traditional chiefs in each village were responsible for listening with wisdom and resolving conflicts without violence. The project honored this tradition by inviting local chiefs to review proposals and form a special advisory relationship with the coordinators. Griots, a caste of village storytellers, were involved in conversations and their influence was highlighted. Griots remember the history of each community member, each family, and the cumulative picture of the Nigerien past. They open celebrations and community rituals with song and respond to troubles in the community by reminding the perpetrators of their "truer selves." The Griot gives voice to the ancestors, traditions, and efforts for peace. Customary forms of conflict-resolution include the art of "cousinage", a traditional practice in which one person confronts another with grievances as a way to discharge complaints and restore peace. Cousinage was incorporated into the peace curriculum and was highlighted in peace radio programming.





Formal peace education planning began in Niamey with meetings among UN agencies, local educators, and the Ministry of Basic Education and Literacy, and the Ministry of Secondary and Higher Education. Securing the approval of the ministries was a necessary prerequisite for access to the schools in N’Guigmi, and would also lay the foundation for the later successful integration of curriculum into the national framework. The introduction of peace and disarmament education in Niger at this time was fortuitous, because in 2002 the

government inaugurated a ten-year Programme Décennal de Développement De l’Education (PDDE). Its focus is on educational innovations that aim at providing quality education, with special emphasis on the teaching of human rights, democracy, environmental education and peace education. Consequently, from the beginning the project was supported by government and civil society organizations such as the High Commissioner for the Restoration of Peace (HCRP), the National Commissioner for the Control and Collection of Illicit Arms (CNCCAI), the two ministries of education, the UNDP “Weapons for Development” project, Niger UNESCO, Niger UNICEF, Africare, the regional Governor of Diffa, PADL-N’Guigmi local development Project, the Prefect of N’Guigmi and the Tubu Widows and Women’s Associations.

After securing bureaucratic approval, the coordinator created an education team with trainers from Niamey and teachers and principals in N’Guigmi where the formal school settings have few resources and support for students or teachers. Poverty and a harsh physical environment impact the dependable and consistent participation of students and teachers. The costs of travel and communication facilities between N’Guigmi and the rest of the world restricts contact. N’Guigmi’s distance from major centers affects the availability of professional resources to assist in the training, and limits the benefit of collegial associations. Teachers and students work and study under arduous circumstances—no electricity, thatched classrooms, food scarcity, severe temperatures, and sanitation problems.

A baseline survey carried out in N’Guigmi by a private consultant provided information that helped inform the development of teaching materials and curriculum content. For example,

- 100% of all those surveyed had witnessed armed rebellion and were psychologically affected
- 66.67 % of elementary and secondary school students thought that one should carry a weapon to feel more secure
- Only 16.67% of the elementary school students thought of resorting to conciliation as a means of resolving a conflict, whereas 83.33% thought of revenge

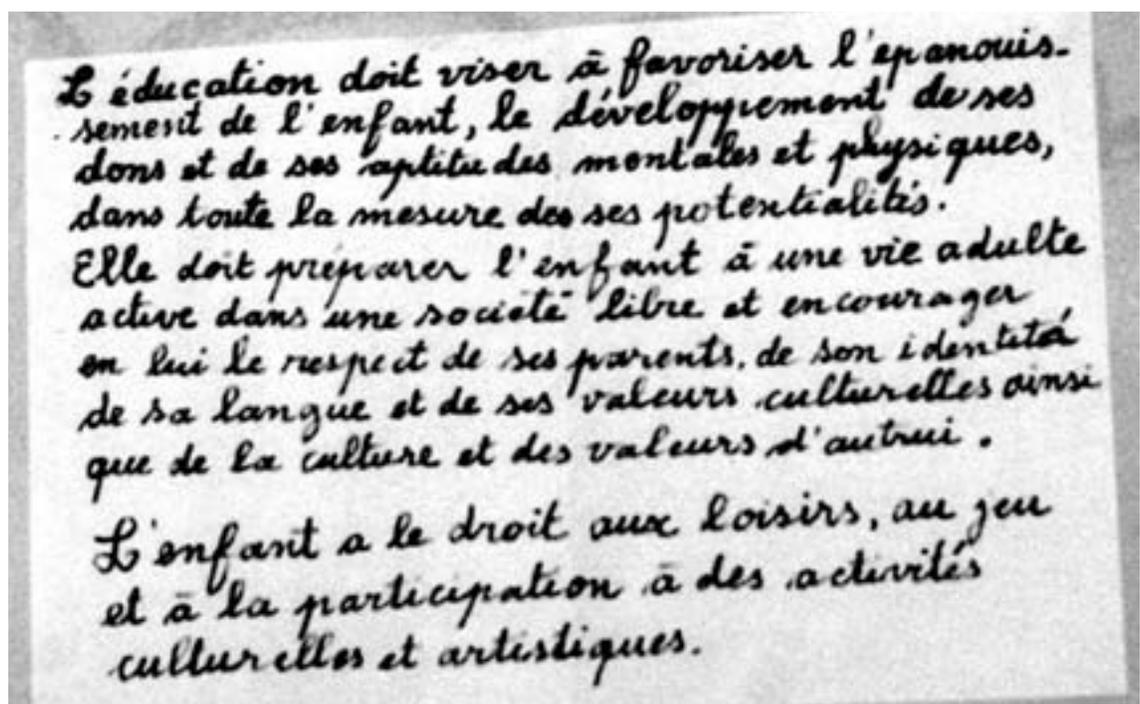
## Implementing Peace Education

“THE TEACHERS WHO HAVE BECOME PEACE EDUCATORS FACE TREMENDOUS CHALLENGES BY THE CONDITIONS IN N’GUIGMI SCHOOLS, BUT PARTICIPATE WITH ENTHUSIASM AND DEDICATION. THEY SHOW INTEREST, INITIATIVE, AND GROWTH IN IMPARTING THEIR PEACE AND DISARMAMENT LEARNING”. **Idi Cheffou, Project Coordinator**

Using materials collected through the international project, education initiatives, and the Ministry of Basic Education and Literacy, the Education Team developed a working curriculum and a training plan for teachers.

### *Schools and Teacher Training*

Teacher training workshops were held for seven sessions, two weeks each. The workshops’ main objective was to prepare the teachers and trainers to use the peace and disarmament manual effectively. In addition to internalizing the content of the manual, teachers were instructed in lesson planning, setting goals, adapting or adopting a text, and integrating student participation into teaching and learning. Eleven schools, comprising 2,465 students participated in the project. 1,896 of these were elementary school students; 569 were enrolled in secondary school. The Convention on the Rights of the Child was a valuable resource for teachers. Drama, theater and personal storytelling were used to motivate and teach about peace and conflict prevention in the classroom.



“...WHEN WE STARTED WORKING WITH THE PROJECT ‘DEVELOPING PEACE AND DISARMAMENT EDUCATION INITIATIVES TO DISARM CHILDREN AND YOUTH’ EVEN THE CHILDREN WHO HAD A BITTER RECOLLECTION OF THE REBELLION STARTED GETTING RID OF THE DESIRE FOR VENGEANCE ”... **Moussa Boulama Allali, nicknamed Kalla, an ex-combatant**

### *The Peace Messengers*

The Peace Messengers were secondary school students selected by their teachers to share their peace and disarmament education with students and the community of N’Guigmi, as well as with students and community in neighboring villages. The Peace Messengers have had a tangible effect in the community, as witnessed by teachers, family members and peers. They have traveled to local communities to talk about peacemaking and nonviolent conflict-resolution skills, and to play peace games with local young people. The Peace Messengers made use of the conflict-resolution and peacemaking strategies they learned in the peace and disarmament program.

The Peace Messengers’ Soccer Peace Team played noncompetitive soccer games with youths in Bosso and other nearby towns. A Peace Cup, housed in the secondary school, is the symbol of Peace and Unity among the players. To diminish the concentration on winning and losing, during halftime the students exchange t-shirts and rearrange team memberships.

Some Peace Messengers are part of the rural radio programming and broadcasting effort. They have impressive stories to tell about conflict interventions in their homes and at school that resulted in transforming attitudes and changing behaviors. One female messenger shared a story about intervening between her mother and aunt who have had a long history of competitive, jealous, and verbally abusive encounters. Through sharing her own feelings and observations, she helped them to understand the source of the disconnection and hurt feelings that fueled the anger between them.

Peace Messengers also generated a drama group that toured local neighborhoods and performed



spontaneous skits on themes relating to sources of real conflict in the community. Yazi Dogo, Niger's national theater performance star, coached the Peace Messengers on the occasion of the project's closing ceremony on February 12, 2005 when they presented a series of sketches before an audience of 1,500 people.

Knowing that the vast majority of the population is rural, and that local markets are a gathering center for the various ethnic groups, the Peace Messengers took part in three outreach tours: Bosso in February 2004, the market of Kablewa in July 2004, and Doro in December 2004. Representatives of the Tubu widows, the women's associations, the ex-combatants, and the working group also took part in the tours. Each tour connected with nearly 2,000 people on market days.

In a closing interview, the young people expressed what they especially enjoyed about being Peace Messengers:

- Traveling to local communities to talk about peacemaking
- Playing peace soccer games with local youth
- Working with the radio programming team
- Coaching elementary school students on non-violent conflict resolution strategies
- Fostering non-violent conflict resolution skills through theatrical performance based on social concerns like cattle thievery, infidelity, conflict between farmers and herders, violence in schools, conflict at home, land disputes, water rights, envy and jealousy
- Learning traditional ways to resolve conflict from community peacemakers and family

### **Widows and Women's Associations**

"...AMONG US, THERE WERE 151 MEN, AND OVER 300 WOMEN AND CHILDREN. IN BOSSO, OUR FATHERS, HUSBANDS, AND BROTHERS WERE SUBJECT TO ALL KINDS OF HIDEOUS PHYSICAL ABUSE. THEY WERE EVEN FORCED TO STAY WITH NO CLOTHING ON IN PUBLIC. THEN THEY WERE DEPORTED TO N'GUIGMI. WE HAVE NEVER SEEN THE 151 MEN AGAIN".  
**Bintu Ali, a victim of the rebellion.**

The project has been beneficial to women at all levels. The Tubu widows, some of those who suffered most from the harshness of the armed rebellion, formed the Tubu Widows Association. The Tubus are nomadic people, raising and herding camels, donkeys, and sheep. During the armed insurrection many Tubu women's husbands were killed in the fighting, their villages were burned, and their cattle were slaughtered by the army. The government also armed the Arab Peul, creating a local militia to fight against the Tubu who were often their neighbors. Now the Tubu widows have settled down in the town of N'Guigmi. The testimonials have been both an affirmation and

a conciliatory effort, giving young people the opportunity to listen to the voices of those most violated by war. The experience has been healing and restorative.

The Association of Women Educators and Homemakers worked closely with the project, advising on core social issues relating to child education, health care, peace and conflict in the home, and the impact of war and violence on women and children. They linked their effects on the physical and mental health of the community to the peace education project. Like the Tubu Widows, this group has been traveling to neighborhoods in the town of N’Guigmi and participating in the outreach tours, talking to mothers about childcare and home sanitation, and fostering a culture of peace and tolerance in the family and community. The project co-sponsored educational and public awareness campaigns focusing on gender sensitization, childcare, health/sanitation, non-violent conflict-resolution about water rights, and peacemaking practices. The collaboration of the Educators and Homemakers with the project gave the project credibility among women, and helped us move towards our goal of sustaining the removal of weapons and altering the mindsets of young people by restoring constructive relationships among members of society.

“...I FIND IT HARD BECAUSE I HAVE FIVE CHILDREN UNDER MY CARE. SOMETIMES THEY ASK ABOUT THE WHEREABOUTS OF THEIR FATHER. I THEN TELL THEM THE REAL SAD STORY AND URGE THEM TO TAKE LIFE EASY, TO CONSIDER THE GOOD SIDE OF LIFE, FORGET ABOUT THE PAST, IT’S LIKE WATER THAT SPILLS ON THE SAND, CAN YOU GET IT BACK? OF COURSE NOT. FORGET ABOUT THE PAST, AND THINK OF FUTURE”.

**Bintu Ali, A Victim of the Rebellion**

### **Voices of Peace Radio Programming**

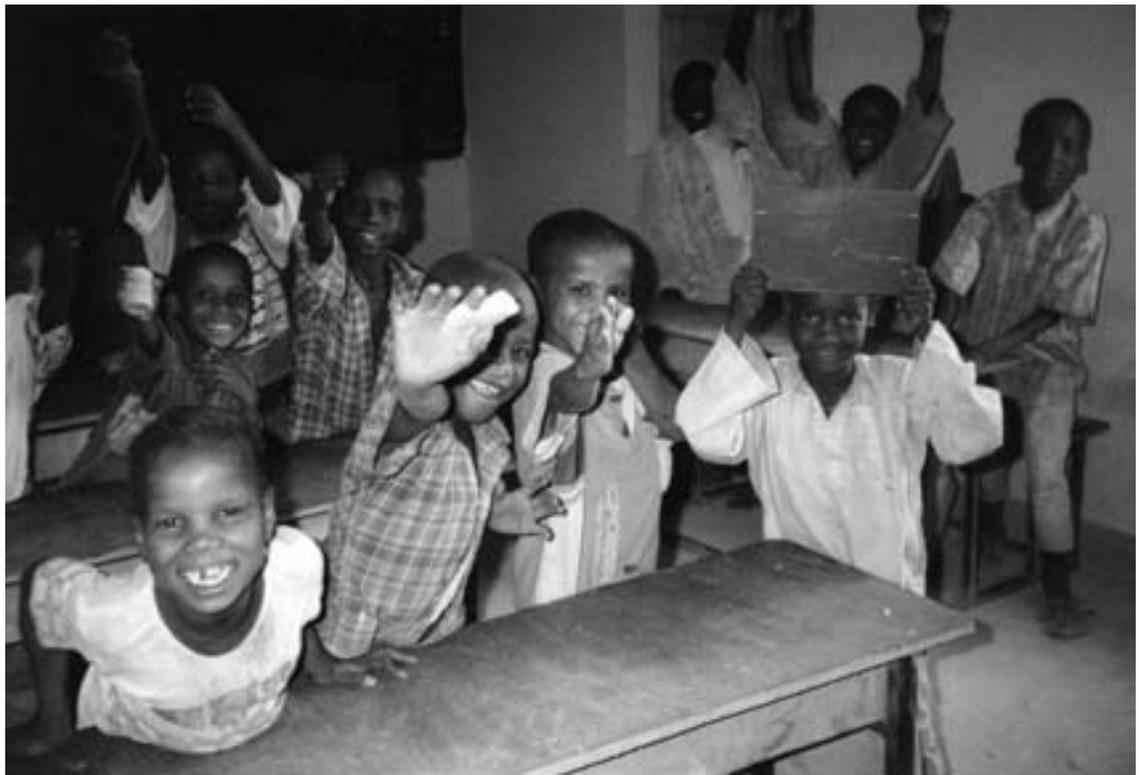
Rural radio stations had been introduced into remote communities as part of the national disarmament campaign. In 2001, thousands of radios, operated by small solar panels and a windup mechanism, were donated for a project to help secure peace and reduce poverty in Niger. The radios are well suited to communities like N’Guigmi, where there is little or no access to electricity, and most residents cannot afford batteries. The project signed a memorandum with the local radio station management to share the broadcasting facility.

The project supported twenty people who have been trained to broadcast Voices of Peace radio programs aired in the languages spoken in the county of N’Guigmi: Hausa, Fulfulde, Kanouri, Tubu and Arabic. Rural radio has expanded peace and disarmament education to other regions with Voices of Peace (VoP) programmes. They communicate with the whole county of N’Guigmi -4,024 students scattered in 71 schools. Ex-combatants are part of the team, providing analysis and content, together with teachers, community members and students, to create programming on peace, reconciliation and disarmament. VoP radio has increased public awareness in a broad and diverse geographical region and excited interest in communities that have suffered from civil conflict. The programmes have proven to be a vital asset in highly illiterate communities.

Sixty-five radio programmes have been aired and catalogued for future use in other regions. Topics include: root causes of violence in school and non-violent solutions; oral histories of Tubu widows and Tubu ex-combatants; disarmament; ethics of living in community; health, hygiene, and disease prevention; preserving our school environment; celebrating peacemakers in the community; gender equity; conflict between herders and farmers; water rights; revenge and reconciliation; peace accords; and stories from the past.

### **A Joint Conference on “A Culture of Peace in the Schools”**

The Conference held in N’Guigmi on October 24, 2003 was a joint effort, co-sponsored by Niger UNESCO. Its objective was to create a location for people in the post-conflict community of N’Guigmi to voice experiences, fears, facts, regrets, losses, and their hopes for the future. The conference provided an opportunity for people to speak freely and begin the long journey towards repairing relationships among ethnic groups broken by war, and to imagine a different future together. The project offered a strategy --peace and disarmament education--for moving towards that vision. Participants explored the connections between the project’s formal and non-formal education opportunities and the local weapons collection efforts towards restoring a culture of peace. Many conversations emphasized the role of peace education and traditional values as tools for opening student’s minds to current global concerns and the use of non-violence for preventing conflict.





### “Flame of Peace” Ceremony

Taking their cue from the bonfire of peace that took place in Mali, the “Flame of Peace” ceremony set aflame a pile of knives by the students of N’Guigmi. A memorable and outstanding event as this is a tangible illustration of a successful disarmament program. It was surprising to discover that in a community where having knives strapped to one’s body is a common practice, adolescents decided, on their own, to banish carrying and using any kind of knife, sharp piece of metal, or blunt instrument. After some months of teaching the peace and disarmament modules, the students of the *Ecole Quartier* elementary school of N’Guigmi decided that they should not carry “weapons” because that can incite their carrier to use them. The head teacher of the school came up with the idea of organizing a “Flame of Peace” ceremony at the school to show the positive effect of the peace and disarmament program. About 2,000 local people attended the ceremony that took place on April 5, 2004. This “Flame of Peace” was truly historical and a celebration of disarmament and the power and success of peace education.

### Publications and Translations

The Niger project developed and published Peace and Disarmament Education Teacher Training Manuals and an Interactive Curriculum for elementary and secondary schools. The project translated the Hague Appeal for Peace publication, “Learning to Abolish War: Teaching Toward a Culture of Peace”, by Betty Reardon and Alicia Cabezudo. These manuals and curriculum have been endorsed by the National Ministries of Education for nationwide use. Both the Minister of Basic Education and the Minister of Secondary, Higher Education, Technology, and Research, have contributed prefaces to the education manuals. Limited to grades 4 and 5 at the elementary level and grades 7, 8, and 9 at the secondary level, the manuals and curriculum have been

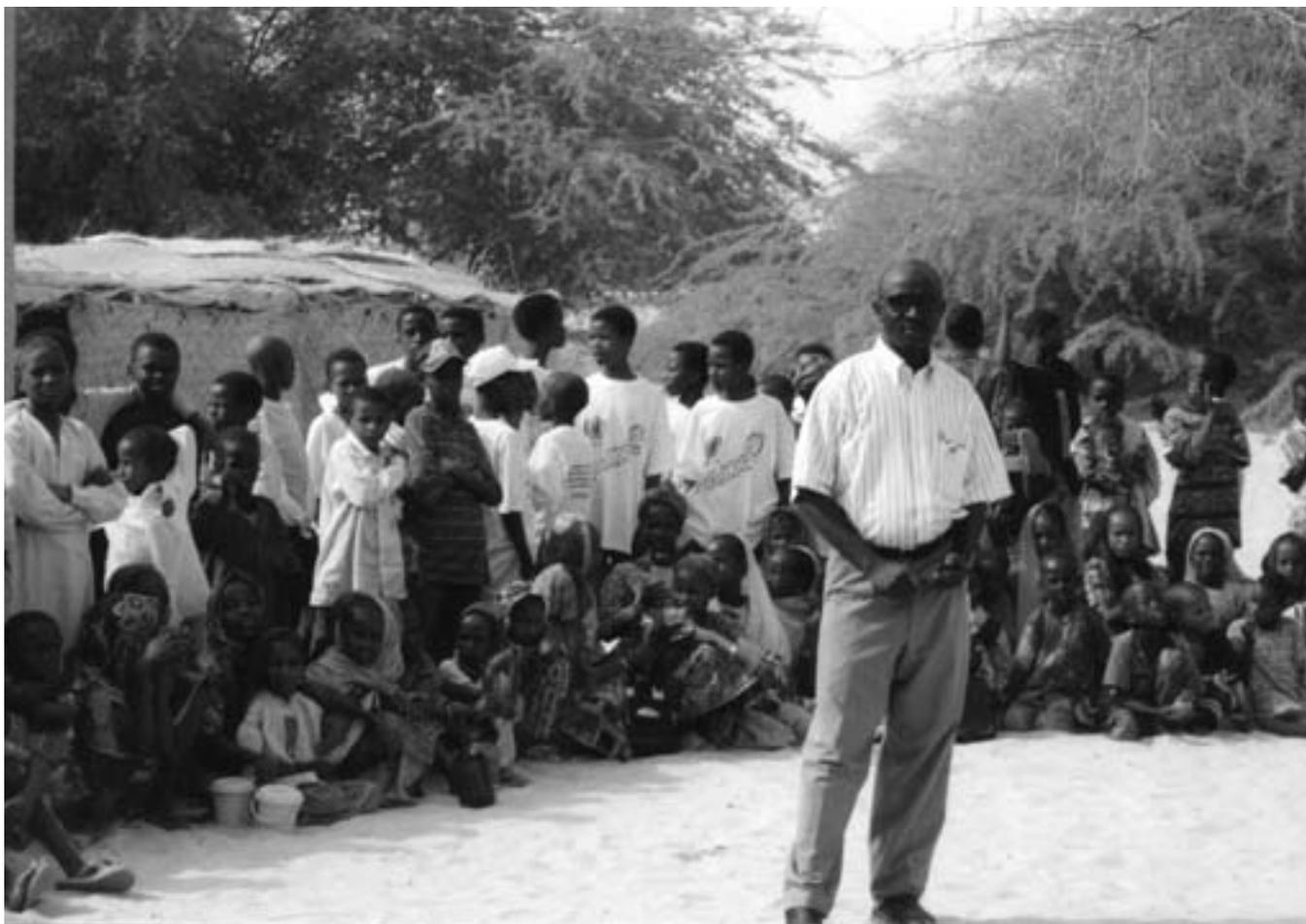
distributed to all 90 schools in the county of N’Guigmi, as well as to the schools directly involved in the project.

In addition to the teachers who assisted in testing the lessons found in the curriculum and reflecting back their informed opinions and teaching experiences, the Niger project is indebted to “Learning to Abolish War: Teaching Toward a Culture of Peace” and “*Flamme de la Paix*”, issued by the Ministry of Basic Education and Literacy. These were invaluable resources for the peace and disarmament teaching curriculum.

### **Youth Center and Resource Library**

The Youth Center, a secure building donated by the local governor, is a very active place and well used by the youth in N’Guigmi. It was the site of Peace Messenger meetings and planning activities. The project equipped the center with books, including dictionaries and maps, six desktop computers, three printers, electronic and radio program materials, and props for theatrical activities. A management team supervised the training and use of the computer equipment. The computer facility played two roles: educational and income generating. People who can, contribute a small fee for acquiring computer skills. The income generated is used to support the needs of the schools for repairs and water supplies. The project also supported construction of the community volleyball courts, and supplied some sports equipment housed at the center. In addition to stocking fiction for pleasure, the resource library contains the translated education-related materials acquired for teachers and school administrators.





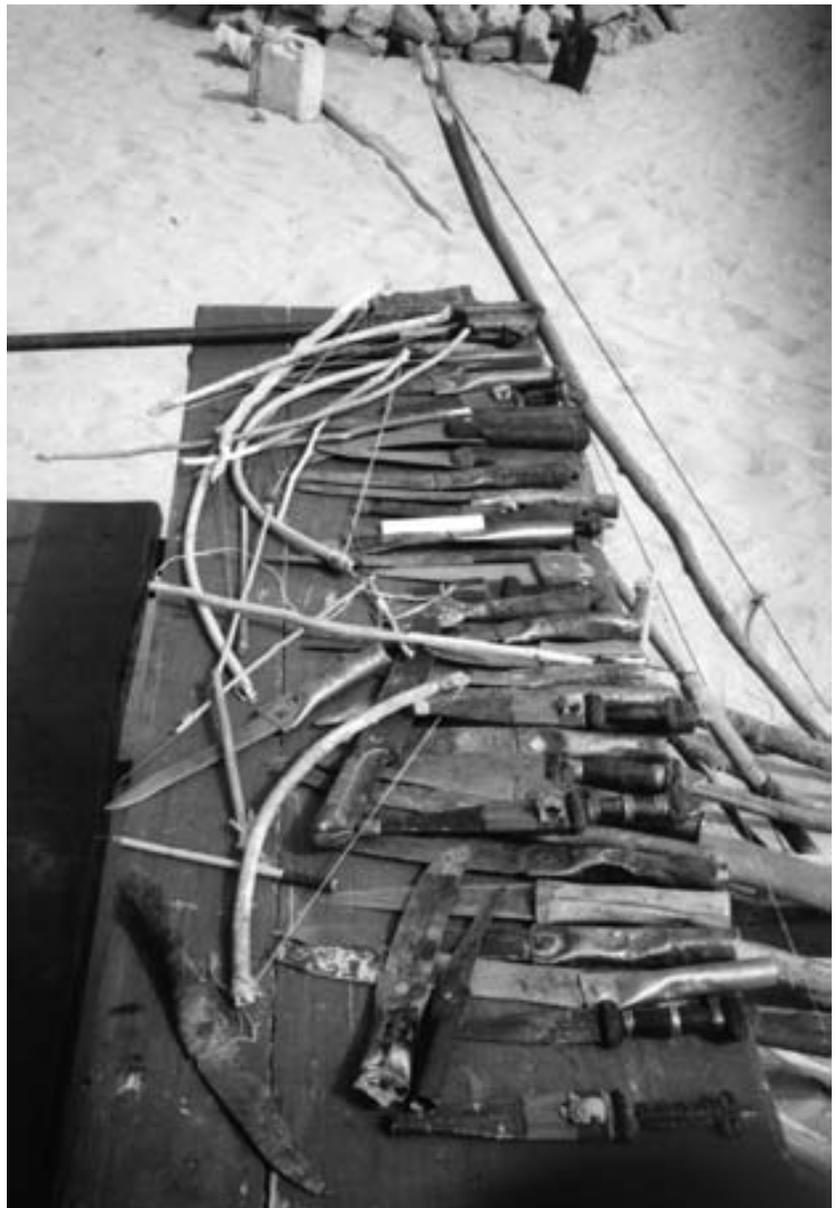
### Conclusion

The UNDDA-HAP Project chose a programme with a strong possibility of success. Its scope was modest and therefore do-able. The successes of the peace and disarmament education programs were demonstrated by an increased student awareness of traditions of peacemaking and attitudinal change about the use of weapons in conflict situations. The effectiveness of the programmes was enhanced by the practice of inclusive and shared decision-making. This process encouraged constructive, cooperative relationships among a diverse tribal constituency. The concentration of project resources in the hands of local citizens participating in the programs engendered integrity and trust.

Being part of an international community while creating a local peace and disarmament program provided material and psychological support to the Niger project. Sharing ideas, perspectives, and challenges with international partners enriched our work locally and enlarged our understanding of peace and disarmament in a global context. The invitation to a representative from the Ministry of Education, Mr. Abdourahamne Daouda, to contribute and to participate in the International Tirana Conference, established an association that has facilitated the integration of the project's teacher training and curriculum educational materials into the National Curriculum.

Over the two-year life of the project, there were several invaluable supporters and a network of relationships, including local chiefs and authorities who helped promote the program. Niger UNICEF and UNESCO provided meeting spaces, a library, materials and encouragement. Representatives from the two Ministries of Education participated in the teacher training workshops, and on one occasion provided transportation to accompany the project coordinator from Niamey to N’Guigmi. The people from the Weapons for Development in N’Guigmi attended workshops and provided furniture at the inception of the project. The Ministers of Education have given their full backing to the Niger project, and meetings with them for replication are underway.

An unexpected consequence of the UNDDA-HAP Project was the creation of Education and Peace for Development (EPD), a civil society organization, now officially licensed and recognized in Niger. We look forward to duplicating the work of peace and disarmament education in Niger and throughout Africa.



N’GUIGMI, NIGER  
“FLAME FOR PEACE” EVENT,  
KNIVES COLLECTED

## IN PERU BUILDING A CULTURE OF PEACE

*Elizabeth Evans-Risco*

“SINCE WARS BEGIN IN THE MINDS OF MEN, IT IS IN THE MINDS OF MEN THAT THE DEFENSES OF PEACE MUST BE CONSTRUCTED”. **UNESCO**

In these troubling times, while working to bring about peace in different ways and places, we confront a number of questions: Is it possible to educate for peace? If so, how is this done? We present here a model for education which did not exist before in Peru. The Peace and Disarmament Education Project is entitled the “Culture of Peace Project” in Peru. It has been tremendously successful and is now being replicated in other parts of the country.

### Peruvian Background

The Culture of Peace Project in Lima, Peru, responds both to local social needs and to the national educational system. During the 1980s and 1990s, Peruvians lived through times of great political and military unrest. Important segments of the population, especially the poor in rural and urban marginal areas, lived with the daily uncertainty of being caught between two fires: terrorist groups on one hand and military forces on the other. More than 69,000 people died during these two decades, mostly poor peasant farmers – the Quechua-speaking indigenous people living in the most remote and forgotten areas of the Andes. The civil war has ended, but a culture of fear, terror, distrust, and violence still remains. Peru’s recent history, marked by authoritarian styles, attitudes, and principles opposed to ethical values and human rights, has affected the newer generations, the children in our schools who have been socialized into a society of injustice, antagonism, violence, repression and militarism.

In an attempt to provide some closure and healing to these two decades of violence, the government of Peru established a Truth and Reconciliation Commission. The Commission’s Final Report,



## PERU

### AT A GLANCE

- AREA, IN SQ KM 1,285,220
- POPULATION (2005 EST) 27,925,628
- CAPITAL LIMA
- LIFE EXPECTANCY AT BIRTH, IN YEARS (2002)  
FEMALE 72.3  
MALE 67.2
- NET ENROLMENT RATIO, IN % (2001-02)  
PRIMARY 100  
SECONDARY 66
- PUBLIC EXPENDITURE ON EDUCATION, % GDP (1999-2001) 3.3
- PUBLIC EXPENDITURE ON MILITARY, % OF GDP (2001): 1.7
- EXPECTED YEARS OF SCHOOLING (2002-03)  
FEMALE 14  
MALE 14
- NATIONAL POVERTY LINE, IN % (1997)  
RURAL 64.7  
URBAN 40.4  
TOTAL 49
- INTERNATIONAL POVERTY LINE, IN % (2000)  
BELOW \$1 18.1  
BELOW \$2 37.7
- GDP (CURRENT \$) IN 2003: 60.6 BILLION

*for sources see page 113*

published in 2003, reveals a society divided by ethnic, cultural and economic differences where injustice, intolerance, and discrimination prevail at all levels. The Final Report underscores the role played by the poor quality of education in the lives of many people. It points out the need for society and government to guarantee not only more solid economic support, but a more relevant and equality-based education. The Report urges that the education system foster and reinforce a new culture of justice, tolerance, respect for differences, and peaceful attitudes towards all. This is the challenge we attempted to address with our Culture for Peace Project.

### **EDUCA and the EDUCENTER**

The Institute for the Promotion of Quality Education, best known as EDUCA, was entrusted by the UN Department for Disarmament Affairs (DDA) and The Hague Appeal for Peace (HAP) with the responsibility for designing and implementing the Peace and Disarmament Project in Peru. EDUCA is a civil society organization founded by teachers to assist other teachers in bringing about changes in the education system. EDUCA has been working within the public school system in the poor and marginal areas of Peru, for over 13 years. One of these areas is San Juan de Lurigancho.

Just as the descendants of the Incas living in the Andes participate in communal activities to build their homes, care for their crops and animals, and celebrate life, the schools have been working together to bring about necessary changes. Thus, school teams come together often to plan the school year, develop the training process for the teachers, and implement campaigns for consciousness-raising in local communities. Peace and disarmament education is not an add-on or an unfamiliar product, but is thoughtfully and collaboratively woven into existing successful programs.



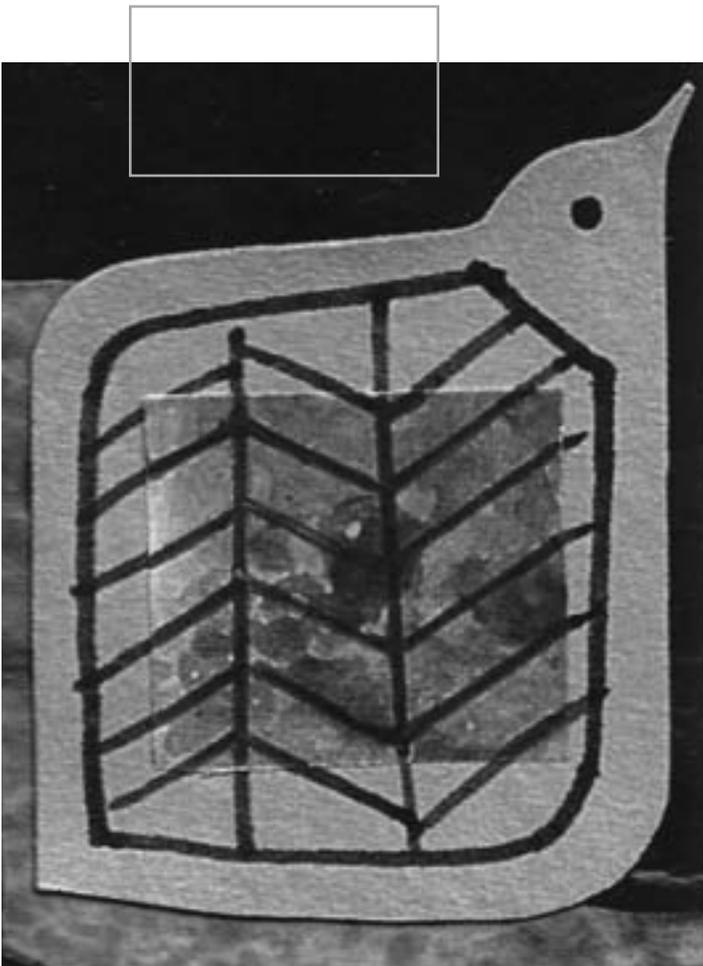
In this collaboration, the Educenter has been a central element. EDUCA implemented, with international cooperation, three Educenters in San Juan de Lurigancho. The Educenter provides a strategy that permits the schools in an area to join in a permanent effort to enhance the quality of education. It offers resources and services to the educational community so that teachers, principals, and students can improve learning and teaching skills. A fundamental strategic activity in this program is networking schools to promote the interchange of experiences, to overcome the isolation of schools and encourage cooperative learning. This strategy drew its inspiration from a tradition of cooperation and communal work that goes back to the Inca culture, where the community played an important role in providing for the needs of each individual.

The Peace and Disarmament Project provided the opportunity to start a new Educenter dedicated to training teachers and students in the art and skills of peace and disarmament education. The teachers named it Educenter *Kuyay Wasi*, which in Quechua means House of Tranquility, of Acceptance, of Love. The Educenter is based in a school and equipped with a library, videos, computers, educational games, as well as ideas that make the learning a more collaborative and peace-building experience.

### **Project Challenges**

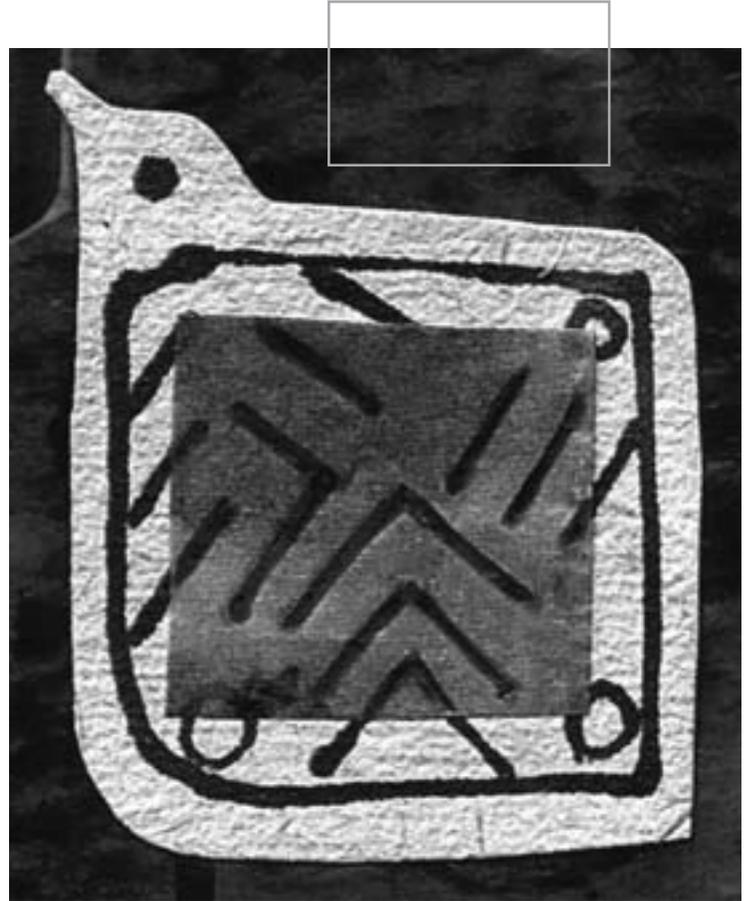
The Culture of Peace Project began in March 2003. It has awakened the interest of hundreds of teachers in San Juan de Lurigancho, a poor and marginalized district with more than a 1.5 million inhabitants on the outskirts of Lima. San Juan de Lurigancho is made up of indigenous families from rural areas of Peru who, subjected to social violence, resettled on the outskirts of Lima. A great many residents of this community are young and at risk of becoming involved in crime. The overall objective of the project was to develop social abilities in young people, change attitudes about the use of violence and weapons, and generate learning skills and behaviors that reflect the values of non-violence and constructive relationships in formal and non-formal learning environments. The inner work of disarming minds and hearts of violent ways of thinking and feeling corresponds to the outer work of disarming communities of guns and weapons.

Education is considered a cornerstone in the transformation of society. In Peru we see the need for significant change in the education system as a whole. Teachers are the key elements in this process, especially in poor



communities. We believe that teachers can play a positive role only if they are prepared in a personal and professional way to understand the reality of their communities. Unfortunately, current teacher training does not prepare them to deal with problems that stem from poverty, or to address other material and spiritual needs such as violence among students or within their homes and communities. Thus it is very difficult for teachers to help build a strong foundation for a more peaceful world.

The Culture of Peace Project is a concrete and positive answer to the social needs expressed above. It has contributed to building a new society starting from the schools, where young minds and hearts can be socialized and influenced in the path of justice and peace.



### **Integrating the Project into the School Curriculum**

Education for peace, human rights, and democratic values is a challenge that faces all sectors of society. It is important that the government make the necessary changes to guarantee a life of respect and dignity for all. Individuals and social groups must seek the transformation and humanization of the present society.

The National School Curriculum presently used throughout the country—at the primary as well as the secondary level—an open, flexible curriculum highly adaptable to local situations. The curriculum also reinforces the need to incorporate ethical and moral values. Nonetheless, it is difficult for teachers to extract from it, or other documents, practices that will help them in their daily activities with students.

There is a great distance between general discourse and practical life in the schools. Although educational policies promote education in human rights and democracy, the great challenge is how to make these humanizing proposals concrete in a context of violence, authoritarian leadership, profound inequities, little respect for the dignity of persons, and corruption and abuse at all levels of society. Students need to see these rights expressed around them so they can learn to put them into practice.

## **Project Implementation in San Juan de Lurigancho**

In the San Juan de Lurigancho district, 18 schools participated in the project. In all, 36 school principals and vice-principals and 400 teachers were actively involved in developing new educational approaches to help approximately 16,000 students learn to think and live in a more peaceful and caring way.

Developing a culture of peace requires teachers and students to learn new skills, social abilities, attitudes, and values. Key learning areas include appreciation of diversity, expression and management of feelings and emotions, communication and consensus building, collaboration and solidarity, and more peaceful and democratic forms of conflict resolution. In other words, educating for a culture of peace helps disarm minds and hearts to prepare the young for a way of life where peaceful ways prevail.

Many teachers, aware of their lack of preparation, were eager to attend workshops where they could learn basic concepts and skills. They participated in a teacher training program that lasted two years and tried to create the necessary conditions for:

- Development and affirmation of self-esteem and dignity of every person
- Building identification with their school, community, and country
- Discovery and exercise of more harmonious and enriching interpersonal relationships among school principals, teachers, students, parents, local institutions, and authorities
- Participation in new and better forms of democratic organization within the schools that permit the participation of all the members and counteract authoritarian attitudes
- Internalization of more equitable, tolerant, and solidarity-based practices, in opposition to authoritarian and discriminatory behavior

Eighteen schools volunteered to take part in the program. Through their work we learned how to promote peaceful communities and set up new models for other schools to emulate. Noting that the program has created conditions for the promotion of civic values, educational and health authorities, the district Mayor, other elected officials of the district, and civil society institutions are looking at this effort with great interest.

### **How the Project Worked?**

Teachers and school principals participated in the training program during their free time, basically in after-school sessions or on Saturdays. They did this on a volunteer basis and received no stipend, only lunch. In this way they proved that interest in the topics and



the methodology was important to them. EDUCA signed an agreement with a teacher training school, *Instituto Superior Pedagógico CREA*, which will recognize the academic credits assigned to the hours dedicated to classes, practice, research, and preparing materials dedicated to the Project.

Educational materials and monitoring sessions in their schools and classrooms have contributed to real changes in the school curriculum, as well as improving relationships within, and between, schools and local communities. Campaigns, youth encounters, educational fairs, and cultural and artistic events have been mobilized.

The work within the schools is reinforced by other projects. Trust and empowerment of the youth leadership was developed in the context of community interdependence. All this is connected to the project's activities, together with the use of artistic expression to explore social concerns, and to discover solutions that promote peace and justice.

The Peace Project has been an opportune response to the need for a new role for the educational system visible in the recommendations of the Truth and Reconciliation Commission. This important document created a demand for workshops throughout the country. EDUCA has been asked to lead the educational committee in the civil society movement "So It Does Not Happen Again". This is a joint effort of the institutions of civil society to monitor and influence the government's response to recommendations of the Peace and Reconciliation Commission's report, especially the demand for action and reparations in favor of the victims of the internal social and political struggle.



## Peace-Building Partnerships

### *Truth and Reconciliation Commission “So That it Does Not Happen Again”!*

EDUCA also plays an important role in the Truth and Reconciliation Commission and signed a Memorandum of Agreement to participate in preparing educational materials and teacher training.

On a national level, as well as in Lima, the movement, “So That It Does Not Happen Again”, has participated in many activities of the peace and disarmament education project. EDUCA is responsible for the Education Committee within this civil society movement. It played an important role in the movement’s formation, and produces materials as well as networking with institutions pressuring the government to fulfill its responsibility towards neglected social groups so that the conditions of a new civil war do not persist and give way to a new armed-rebellion. The development of a Peace Campaign was coordinated within the district of San Juan de Lurigancho with the participation of the schools in the project. This ended in the signing of an Act of Recognition and Reparation for the Victims of Political Violence during the past two decades in San Juan de Lurigancho. In signing this Act, many active institutions in the local community were present. The head of the Educenter *Kuyay Wasi* affirmed a commitment to work from the schools so that the violent actions will never repeat themselves. The Mayor of San Juan de Lurigancho presided over the panel; also present were the colonel in charge of the Police Department, the director of the local health unit; the director of Health Network, the pastor of the Parish San Marcos, the president of the Committee of Families of Victims of Violence, and delegates from grass root organizations.



### ***The Local Educational Unit of San Juan De Lurigancho***

EDUCA was invited to participate as an active member in the Local Participatory Council for Education. The task is of great importance with regard to the elaboration of the Local Educational Plan for the district, which relies on the support of different civil society and state institutions. Participating in the council are the District Mayor, the director of the local educational unit, the heads of each department, the district director of health, the head of the Police Department, the Bishop of the area, members of different churches, delegates from the women's movements, delegates from the parents' association of schools, and delegates from students in the schools.



### ***Coordination with the Ministry of Education***

This project has also worked very closely with the Education Department at the central level, as well as with the local education unit. At the national level, EDUCA worked with Department of Educational Innovations of the Ministry of Education, the Educational Movement “*Fe y Alegría*”, and other educational institutions to develop the first national forum entitled “Building a National Network for Educational Innovation and Research”. The national forum endorsed the channelling and expansion of a national environment of educational experiences, including a coordinated initiative with innovative teachers from all parts of Peru. Five schools participating in the Peace Project in San Juan de Lurigancho shared their experiences with other teachers. The names they gave their experiences are very indicative of their interests:

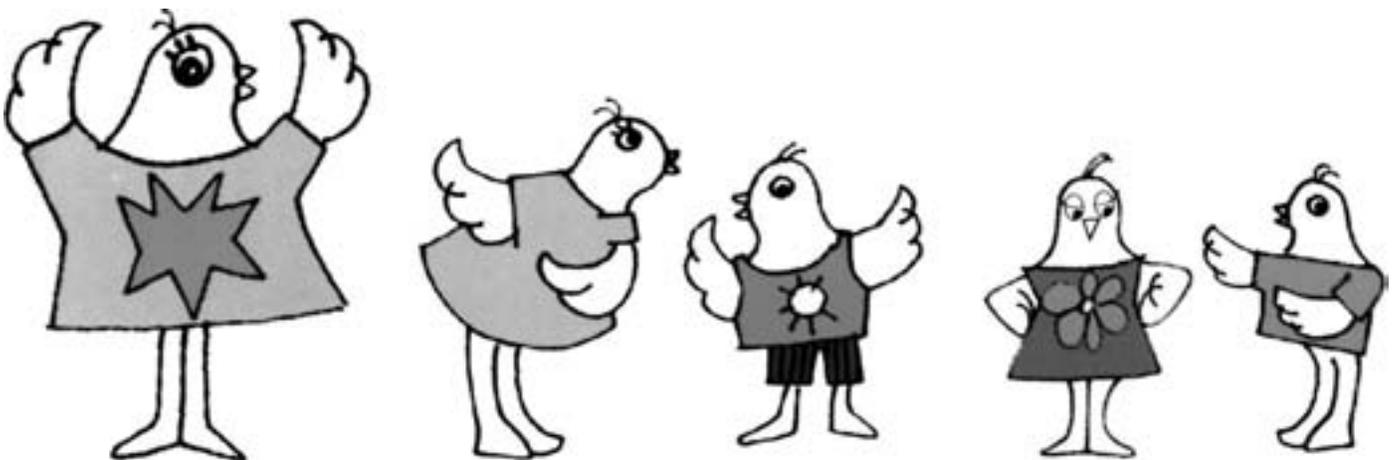
- Planting peace in our homes
- A society with values is a society which lives in harmony
- Communication capacities: mobilizing strategies for important learning
- Valuing Peruvian regional customs
- We want to live in permanent peace, because we have opened our minds

### ***Partnerships Building Community***

Working towards inclusiveness, the project has prioritized the coordination of different peace activities with representatives from public and private institutions. The District Commission for the Promotion of Moral Values was established with authorities and leaders from the local communities of San Juan de Lurigancho, an official from the local unit of the educational department, representatives of the Catholic Education Office and the National Peruvian Police (PNP), and delegates of civil society organizations and grass roots institutions.

In addition to its work within 18 schools in San Juan de Lurigancho, the Project has opened other channels of communication and coordination to foster peace and disarmament education in the formal and non-formal educational settings. First, EDUCA coordinates on a permanent basis with the governmental institutions (Ministry of Education, Ministry of Health, Ministry of Women and Social Development at the national and the local levels, Police Department, Churches, social organizations, etc.). Also, EDUCA's projects are directed towards community-building and strengthening participatory action at the local levels. Some projects imbued with the spirit of peace-building include: the Literacy Program for poor people who came to Lima fleeing violence in their homeland; leadership promotion and youth participation in decision-making at the local district level; health education through health promotion and prevention of curable diseases; environmental education, and working with the police to promote citizens' organizations for more secure neighborhoods. Also, EDUCA is taking a leading role in the Local Participatory Education Committee, which coordinates the work of different institutions to produce guidelines for enhancing the quality of education through a more participatory strategy.

Finally, our peace and disarmament education project organized many other activities to mobilize the community to participate in our work. These included: the Peace Campaign and the Recognition and Reparation of the Victims of Political Violence of San Juan de Lurigancho Act; the EDU-Olympics "Play for Peace"; the EDU-Cultural Fair; the exchange of educational experiences ("Building Peace in Schools and Community"); the EDU-Youth Encounter ("Solidarity: symbol of our friendship"), and finally, the coordinating meetings carried out with the District Commission for Values that ended in the impressive "Caravan of Values for Life and Peace".



### ***Training of High School Peace Promoters***

The training of student Peace Promoters was an important aspect of the Project. Young people were assisted in understanding and assuming their roles as leaders in their schools and communities. The training was carried out in four modules:

- *“I recognize and express what I feel”*

In this module, students learn to be conscious of, and identify, their personal emotions; they develop actions to control them and recognize the importance of emotions in their personal lives.

- *“We are different, we are valuable”*

In this module students identify the importance of promoting the respect and dignity of people regardless of any differences which may exist; they feel motivated to change on a personal level, and to develop educational activities with the aim of reinforcing attitudes of tolerance and appreciation for diversity in their daily lives.

- *“Better communication leads to better interpersonal relations”*

This module aims to develop the students’ ability to properly resolve conflicts based on the recognition that conflicts form a part of our daily lives, and that there exist both appropriate and inappropriate ways of dealing with them.

- *“Solidarity: the symbol of our friendship”*

This module was based on practical and real life experiences and was carried out in the countryside, where students were provided with the opportunity to reinforce the different skills they had acquired throughout the year. In addition, the participants lived together communally—a very positive experience for all involved.

### ***Partnership with the UNDDA and Hague Appeal for Peace***

Partnership with the UN has been to our advantage. The opportunity to share and learn with partners in different parts of the world has given us a broader perspective and has increased knowledge and respect for human differences, and the efforts required by diverse situations.



We have also learned from strategies implemented in other countries.

Fundamental to the success of the project was the respect that both UNDDA and HAP members accorded to the particular situation in each country, and the response generated in each country because of local awareness of the economic, social and political context, including the educational realities. It was stimulating to participate with the members of the Steering Committee in this joint effort in which there was always respect and support for the different strategies, alliances and actions generated in each country.

### ***Measuring Change***

This project considers the reduction of violence, including attitudes as well as behavior, to be a form of disarmament. Our goal is to disarm minds and hearts. In order to focus our work on the needs of the community of San Juan de Lurigancho, we conducted a “baseline survey” of student and teacher attitudes early in the project. We did this to learn what students and teachers thought about “disarmament of the mind and the heart”, and also to inform the development of peace and disarmament education teaching and student materials.

The baseline survey showed that both students and teachers experienced significant violence and aggression in their daily lives. Our initial findings included:

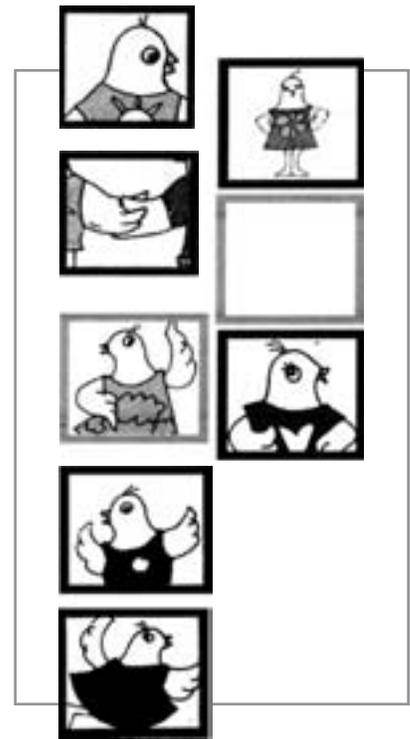
### **Violent and Aggressive Behaviors**

#### ***From Teachers Towards Students***

The majority of teachers use physical punishment such as pulling ears or “taps on the bum” once or twice a week. Teachers commonly scream at students as a discipline strategy. Teachers at times insult students with names like “slow” or “lazy”.

#### ***Among Students***

All through the primary grades, there is a high level of physical violence among students, including different forms of hitting, pushing and fighting. Aggression among students is common in classrooms, bathrooms, on stairs and on school grounds. There is a high level of verbal violence in all grades: insults, offensive nicknames, and foul language. Students scream a lot to communicate and to express anger. Although there is less psychological than physical or verbal violence, what does exist causes a lot of damage to the victims. Psychological violence includes being laughed at, threats and blackmail.



## **Tolerance and Appreciating Diversity**

### ***On the Part of Teachers***

Teachers see themselves as tolerant, consistent in their treatment of students and without discrimination. The large majority of teachers claim to respect and value the cultural diversity of students; nonetheless cases of teacher discrimination against students for cultural, racial and economic status were observed.

### ***On the Part of Students***

The tolerance level of students is low. Discriminatory behaviors are frequent: using offensive nicknames and insults, laughing at or excluding students from games and humiliation. The victims of discrimination are primarily poorer students, Afro-Peruvian students, students from the Andes or the jungle, students who look different, and female students.

## **Conflict Resolution Skills and Practices**

### ***Among Teachers***

In general, teachers exhibit an average level of conflict resolution skills. They negotiate with fellow teachers or students when facing conflicts. As a whole, teachers could improve their capacity for assertive communication. Some, at times, lack sincerity in relationships with colleagues. According to the student questionnaire, a significant minority of teachers (24%) does not “listen with attention and talk calmly when in disagreement or conflict with his or her students”.





### ***Among Students***

Student skills for active listening, dialogue and emotional control are average or low. Many students do not know how to dialogue, and they scream when they are upset. Students lack the necessary skills to negotiate and reach agreements. Many students need the intervention of adults – teachers, school principals, and family members – to resolve conflicts with other students. Agreements among students are rare and in general these are short-term accords that do not address the root causes of conflict.

## **Participation in Decision-making, Organization and Management**

### ***Students in the Classroom Organization***

The level of student participation in organizing the classroom is mediocre, depending on the schools. Participation is mostly at the primary level. Many students take on responsibilities in the classroom: keeping order, discipline, cleanliness, decorating the classroom, distributing materials, and correcting tests. Teachers consult and ask for the opinions of students when they need to make decisions. But the majority of decisions are taken by vote; consensus-building is not common. Many teachers use cooperative teaching and learning strategies, as well as group work.

### ***Teachers in School Management***

In general, the level of teacher participation in managing the school is medium. The principals consult primary teachers when they need to make decisions. But frequently, only those most active, participatory and closer to the principal are consulted. On occasion, school principals and teachers make decisions democratically using the vote and written agreements. The principals delegate functions and responsibilities, and there is shared leadership. In general, there is a positive dynamic in the teacher-principal team.

Some problems exist in planning meetings of primary teachers and principals. There is no exact time planned for meetings. While theoretically a meeting is scheduled once a month, in reality many meetings are called at the last minute. Problems in the process of decision-making include lack of punctuality and absenteeism, indifference of some teachers, lack of time and self-censorship. Decisions are almost always taken by vote, which implies the existence of minorities who do not agree with the decision. There are very few instances of consensus-building.

Problems also exist in the application of decisions. On occasion, some teachers fail to respect the agreements or decisions taken by the group and object or refuse to honor them afterwards. According to some teachers, sometimes the principals do not respect the decisions made by teachers. This generates confusion, frustration and indifference. The report presents a list of recommendations to improve the process of decision-making and application of agreements.

### **Project Results**

Project results can be best explained by considering four themes or key elements about peace and disarmament education that we chose to emphasize in the schools.

#### ***Appreciation of Diversity***

The most significant results are in this area. Teachers have become conscious of not using discriminatory language and attitudes among themselves and with their students; this has had a positive influence on their students. They have increased their capacity for tolerance, especially when discussing matters where they disagree. Students' activities that took place during the last year have contributed towards the building of a more peaceful and caring environment.



Students have come to recognize everyday violence and discrimination stemming from racism, machismo, different cultures and religions, as real problems, and they are willing to change attitudes. Teachers are conscious that they have to work harder to help enhance relationships among all members of the school community.

#### ***Expression and Management of Emotions–Conflict Resolution***

- This is the field which requires more work with teachers and students because they lack sufficient knowledge and techniques to help them resolve conflicts in a peaceful way. They recognize the need for a mediator to solve their problems.
- It is evident that students are aware of the origin of violence from other students, but do not recognize the physical and verbal violence projected by teachers or other members of the school administration.

Students do not receive enough support from their teachers when they need help to solve everyday problems. Teachers need reinforcement in order to develop capacities, especially active listening. Often, the teachers cannot resolve their own differences.

#### ***Communication and Consensus-Building***

- Although the educational structure and organization of the school is vertical and not very democratic, teachers are becoming conscious of their role within this system, and are beginning to try new strategies among themselves and with their students.
- In building consensus the participation of teachers in decision-making at the level of the school organization has been effective. A growing number of teachers are taking responsibility for the academic process in their schools, and incorporating the different aspects of peace education in the school curriculum.
- The verbal aggression that students had to endure from teachers and disciplinarians has diminished, allowing more fluid and direct communication.

#### ***Continuity and Sustainability of the Project***

As the peace and disarmament education project comes to a close, we are in the process of transferring the Educenters to the management committees and their educational networks—the Educational Management Department of the District of San Juan de Lurigancho. The documentation necessary to implement the proposal has been received. The plan includes a budget that will guarantee the continuance of either one or two Educenter staff member(s), who will offer the same services currently offered by Educenter. EDUCA will play an advisory role during this process. The school principals who belong to the jurisdiction of the Local Unit of the Education Department are willing to support this initiative, and therefore the management committees should

take a leadership role during this stage. We hope that this process will end successfully and that the democratic participation of all members of the educational community will be guaranteed.

### **Lessons Learned about How Schools Can Continue Peace-Building**

The Peace Project has been a valuable source of learning new concepts and strategies to bring about a more peaceful environment for the students, their families and their communities. The school principals and teachers face the challenge of continuing to build new expressions of loving and caring ways with their students to help them become assertive and productive citizens.

- The schools need to present new curricular and extra-curricular activities for reflection and action, to educate the community and incorporate strategies of active listening and managing emotions.
- The schools must become more involved in the lives of their students in order to help them become aware that respect for others is not just a concept. Schools have to encourage their teachers and students in this kind of attitude.
- The schools must allow the students to be the protagonists of their own destiny, and foster different types of organization that create more harmonious relationships within the school and with the community.



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# DEVELOPING PEACE AND DISARMAMENT EDUCATION INITIATIVES TO DISARM CHILDREN AND YOUTH

EVALUATION OF THE TWO-YEAR COUNTRY PROJECT REPORTS ORGANIZED BY THE UNITED NATIONS DEPARTMENT FOR DISARMAMENT AFFAIRS AND THE HAGUE APPEAL FOR PEACE, FEBRUARY 2003–JANUARY 2005

*Steven Brion-Meisels*

## 1 INTRODUCTION

During the period from February 2003–January 2005, teams of educators in Albania, Cambodia, Niger and Peru (led by the Project’s Director, Ms. Betty Burkes) worked with courage, persistence and creativity to initiate wide-ranging and highly successful peace and disarmament education initiatives that positively affected children, educators, community and government leaders—and also created structures to sustain their efforts after the end of the funding cycle. This report is a small contribution to a broader effort that documents, evaluates, celebrates and disseminates the remarkable transformations that this project engendered.

### Goals and Methods

This report offers both a summary and an evaluation of the project’s major outcomes as measured by written materials gathered from the four teams. The report is careful to stay close to the data provided by the teams and to focus on cross-national summaries – in part because each team completed extensive external evaluations of its local work. Therefore, the report focuses on the key goals established at the start of the project; it relies largely on data from pre- and post-project surveys and focus groups.

Second, the report aims to provide some broad evaluations of the work across all four nations. It is important to note that the report focuses here on the “meaning” of the data. For example, it will explore the differential outcomes in a rural context (Niger) as compared to an urban context (Lima, Peru); it seeks to understand the relationship between changes in attitude and awareness (which are uniformly positive) and changes in behavior (which are less consistent) across the four projects. Some other considerations are the impact of different pedagogies or classroom structures, the different challenges created by rural and urban settings, and the effects of gender or class discrimination on the implementation of the projects.





Third, this report does not address a number of issues that are interesting but beyond the scope of this summary. For example, it does not evaluate the quality or success of the collaborations among United Nations agencies and other project partners. It does not address the local political dynamics involved in the projects, or the effect of broad cultural patterns and differences among the four nations. It does not evaluate the use of funds in each project, nor explore the place of these projects in a broader international effort for peace and disarmament education. These questions are beyond the scope of the data upon which this summary is based.

Over the two years, the four teams produced several hundred pages of reports and documentation. They implemented formal surveys with students, teachers and community leaders. They wrote and shared logs and journals about their work. They submitted written reports to document progress, as well as final reports in the winter of 2005. Although there is a substantial level of commonality among the goals and outcomes, there is also important diversity among the four projects – in focus, tone, outcome and recommendation. This report attempts to synthesize the data by:

- identifying project goals
- summarizing outcomes in relation to the key project goals
- outlining recommendations for future projects
- providing summary tables for key implementation and outcome data



## Audience

The primary audience for this report is practitioners – both those who participated in and contributed to the projects, and those who may want to initiate similar programs in the future. Therefore, I have tried to summarize major outcomes (so as to reflect back to the teams the scope of their impact) and to evaluate both process and outcomes in ways that may provide guidance for future efforts. This commitment is rooted in a clear value: too often evaluation focuses solely on numbers and on what was not accomplished – rather than on the implementation process and the progress made. This tendency often reinforces a habit among practitioners – which is to see the glass “half empty” and to focus constantly on what more must be done. One frequent but tragic outcome of this pattern is the proliferation of hopelessness, burnout and the search for the next “quick fix.” A secondary audience is the community of policy-makers and potential allies in the areas of disarmament and peace education. For this audience, the

report helps to clarify the significance of the project’s outcomes (both in number and meaning), as well as some areas for further research and intervention.

## The Context of the Projects

Over the course of two years, the United Nations Department for Disarmament Affairs (UNDDA) and The Hague Appeal for Peace (HAP) organized projects in four nations that had recently suffered significant levels of interpersonal and institutional violence as a result of a proliferation of weapons, civil war and/or genocide. Albania, one of the poorest nations in Europe, suffered the trauma of war and its legacy: high levels of unemployment, emigration, illegal weapons and a weak civil society had exacerbated interpersonal alienation and violence. Cambodia, site of one of the century’s worst cases of genocide, had recently begun to develop more democratic forms of government; although the project began with a focus on weapons, deeper social issues of institutionalized violence in home and school emerged and became central to the project’s work. One of the poorest countries in the world, Niger, a large and sparsely populated nation rooted in a village culture, had just ended a brutal civil war; peace education in Niger is challenged by the plethora of weapons as well as the great distances among villages. Peru, with large urban areas and rural communities plagued by poverty and violence, had just emerged from 20 years of violent civil unrest during which more than 69,000 people died; educators in Lima faced significant challenges in developing coalitions to sustain a culture of peace, especially in the face of “a culture of fear, terror, distrust and violence ... which has affected the newer generations ... who have been socialized and affected by a society of antagonism, violence and repression.”

In each nation, local resources and needs required diverse strategies that also focused on a core set of themes, skills and processes. Local teams were created, empowered and connected with each other. Over the course of two years, the teams accomplished all of the major goals for the project, including the development of strategies to sustain their work.

### **Why this Project Matters for Children: Prevention and Transformation**

Ina Idrizi is a secondary school student in Gramsh, Albania. At the end of the project, she said, “By being part of the project, we are able to search for better ways to build a society on the principles of tolerance, peace and justice that are essential in our lives”. Behind the numbers and products summarized in this report, there are thousands of lives. Children and families in each of these nations have suffered from multiple forms of violence and injustice: small acts of hate in school yards or alleyways, gender-based violence in the home or school yard, discipline methods that emphasize shame and corporal punishment, crime fueled by poverty and weapons, inter-group violence fueled by ethnic mistrust, institutional corruption fed by greed and political ambition, civil war and genocide. Add to these real and tragic practices the lack of preventive strategies in each of these nations. For decades, militarist solutions had been the only available recourse to civil violence, and the legacy of armed intervention had in all cases weakened civil society. Finally, teachers and students in each nation expressed a deep understanding of the ways in which a culture of violence had embedded itself in the individual and collective values of their society. They asked for help, guidance, tools and methods to transform cultures of violence into cultures of peace and justice.

The leadership of the Project team recognized quite early that a sustainable culture of peace requires locally rooted prevention strategies that operate at individual and institutional levels, and can be connected in regional and international networks of peace educators. They understood that their work involved transforming a culture of violence into a culture of peace.

In order to accomplish their goals, each team identified a rich set of local and international resources: students, educators, families, village elders, allied NGO’s, coalitions, business people who helped produce materials and provided technical support, media partners, elected officials, regional and national administrators, media allies, academics and activists. In the end, an important legacy of the four projects is the capacity they have created: multiple tiers of coalitions, peace education integrated into national teacher-education methods and materials, peace libraries and peace radio programs, books and articles, and transformed relationships



among the leaders of a new civil society. The human legacies are young people like Ms. Idrizi and her teacher -- who said, “We did not believe you in the beginning when we first met, but now we do”.

## **2 GOALS OF THE PROJECT**

### **Outcomes for Students, Educators and Communities**

The primary focus for the projects was teacher training and the development of educational materials that promote peace and disarmament. Therefore, primary goals involved:

- Developing a local infrastructure for education and training
- Developing culturally competent educational materials for training teachers, administrators and community members
- Working directly with students to support a change in mindsets and attitudes about resolving conflict and the use of violence, especially gun violence

### **Building Capacity to Sustain the Removal of Weapons Through Peace Education**

From the start of the project, all four teams indicated a commitment to building local capacity. Over the course of the two years, the emphasis on capacity grew. Key goals in this area included:

- Developing local alliances, networks and coalitions to sustain the work
- Integrating peace and disarmament education into the official regional and national teacher-training and school-based curricula
- Providing the material infrastructure that could be used by local groups to sustain the work
- Making links to regional, national and international NGO’s in order to create and strengthen communities committed to peace and disarmament education



## **3 MAJOR PROJECT ACCOMPLISHMENTS**

This section is organized around the key outcomes identified in the initial project proposals. Data for this section has been gathered from the final reports completed by each team—which included quantitative results from surveys as well as interviews and focus groups with a range of participants.

1 HAS THERE BEEN A DECLINE IN STATISTICAL MEASURES OF CRIME AND VIOLENCE INVOLVING CHILDREN AND YOUNG PEOPLE, ESPECIALLY IN THE CLASSROOM?

Not every team was able to gather statistical data for this measure. In addition, most teams focused their work on schools, so that community data related to crime and violence was difficult to gather. Pre- and post-surveys did ask about levels of violence, attitudes and awareness of violence, and commitment among students and staff to reducing levels of violence. The general trend suggested a decrease in incidents of school violence, but a more dramatic increase in the commitment on the part of students and teachers to use peaceful strategies for conflict-resolution.

For example, surveys in all four nations indicated that by the end of the project students, teachers and community leaders consistently rejected guns as a means of resolving conflict: they identified guns as a source of violence and recognized the destruction caused by them. In Albania, the final evaluation indicated an 8% increase in the number of respondents who said that people should not own guns. At a personal level, 99% of respondents reported that they found it easy to cooperate with students from other regions and/or religions. In Cambodia, student surveys and teacher interviews both indicated a clear rejection of weapons; teachers reported reduction of violence in schools as well, and they themselves were less likely to use violent disciplinary methods than before the project began. Final surveys also suggested an increased awareness of the role and impact of gender-based violence – at home, in the school and in the community. In Niger, there were no reports of school violence at the end of the project’s work; teacher and student respondents said that weapons are a cause of violence and rejected the possession of weapons as a strategy for security. Teachers reported a significant improvement in discipline. In addition, students created a special “mini-flame of peace” where weapons were burned. In Peru, teachers reported a reduced level of teacher violence (e.g. corporal punishment) during the past year, but they also reported that many students continue to use physical violence to try to solve their problems and conflicts. The data also indicated high levels of discrimination among students, based on ethnic and class differences.

The data from Cambodia and Peru highlight the complexity of this work and the danger of generalized or sweeping evaluative interpretations. Two points seem most





important to make here. First, increased awareness may result in higher levels of reported violence, especially at the start of an educational intervention. This pattern has been clear in decades of research and practice related to gender-based violence in the United States. In Cambodia, the high level of focus in the final surveys on gender violence may be at least partially a result of increased awareness among students and adults – a potentially successful outcome for the project that is not captured by the quantitative data. The same may be true for the high levels of discriminatory behavior reported in the final surveys from Peru; again, the data may reflect an increased awareness, and even the emergence

of a language with which to talk about these issues. Without further research, conducted by an evaluator culturally competent in these issues, it is impossible to “evaluate” the meaning of this outcome.

Second, the data also suggest a pattern that has been found in U.S.-based research on violence prevention: knowledge and attitudes often improve long before behavior. Again, the data from the four projects suggest that participants had changed their attitudes about weapons, violence and conflict-resolution to a larger degree than they were able to change their behavior. For example, a high percentage of students and teachers stated that student involvement in school decisions was important, but fewer students reported actual involvement in school decisions. A similar disparity existed between the almost universal commitment to a culture of peace – as evidenced in the rejection of weapons as well as the personal commitment to peacemaking -- and the persistent reports of discrimination and violence connected with gender (in Cambodia) and race or social class (in Peru).

## 2 HAS THERE BEEN AN OBSERVABLE ADOPTION WITHIN THE SCHOOL AND COMMUNITY OF CONFLICT-RESOLUTION TECHNIQUES?

This is perhaps the strongest positive result in the surveys and interviews. The written surveys reflect significant improvements in the personal commitment made by students and community members to promote a culture of peace, as well as in their actual use of conflict-resolution skills. In all of the projects’ final reports, students said that they were more likely to use peaceful conflict resolution strategies than they had been before the project began. Students also reported that they believe it is important to learn peaceful conflict-resolution strategies in school. The clinical interviews suggested that the projects helped students become excited about their roles as peace educators. Similar patterns held with teachers. In Cambodia and Peru, teachers reported that they were more likely to use non-violent discipline strategies, and were more aware of the importance of peaceful strategies in the school than they had been before the project. Teachers also expressed

consistent support for integrating conflict-resolution programs in the school; for example, teachers volunteered to attend Saturday trainings in Peru, completed a rigorous certification course in Albania, integrated conflict-resolution lessons into their teaching in Niger, and volunteered to participate in evaluation focus groups in Cambodia.

Here are some highlights from the four nations.



In Albania, teachers trained by the project have included peace education in their classroom activities, and have authored activities for the national training manuals. The external evaluation indicated “increased confidence and skills in using peaceful conflict-resolution strategies” among teachers and students, a “higher appreciation of peaceful conflict-resolution skills amongst students”, and “increased skills and optimism to lower crime and violence in the community”. The final survey indicated that 100% of respondents believe it is very important to learn peaceful conflict-resolution skills, 89% believe that the best way to resolve a conflict is to “talk to the person”, 82% say that it is important to cooperate with people from different regions or religions, and 72% of students had been consulted for their opinion about school decisions. There was also a 30% increase in the number of students who had been taught how to resolve conflicts peacefully. Interviews and informal evaluation activities corroborated the quantitative results. For example, the Albanian team developed arts-based community activities to support tolerance and forgiveness, music and art activities that focused on “What I Wish to Change”, events to celebrate women peace leaders, a day-long activity to highlight the consequences of “blood feuds” in northern Albania, folk festivals and environmental activities related to a culture of peace.

In Cambodia, the external evaluators noted important changes in the attitudes of teachers concerning violence as a disciplinary tool – with a marked reduction in the use of violence as discipline. Teachers reported improved relationships with students. In addition, by the end of the project teachers had adopted at least part of the Peace Education manual and integrated its contents among their teaching plans. Because of the training and the use of the peace education manuals, teachers told the evaluator that “their attitudes had changed, they were able to handle conflicts peacefully and better manage their anger, becoming more tolerant and supportive” (Maffi, 2005, p. 6).

Many of the teachers became involved in community activities such as the mobile school presentations. At a national level, peace education was introduced into the national educational system; acceptance of peace education by the Ministry of Education, Youth and Sports was a critical and important achievement. While students reported that they appreciated the value of peace, they

stated that they still lack models of non-violent attitudes and behavior. Surveys corroborated the focus group data: 87% of students believed that people can learn how to be more peaceful, and 71% said they had participated in peace education activities. However, only 18% of students said they felt that a person can be strong, brave and peaceful at the same time (p. 42).

In Niger, the final survey indicated that the large majority of students and teachers embraced non-violent approaches to conflicts. For example, 92% said the best way to solve a conflict is to talk about it or use a peacemaker to help; 100% of high school students said that a peaceful community requires education, sensitization and participation in community decisions. More than 98% of primary and high school students approved the introduction of peace education, and 100% of students said they are committed to sensitizing the community on issues of war and peace. Teachers reflected similar support for peace education: 100% of teachers said they are committed to peace education, approved the inclusion of peace education in the school's syllabus, and will continue teaching courses on peace education in the school and community. One interesting aspect of the surveys in Niger was the support for traditional practices as resources for peacemaking – especially the village's support of a "culture of tolerance." The role of community educators was also clear in the final surveys – where 100% of community leaders say they are committed to peace education in the community.

In Peru, the final report indicated that the project contributed to changes in school practice and climate, as well as improving relationships between the school and community. By the end of the project, peace education has been "thoughtfully" woven into existing curricula and school programs. However, the evaluation report indicated the existence of significant challenges in changing a culture of violence in the schools. Although teachers report improved awareness of these issues and increased respect for the cultural diversity of their students, they continued to use physical punishment and even insults as disciplinary methods – although they reported using these strategies less frequently than before the project began. Similar trends were reported by students. For example, students reported high levels of violence, said that their tolerance of diversity

is low, and that they lack non-violent ways to deal with conflict. Discrimination seemed to focus on poor students, Afro-Peruvians, students from the rural areas and females. At the same time, students recognized daily patterns of violence and discrimination – even if they did not yet feel able to change these. Verbal aggression among teachers diminished, and teachers were more likely to use a mediator to solve problems than before the project began. Both students and teachers seemed to participate in classroom and school decisions – mostly by voting rather than consensus. The peace education activities were embraced by students and teachers, who even volunteered to attend training sessions. It may be the case that social factors outside the school continue to be a major challenge in the struggle by students and teachers to actually use peacemaking skills in their daily lives. Or it may be that the project's first accomplishment was to raise awareness, and that it will need to continue to work on changing behavior as well.



### 3 HAVE STUDENTS IN PROGRAMMES USING THE CURRICULUM IMPROVED THEIR ACADEMIC ACHIEVEMENT?

With the exception of Albania which reported improved written and oral work, data on this outcome was not reported in the final surveys.

### 4 DOES THE COMMUNITY SUPPORT THE CONTINUATION OF THE PEACE EDUCATION ACTIVITIES? DO NEIGHBORING COMMUNITIES WANT TO IMPLEMENT SUCH A PROGRAMME? HOW MANY TEACHERS ARE REGISTERING FOR PEACE EDUCATION TRAINING?

Communities in all four nations clearly supported the continuation of peace education activities; in fact, the last year of the project witnessed a consistent and significant growth in the breadth and depth of local, regional, national and international networks to sustain the work. The data do not indicate precise numbers of teachers registering for peace education training. However, the inclusion of peace education in the official (ministry level) curricula and teacher-training programs suggests that there will continue to be growth in the number of teachers who participate in peace education training – because the training will become a core part of national teacher education programs. Here are a few examples of the ways in which peace education was sustained and expanded as a result of the project.

In Albania, 260 participants completed 50 local and national trainings; eight teachers in the two provinces and five students were certified as peace educators by the Institute for Pedagogical Studies (ISP). The Institute is responsible for pre-university education curricula and training under the auspices of the Ministry of Education and Sciences of Albania. The Hague Appeal for Peace Manual was translated for national use; the team also produced a teacher's manual, youth manual, three booklets, 20 newspapers, and a CD-Rom. Perhaps the most dramatic indicator of the project's sustainability and integration across Albania was the formation of a Center for Peace and Disarmament Education that will sustain and expand the work ([www.cpde.net](http://www.cpde.net)). Finally the project's impact reached beyond national borders: together with the Nansen Dialogue Network and the Bulgarian School of Politics, the Albanian Peace and Disarmament Education project was one of the organizers of the Balkan Conference on Conflict Prevention—where the peace education workshop drew the highest number of national recommendations. Despite challenges of poverty, hopelessness and a “culture of impunity”, the Albanian project clearly created an expansive network to sustain peace education.

In Cambodia, the team was clear that peace education could only be sustained if the curriculum and methodology were approved by regional and





national ministries. Although the Cambodian Peace and Disarmament Education Project (CPDE) expanded its programmes into a second province during its two years, the clearest indication of sustainability was the approval of peace education materials by the Ministry of Education, Youth and Sport (MoEY&S). This has meant that the peace education materials are now part of the national curriculum – which in turn has sparked interest in the ministry’s Training Department. The project team also connected and strengthened alliances with other local, regional and international NGO’s. Under the umbrella of the Working Group for Weapons Reduction (WGWR), a national NGO, the project received support from other regional educational ministries (like the Provincial Education Department and the Youth Research Development Program) as well as from UNI-

CEF and UNESCO, from governmental sources such as the German Development Agency, and from NGO’s such as Save the Children. These contacts helped build a network in neighboring regions and across the nation. Translation and adaptation of international materials, mobile peace schools, puppet shows and the distribution of peace education materials (like T shirts and bags) all helped spread the message of peace education beyond the original geographic focus. The external evaluator concluded her report with this assessment:

The relationship established with the Ministry of Education constitutes a significant result, as it was gained in a short time and is based on the recognition of the WGWR/CPDE quality of work instead of its role as a donor. The Teacher Training department has accepted the CPDE Project as a valid partner ... as well as a highly effective methodology for teachers’ training.

In Niger, geography necessitated an expansion strategy that included technological as well as face-to-face approaches. Although the project began and remained centered in one town (N’Guigmi), it expanded in three important ways. First, the radio programs reached villages, educators and students in other villages and provinces. Second, the team of peace educators made a successful outreach visit to Doro –a major population area and one of the largest markets in the county of N’Guigmi. The team itself was an embodiment of the project’s ability to grow and sustain itself, since it included the student Peace Messengers, the Tubu Widows Association, the Women’s Educators, ex-combatants and the Working Group. The visit helped to strengthen the use of “cousinage” as an effective peacekeeping strategy. The third strategy for expansion focused on integrating peace education into national curricula and methodologies. Here again the team was very successful: the teacher’s guides received official status from the secretaries of the primary and secondary educational ministries, and were made available to all 90 schools in the county of N’Guigmi. Finally, the team completed two major projects to support sustainability. They created a coordinating group that includes representatives from local, regional and national

educators, as well as community members, and they bequeathed radio and office equipment to the organizing group.

In Peru, the project expanded from the pilot schools in the area of San Juan de Lurigancho, to connect with regional and national networks. For example, the project gave birth to and strengthened a network of educational centers in several areas; the educational centers implemented training in administration and coordination of peace and disarmament education in the local communities. EDUCA (the central coordinating committee for the Project) was asked to lead the national educational committee in the civil movement called “So it does not happen again” – which was a direct result of EDUCA’s important work in response to the national Truth and Reconciliation Commission. The project team moved beyond local and regional work, to coordinate efforts across the nation through their work with the Ministries of Education, Health, Women and Social Development. Finally, the project extended its impact across national lines through the United Nations Lima Regional Center – as well as coordination with UNICEF and UNESCO. Evaluation reports suggest that the work of the project has not only become more deeply integrated into educational programs in the local area; it has also attracted interest and promoted activity in other local, regional, national and even international movements for peace education.

#### 5. DOES THE EXTENDED CLINICAL INTERVIEWING INDICATE SUBSTANTIAL ENTHUSIASM AND HOPE AS A RESULT OF PARTICIPATION IN PEACE EDUCATION PROGRAMMES?

As the extensive data reported above indicates, substantial enthusiasm and hope have resulted from participation in the peace education programs. These changes are clear across all the major outcome areas, and are indicated by five broad patterns from the data:

- First, there is almost universal condemnation of weapons, and agreement that weapons are an impediment to a sustainable civil society. This outcome emerges from the quantitative survey data as well as the interviews.
- Second, there is almost universal support for the importance of peace education in the schools and communities – data that again emerges from the surveys and interviews.
- Third, there is almost universal belief that individuals involved in peace education can make a difference, and the individuals surveyed overwhelmingly committed themselves to acting on that hope.
- Fourth, there are important changes in the behavior of educators and the opportunities for democratic student involvement in school decisions as well as in the formation of structures to sustain peace. Again, the survey data supports what participants said in the interviews and focus groups.
- Fifth, there is a clear commitment to continue this work past the time of the pilot funding. This is clear from the interviews as well as from the proliferation of local and national structures designed to sustain peace education.

The challenges of translating transcripts have, in this case, sadly under-represented the eloquence of participants. However, the words of Ms. Ramazan Qyra, the Gramsh teacher quoted above, seem emblematic of the change that is expressed in the local reports: “Thank you. We did not believe you in the beginning when we first met, but now we do”.

#### 4 RECOMMENDATIONS

The peace education projects represent an important first step in promoting a culture of peace, and they have done a good job in developing structures that will sustain the work. However, in other ways they are still fragile – due to a range of educational, political and economic factors. These recommendations are aimed at practitioners (in the four nations and others who want to create similar projects) as well as policy-makers.

Recommendations include the following:

1 Continued support for integration of peace education materials and methods in the official regional and national pedagogical institutions and practices. Although levels of distrust between local and national educational institutions are likely to continue, there is a tremendous need to train and support a new generation of educators who can use a consistently democratic approach to peace education, and who can help develop a consistent set of skills for young people as they emerge into citizenry. With all the challenges and problems of a national curriculum and methodology (for example, the problem of recognizing ethnic diversity within the nation, and the challenge of avoiding “one size fits all” solutions), it is clear that integration into national programs is important to sustaining a culture of peace.



2 Continued attention to structural and cultural issues. For example, the Albanian team reported that their efforts were challenged by a “culture of impunity” that led to corruption and a lack of accountability. In their context, the structure of a “weak civil society” and economic issues like increased unemployment, threatened the sustainability of peace education – as teachers committed to this work leave Albania to find better jobs, and unemployment threatens the tolerance and inter-ethnic respect the project clearly promoted. In Cambodia, the large number of students in each classroom created a structure that made it difficult to use pedagogy of peace – which is inherently democratic, participatory and relational. In Niger, the lack of technical resources threatens the future of the project; for example, if radio equipment breaks

and is not replaced, the community-based educational programs will be threatened. In Peru, the confluence of urban issues (including over-crowded schools, ethnic strife fueled by poverty and emigration of rural people to the city) can easily threaten the future of peace education programs. Local educators will need to continue to work closely with ministries as well as elected officials to address the structural and cultural resources required for a culture of peace.

3 Continued support for local coaches and coordinators who can not only sustain the work but also renew it. New teachers, administrators, students and families will join these schools and they will need ongoing education. There is a well-documented challenge in moving from the energy and commitment that initiates a project like this, to the long-term commitment that sustains peace education over many years. United Nations support for local coaches could take several forms: financial support in the form of grants to local peace education organizations, networking and global support that is both electronic and live, and support for continued development and translation of materials.

4 A close and careful exploration by local and regional educators and policy-makers of the individual recommendations made by each project team in its final reports. These vary widely, based on both the local challenges and progress. They include recommendations about high school curricula, teacher training, and changes in the ways that teachers practice peace education in their classrooms. In Cambodia, there was a specific recommendation that peace education attend to issues of gender-based violence – which was articulated in the written surveys and the focus groups. In Peru, there was a specific recommendation that peace education include issues of discrimination that arose in the surveys and in the focus groups; these included discrimination around race, ethnicity, culture and urban/rural differences, and they also included recommendations regarding teacher behavior.

5 Follow-up evaluation. One small part of the ongoing coaching support might be to implement the written surveys and a small sample of focus groups annually, in order to measure continued progress. The current evaluation reports represent a significant amount of work, and it is likely that this level of evaluation in the future would be impractical. However, several evaluators recommended some degree of follow-up study.

## 5 APPENDICES

TABLE 1 IMPLEMENTATION INFORMATION FOR EACH SITE

TABLE 2 OUTCOMES: CHANGES IN VALUES

TABLE 3 OUTCOMES: CHANGES IN BEHAVIOR



## PEACE AND DISARMAMENT EDUCATION PROJECT SUMMARY TABLES

**TABLE 1 Implementation**

SITE	SCHOOLS & COMMUNITIES	STUDENTS	STAFF	COMMUNITY MEMBERS	WORKSHOPS	PRODUCTS	SUSTAINING STRUCTURES
ALBANIA	2 high schools in two communities	1,600	Not recorded	8,000 total including students & staff	50 local and national; 260 participants	Teacher training manuals, translation, youth manual, newspapers, web site, publications	Teacher trainers, national teacher training materials, student leadership, Center for Peace & Disarmament Education, ISP.
CAMBODIA	2 high schools (grades 10-12) in 2 provinces (expanded from original focus in one province)	Not recorded	100	3,000 in awareness activities; shadow puppet shows, peace marches, mobile presentations, peace rooms, videos	1 partner workshop; 3 teacher workshops; 3 evaluation workshops	Curriculum (official status); Teacher manual on PDE; thousands of posters, T-shirts and bags; evaluation tools	MoEY&S (Ministry); PDE integrated into teacher training; Training manual integrated into national education system; peace education partners; 10 teacher leadership teams
NIGER	8 primary, 1 secondary in N'Guigimi	1195	20	20 radio productions/month; flame of peace, village visits	7 teacher workshops; radio training workshops	4 radio productions per month; curriculum received official status	Community coalitions (AME, AFV); equipment; management committee
PERU	18 schools in and around Lima	16,000	400	Coalitions	11 included partners, teachers, principals, community members, high school	T. Guide, syllabus (with official status), training guides consensus building, promoting culture of peace; video, evaluation tools	Management committees, community agreements. EDUCA, local councils, municipality, conciliation committees, networks, UN-LIRC, Civil Movement, Teacher Training

**TABLE 2 Outcomes: Changes in Values**

SITE	POSSESSION & USE OF WEAPONS	SOURCES OF VIOLENCE	IMPORTANCE OF PEACE EDUCATION	IMPORTANCE OF STUDENT INVOLVEMENT	POSSIBILITY OF CREATING PEACE	IMPORTANCE OF PEACEMAKING IN TEACHER EDUCATION
<b>ALBANIA</b> a	Strong rejection of use of weapons; 81% say weapons are a problem	Weakness of state; injustice; increased awareness of gender violence	Increase in respondents who say education and awareness are important	High recognition of importance of student involvement among students and teachers; growing level of involvement	Very positive at end of project; high hope and commitment to personal action	High recognition of importance. Peace education integrated into regional and national teacher education programs and practices; national recognition by ministries
<b>CAMBODIA</b> b	Strong rejection of weapons	Increased awareness of gender violence	High agreement on importance	Increase in awareness of student involvement; shift away from violent discipline methods	Very positive at end of project; high hope and commitment to personal action	High recognition of importance. Peace education integrated into regional and national teacher education programs and practices; ministry approval
<b>NIGER</b> c	100% rejection of weapons	Focus on weapons and social injustice	100% of students and teachers say peace education important	High support for student involvement among students and teachers	100% of students and teachers say it is very possible to create peace	High recognition of importance among teachers in both primary and secondary levels; national recognition by ministries
<b>PERU</b> d	Moderate rejection of weapons	Discrimination re: race, ethnicity, social class, region	Highly important; slow change in teacher behavior	High recognition of this among teachers & students	Moderate level of hopefulness; continued concern about patterns of discrimination	High recognition of importance. Peace education integrated into regional and national teacher education programs and practices; ministry approval

**EVALUATION SAMPLE**

a 70 students, 30 teachers in 2 high schools

b 150 students and 31 teachers

c 340 students between primary and secondary; 17 adults (teachers, peace leaders, community members)

d 954 students, 114 teachers, 11 school administrators in 5 schools

**TABLE 3 Outcomes: Changes in Behavior**

<b>SITE</b>	<b>POSSESSION &amp; USE OF WEAPONS</b>	<b>USE OF CR &amp; PEACEMAKING STRATEGIES</b>	<b>CROSS-ETHNIC FRIENDSHIPS</b>	<b>STUDENT INVOLVEMENT IN SCHOOL DECISIONS</b>	<b>PEDAGOGY &amp; TEACHER STRATEGIES</b>	<b>TEACHER TRAINING STRATEGIES</b>	<b>COMMUNITY LEADERSHIP</b>
<b>ALBANIA</b>	Decrease	Increase	Increase	Increase	Increase in integration of peace education	Integration into national curricula	Local, regional and cross-national coalitions, CPDE
<b>CAMBODIA</b>	Decrease in school violence	Increase in non-violent disciplinary methods	Not recorded	Some increase	Decrease in violent disciplinary methods, increased awareness of gender violence, integration of peace education methods	Integration into national curricula and teacher training	Integration into MoEY&S, government and NGO
<b>NIGER</b>	Decrease & no school violence reported	Increase in use of peace education curricula	Not recorded	Increase	Increase in use of peace education curricula	Integration into national curricula and teacher training	Strong local coalitions, coordinating committee
<b>PERU</b>	Moderate decrease in violence; weapons not recorded	Small increase in peacemaking strategies by teachers	Discrimination continues to be an issue	Increase in student and staff involvement in decisions	Decrease in violent disciplinary methods, increased awareness of discrimination, integration of peace education methods	Integration into official curricula and teacher training materials	Strong and diverse local, regional, national and international coordinating structure

# SECTION TWO



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## AN ORGANIZER'S MANUAL WHAT WE DID, HOW WE DID IT AND HOW YOU CAN DO IT, TOO

*Betty J. Burkes and Frank Brodhead*

This manual is based on the successes of the “Developing Peace and Disarmament Education Initiatives to Disarm Children and Youth” Project, implemented in four countries: Albania, Cambodia, Niger, and Peru. The Project was guided by a partnership between the United Nations Department for Disarmament Affairs (DDA) and the Hague Appeal for Peace (HAP). The Project was funded by the United Nations Foundation, with generous support from the governments of Andorra, the Czech Republic, Germany, and Japan, and the Swedish International Development Cooperation Agency (SIDA).

The purpose of the Project was to sustain the effectiveness of UN weapons collection programs by providing educational opportunities designed to demilitarize mindsets and reduce the level of violence – especially gun violence – among young people, and to offer nonviolent alternatives.

This Organizer’s Manual is intended to assist people who are interested in starting a similar project for peace and disarmament education in their region, country, or community. The Manual includes those methods and practices that will assist and inform future plans for replication. While the specifics of each country’s project varied, the necessary steps were similar.

The success of the Project rested on many factors, including a unique collaboration between the United Nations and a civil society organization, the vision and experience represented by the UNDDA/HAP partnership, adequate funding, fortuitous timing, and inspired local leadership. A commitment to creating small, holistic, do-able projects exemplified the wisdom of the co-creators. However, none of these factors would have been sufficient without a methodology based on a compelling movement towards connection, mutuality, and relational development.

### **Methodology**

*“We have learned that peace and disarmament education, to be relevant, must be attentive to the social and political processes, circumstantial as well as structural, of the communities being served”.*

BETTY EVANS-RISCO, PROJECT COORDINATOR IN PERU.

“A CULTURE OF PEACE IS A SET OF VALUES, ATTITUDES, MODES OF BEHAVIOR AND WAYS OF LIFE THAT REJECT VIOLENCE AND PREVENT CONFLICTS BY TACKLING THEIR ROOT CAUSES TO SOLVE PROBLEMS THROUGH DIALOGUE AND NEGOTIATIONS AMONG INDIVIDUALS, GROUPS AND NATIONS”... **UNESCO**

“PEACE EDUCATION IS A PARTICIPATORY HOLISTIC PROCESS THAT INCLUDES TEACHING FOR AND ABOUT DEMOCRACY AND HUMAN RIGHTS, NON-VIOLENCE, SOCIAL AND ECONOMIC JUSTICE, GENDER EQUALITY, ENVIRONMENTAL SUSTAINABILITY, DISARMAMENT, INTERNATIONAL LAW, TRADITIONAL PEACE PRACTICES, AND HUMAN SECURITY”.

**Hague Appeal For Peace**

The success of the DDA/HAP Project depended on the integrity of the country partners and relied on the values and approaches of the methodology involved.

#### **The values underlying the Project included:**

- **MUTUAL RESPECT** Every culture has its own traditions of peacemaking, conflict-resolution, appreciation of diversity, and affirmation of community. The traditions may be indigenous, or the result of contemporary, external influences. In some places indigenous traditions have been supplanted by external, often colonial, practices. Identifying indigenous sources of peacemaking, building on resources inherent in the local community, and appreciating the community’s priorities and cultural diversity are the roots of respect.
- **INCLUSION** The local community is the best expert to address its own problems. Inviting community groups, activists, and individuals to join as equal partners for envisioning and developing the project ensures its grounding and lasting possibilities. For programs in schools, inclusion means students, parents, teachers, school principals, administrators, and local representatives of the national Ministry of Education. Developing a peace education initiative with inclusive community involvement from the outset keeps the focus on the collaborative and cooperative values of peacemaking.
- **SHARED LEARNING** In both the formal and informal sectors, the goal of peace and disarmament education pedagogy is to minimize the distinction between learners and teachers. Each has much to learn from the other. Additionally, for projects linked to schools, our pedagogy would facilitate a shift from “teacher-centered” to “student-centered” learning.
- **CRITICAL THINKING** Finally, a core value of peace education pedagogy is to encourage critical thinking rather than memorization or rote learning. Peace and disarmament education is part of a process of helping people become thoughtful, active, and creative citizens. It is an antidote to the authoritarian cultures which have allowed violence to flower. Dialogue and eliciting a variety of ideas and opinions among students and teachers are integral to the exploration of peace and disarmament education.

#### **Some of the approaches used in each country included:**

- **APPRECIATIVE INQUIRY (AI)** The AI process invites all voices to share real stories of accomplishment. In every community, even those most saturated with weapons and violence, there are

pockets of success—individuals, schools, civil society organizations, and neighborhoods—in which cooperation, non-violent conflict-resolution, and self and community esteem are alive. These are the seeds from which a project begins, and they give direction to the planners.

- **PROGRAM INTEGRATION** To the greatest extent possible, peace and disarmament education in the schools were integrated into the regular curriculum, rather than becoming a separate or additional subject that could force busy teachers to shoulder an additional burden. Similarly, in the informal community-based sector, peace and disarmament education were integrated into adult literacy classes, the work of community organizations and institutions.

- **CENTRALITY OF RELATIONSHIPS** In each country, the legacy of systemic violence and repression was deep-rooted mistrust, separateness and fear. Especially in societies that have only recently emerged from the trauma of war or structural violence, nurturing unity and building trust among neighbors may be the most difficult – and most important – steps in peace education. Creating an environment of trust, respect, and inclusion was fundamental to the relational success of the Project.

- **DEMOCRATIC PARTICIPATION** The projects formed on-going working groups of interested and experienced community groups and activists to plan and implement both formal and non-formal education programs to keep the project relevant and dynamic. This quality of participation unveiled the wisdom and contribution of local knowledge for developing ideas that were relevant and do-able.

- **CELEBRATION** Appreciation and celebration are basic human needs. Teachers and students taking action for peace and disarmament in their communities, orchestrating strategies to bring about change in the mindsets of young people about conflict and violence, were encouraged to celebrate themselves and each other. A community that celebrates together stays together!

The effectiveness of peace education is increased when the methods used reflect the values of the entire community. The goal is to support and complement local traditions and to influence attitudes and behaviors that reduce the level of violence and sustain the rejection of small arms and light weapons. A parallel goal is to introduce strategies and opportunities for students and communities to practice caring communication, nonviolent conflict prevention, and solutions that rely on cooperation and collaboration rather than the use of force.

### **Implementation**

*“We learned that the quality of relationships formed with members of the community, educators and ministers of education was the best indicator of whether the programs were going to be successful”.*

ELTON SKENDAJ, PROJECT COORDINATOR IN ALBANIA

In setting up the DDA/HAP peace and disarmament education project, much of the preliminary work was devoted to meeting with everyone who might possibly be interested in the project or who needed to be contacted simply as a courtesy to forestall future problems.

ការភ្ជាក់លើកប្រគល់អាវុធជូនរដ្ឋអំណាចគឺគ្មានទោសដែរ និងត្រូវបានលើកទឹកចិត្ត



*title of poster* GIVING WEAPONS TO THE AUTHORITY IS NOT A CRIME, BUT ENCOURAGED.

Networking was the center that held the projects together, fostering interdependence and constructing both a visible and invisible web of relationships locally, nationally, regionally, and internationally. Networking developed interest, identified possible allies and obstacles, and turned up many unexpected resources. Networking can also be cumulative, in the sense that an individual, agency, or government official can provide an endorsement or contact that will open further doors and give your project increasing legitimacy. In each country, the careful cultivation of relationships with national education institutions won support for the peace and disarmament curriculum and materials, and resulted in their being adopted and integrated into national education standards.

The projects invited community members and representatives from programs and institutions connected to and respected by the community to discuss ideas for implementing peace and disarmament programs locally. This helped the project organizers determine how the community understood the presence of peace and the challenges of violence.

To build on the positive, project organizers asked about traditions and experiences of the community which have promoted peacemaking, reconciliation, and tolerance. Transparency and inclusion was essential. A “community meeting” format worked well. In organizing your own project, listen deeply and notice where the seeds of positive peacemaking exist.

## **Identifying a Coordinator and a Workable, Representative Project Team**

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In each country our projects engaged with both formal and informal education. Of course when working in one community there was a great overlap between schools and community-based organizations, but implementing a project involved somewhat different steps for each sector. One of the first tasks was to assemble a project team knowledgeable about and respected in both sectors.

Meetings with community representatives gave us the opportunity to identify a coordinator and a working group to assist in the design, implementation, and evaluation of the project. The coordinator may already be affiliated with an existing group or may be independent. In our experience, it was especially valuable to have project coordinators who were solidly connected in the field of education and unencumbered by official affiliations with government or UN agencies. The project coordinator must have the time, interest, and shared values to lead the peace and disarmament effort.

The working group represents a number of constituencies within the community (neighborhood leaders, women, youth, police, and teachers). The role of the working group is to advise the coordinator. The working group may also have other important roles, such as clearing bureaucratic obstacles, obtaining resources, or providing publicity for the project and its programs.

The projects also established an education team comprised of teachers and trainers responsible for the design, implementation, and evaluation of curriculum. The teams met as needed and membership was flexible depending upon training needs.

## **Finding or Creating a Home for the Peace and Disarmament Education Program**

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Much of the projects' preliminary work was focused on identifying suitable locations and project partners to implement the peace and disarmament education program. A crucial question during start-up is how to choose a home for your program. If you are a member of a civil society organization, you will be wondering how your organization will be able to sponsor and develop a peace and disarmament education project. If you are simply an interested and active individual, you will be looking for an institution to serve as the home for your project. Characteristics of a good home would include:

- 1 An institution with a commitment to peace and disarmament, and a desire to communicate these values to young people and members of the community. This is most likely a school- or a community-based organization, but it could also be part of a health or vocational training program or some other institution with a commitment both to peace and to the community.
- 2 An institution that has an established network, contacts within the community in which you want to work, and one whose reputation allows all members of the community to participate in programs. That is, an organization connected with one of several religious faiths, or a political

party, or an organization frequently involved in community conflicts might limit the ability of your program to achieve its goals, while an ecumenical or broadly based group might be perfect.

3 An institution that has the capacity to assist the project materially, in terms of staff time, office space, use of materials and equipment, meeting rooms, etc. To the extent that these costs can be shared or even received as a donation, the project will be able to direct its resources to actually providing peace and disarmament education classes, workshops, activities and materials.

### **Developing a Peace and Disarmament Education Curriculum**

A peace education curriculum is not simply a series of ideas or lesson plans; it is also a methodology and way of being. The key guidelines for curriculum development require collaborating with the community in creating materials, and using approaches that are participatory, relevant, and experiential.

A curriculum focused on the methods, values, and skills of learning and teaching for and about peace encourages teachers and trainers of teachers to adapt its contents to local customs and culture. A curriculum also needs to be age-appropriate and compatible with community mores. In addition to learning “conflict-resolution” and other interpersonal skills, a curriculum might address such issues as the causes of a war or wars, facts about the arms trade, the impact of toy guns and video games, how much of the national budget goes to war and “defense”, how much violence exists in the country or community and whether it is increasing or decreasing and a great many other things.

Methods and materials that are active and participatory enable teachers and students to integrate the ideas of peace and disarmament more deeply, foster a spirit of empowerment, and promote a model classroom of teacher/learners. Participatory peace education challenges the idea of peace as a passive, stagnant condition, because peace is a dynamic, alive, evolving, shifting, and ever-changing phenomenon that engages, challenges, and inspires those who seek its presence in our relational lives. Peace education is located in the nature and quality of relationships.

Several organizations have developed exciting and useful peace education curricula. (See the Resource List.) Create a “tool kit” of materials, strategies, and websites that include lessons about subjects highly responsive to local circumstances. These might include: communication, critical thinking, problem solving, conflict prevention, gender, disarmament, human rights, military spending, self-respect, writing history, writing the future, tolerance, rights and responsibilities of children and youth, justice and equality, student governance, self-awareness, recognition of prejudice, interdependence, understanding the nature of conflict and the force of law.

### **Developing a Collaborative Curriculum and Finding Resources**

Any collaborative process involves imagination and creativity. Creating a curriculum that reflects community needs requires that the team take time to envision, identify obstacles and recognize

their personal and collective power to make a difference in the areas of peace and disarmament. The process of creating a participatory curriculum requires extensive support and practice by teachers. Having a series of workshops or meetings allows time to try out ideas, reflect on experiences, and build consensus. The projects also provided opportunities for a core group of teachers to participate in several trainings which reinforced learning experiences with discussion and feedback.

Each of the DDA/HAP projects developed a teacher-training component: workshops, in-service training and retreats. During these training sessions teachers discussed curriculum materials and tried to relate them to their own teaching needs or opportunities. In addition to preparing teachers to use the curriculum in their classes, the training sessions also provided helpful suggestions for modifying and improving the curriculum. Among the successful exercises used in these training workshops were:

1 Brainstorming with the team about their ideas: find out what must be included in the curriculum and give yourself plenty of time to do this. The curriculum should be as “local” as possible, relevant to the day-to-day experiences of teachers and students. Some sample questions that could be used as a framework for discussion are:

- What are the roots/sources of violence in the community that we want to address? Glorification of violence? Cultural divisions and prejudices? History of warring? Family violence? Gender violence? Access and manufacture of weapons and ammunition? Human rights? Equality and democratic institutions? Government priorities? Exclusion or marginalization of specific groups? Poverty?
- What are some of the inspirations, traditions, or stories of peacemaking we want to highlight? What are the lessons of successful disarmament or weapons collection and destruction?
- What skills or tools do we want our students to develop to become leaders and peacemakers?
- Alternatively, you could present an existing curriculum or proposal and get feedback to shape it for the community. The danger of a pre-packaged curriculum is the tendency for educators to adopt it uncritically, without any real commitment.

Locally developed peace and disarmament literature which was “field-tested” and frequently revised, rather than imported ready-made by a faraway agency or organization, greatly contributes to the enthusiasm of students and teachers.

2 Encourage teacher observation and discussion about what works and what doesn't. Hold workshops in which teachers evaluate, modify, and rewrite the curriculum. Ensure that the language is sensitive, appropriate, and relevant to the culture and experiences of the audience, while avoiding negative stereotypes.

## **Creating Participatory or Interactive Materials**

In creating a written curriculum or planning teacher training, each content area is complemented by activities that invite interaction, participation and experiential sharing from the participants.

Use of role-playing, spectrums of opinion, fishbowls and debates to illustrate an idea will enable participants to more fully experience the issue. (See the Hague Appeal for Peace, *Learning To Abolish War: Teaching Toward a Culture of Peace*) Opening introductions or “check-ins”, small groups, and working in pairs invite connection and relationship building. Spontaneity and a spirit of fun create positive energy that is a critical factor in overcoming the passivity of a classroom setting and an atmosphere of caution and mistrust.

The use of participatory activities extends to the teacher training sessions as well as the classroom. It’s hard to teach what you have not experienced.

There are also many resources available from UN agencies, peace education publications, and from the internet. (See the Resource List.) Review materials carefully, especially those with images: Note the color of faces in images of brutality and cruelty, guns and violence to see if they reinforce negative stereotypes

## **Using Baseline Surveys & Evaluations**

A Baseline Survey Evaluation is a tool to measure outcomes. It is comprised of a pre-program survey and post-program survey. The surveys are organized to measure the knowledge, attitudes, skills and behaviors of participants. Their responses provide information that can help project leaders improve their work. A post-program survey provides information about the effectiveness of the activities in meeting the goals which donors or government agencies supporting the project will want to know.

Surveys can be both “participatory” and “external.” That is, they can be conducted by someone within the project, or by an independent evaluator. An evaluation by someone not connected with the program might be considered more “objective”; an evaluation conducted by program participants might afford greater opportunity for learning and revising the program. And of course combinations of the two approaches are possible. You will choose your method of evaluation with an eye to how you intend to use the information you gather. Donors or state agencies might want an external evaluator, while a participatory evaluation might discern the more subtle indicators of success or areas for improvement.

Surveys or evaluations are also helpful in the middle of the project. They can be formal or informal, and they can also be done in a participatory way that becomes a part of the learning process. Evaluations can help to spot difficulties that can be remedied as well as demonstrating how much progress is being made.

### **First Things First: A Checklist**

- 1 Invite community members and representatives from programs and institutions connected to and respected by the community to discuss ideas for implementing and supporting a peace and disarmament program locally. Begin to construct your web of relationships.
- 2 Listen deeply and notice where the seeds of positive peacemaking exist. Note the “assets” or strengths of the community as well as the problems that make a peace education program needed. Note the values that may be implicit, but may not be expressed. Encourage participants to discuss whether the program should be focused on schools or the community or both.
- 3 Identify a workable and representative project team to assist in the design, implementation, and evaluation of the project. Organize introductory briefings for citizens and local civil society organizations to provide information, enlist support, and generate cooperation.
- 4 Negotiate a “Memorandum of Understanding”, contract, or letter of agreement (formal or informal) with participating agencies to support clarity and trust. Enlist the endorsement of governments, ministries of education and community people, but the authority for implementation should remain in the hands of the coordinator and working team or group.
- 5 Develop a long range plan or program. This could include a timeline of activities, milestones, and project goals. A clear outline will inform individuals and organizations who may want to collaborate, and gain the support of potential donors to support the sustainability of the project. A clear project plan will enable people to see how the project intends to make the connections between local concerns and problems of peace that affect the entire planet.
- 6 Compile resources. Create a “tool kit” of materials, strategies, websites, and lessons about subjects relevant to local circumstances.
- 7 Design teacher training workshops and student-centered activities, develop a curriculum with classroom lessons, sponsor community seminars and media campaigns, inspire art installations, and organize student trips. Incorporate the ideas and issues of local people into the design of the program.
- 8 Develop an evaluation process that includes a Baseline Survey Evaluation, a mid-term and final evaluation, and regular ongoing conversations with the working group to measure your achievements against your goals.
- 9 Develop a strategy to integrate the achievements of your project into national education institutions.
- 10 Trust your intuition, which often sees and experiences things as a whole. Sensing the complex nature of things, intuition synthesizes information in a way that illuminates insight and clarity.

## **RESOURCES**

Each country project has published a curriculum and educational materials that are available from them upon request. Each project also has additional materials of particular relevance to their own country or region. These materials and contacts are listed on page 112.



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## 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, non-violence, 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\*, four continents and four 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.

\*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

## **Education Ministry Representatives**

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- 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**

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- 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**

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- Albanian Center for Peace and Disarmament Education
- Cambridge Peace Commission
- Center for Peace Education, Miriam College
- Center for Peace and Justice, Lebanese American University
- Center for Study and Work on Latin America (CETAL)
- Educating Cities, Latin America
- EDUCA, Peru
- EURED
- Fundacion Escuelas De Paz
- Galician Seminar of Education for Peace
- Global Youth Action Network
- Hague Appeal for Peace GCPE
- International Baccalaureate Organization
- International Peace Agency, Brazil
- International Peace Bureau
- IALANA
- IPPNW
- Kenya Youth Foundation
- Long Island Alliance for Peaceful Alternatives Uppsala Network on the Culture of Peace
- Middle East Children's Association
- Mision Rescate: Planeta Tierra, Mexico
- National Committee For Democracy and Human Rights, Sierra Leone
- Norwegian Peace Alliance
- Peace Boat Global University
- Peace Brigades International
- Stockholm University Institute of International Education
- Teachers College Peace Education Center, Columbia University
- UNOY Peacebuilders
- Working Group for Weapons Reduction, Cambodia
- Youth Network for Peacebuilding, UNESCO

# RESOURCES



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## BIOGRAPHIES

### Cora Weiss

Cora Weiss is President of the Hague Appeal for Peace and the International Peace Bureau. She founded and directed The Riverside Church Disarmament Program from 1978-88 during the ministry of Rev. William Sloane Coffin. She has spent her activist life working for peace and with movements for civil, human and women's rights.

### Nobuyasu Abe

Mr. Nobuyasu Abe has served as Under-Secretary-General for Disarmament Affairs since July 2003. He has been active in promoting the Programme of Action on Small Arms and Light Weapons, WMD disarmament, and implementation of Security Council resolution 1540.

### Jyantha Dhanapala

Jyantha Dhanapala, former Under-Secretary-General for Disarmament at the United Nations, is currently the Secretary-General of the Peace Secretariat of Sri Lanka and Senior Advisor to the President of Sri Lanka. Mr. Dhanapala is the Honorary President of the International Peace Bureau.

### Betty A. Reardon

Betty A. Reardon, theorist and practitioner of peace education, has worked in the international development of the field for more than four decades. Founder of the Peace Education Center at Teachers College Columbia University and the International Institute on Peace Education, she has published numerous articles on peace education—many of which have been widely translated. In 1999, as a participant in the Hague Appeal for Peace Civil Society Conference, she convened the meeting that launched the Global Campaign for Peace Education.

### Elton Skendaj

Elton Skendaj, a lecturer at the University of Tirana, has been National Project Coordinator for the joint project between the UN Department for Disarmament Affairs and the Hague Appeal for Peace on "*Peace and Disarmament Education to Disarm Children and Youth*". He graduated with an MA in Peace Studies from the University of Notre Dame (US) and a BA in Political Science from the American University in Bulgaria. He is also the leader of the Balkan Conference on Conflict Prevention and Peace-building which led to the international conference at the United Nations on "The Role of Civil Society in the Prevention of Armed Conflict".

### **Thavory Huot**

Ms. Huot has two children and is the only member of her family to have survived the Khmer Rouge. She is Program Manager for the Working Group for Weapons Reduction (WGWR) Public Education Unit. Ms. Huot has taught high school mathematics and worked for a project opposing domestic violence. For two years she was employed by the Association of Buddhist Nuns and Lay Women in Cambodia. Since May 2001, she has been working with WGWR. “I love my present job because I can work closely with teachers to improve teaching methodologies that promote peace in school environments”.

### **Idi Cheffou**

Idi Cheffou is a retired secondary school education inspector specializing in teacher training and curriculum design. Mr. Cheffou was National Coordinator for the Hague Appeal for Peace/UN Department for Disarmament Affairs Peace Project in Niger. From this experience he developed his own civil society organization, Education for Peace and Disarmament for Development (EPDD), which focuses on teacher training and curriculum design in peace and disarmament education. The peace program is expanding into Agadez, a rebellion-stricken area in the Niger Sahara desert. Mr. Cheffou, the eldest of 16 children, is married and the father of five sons and one daughter.

### **Elisabeth Evans-Risco**

Elisabeth Evans-Risco is Executive Director of EDUCA and Coordinator of the Disarmament and Peace Education Project of the UN Department for Disarmament Affairs and Hague Appeal for Peace in Peru. She has been a teacher and school principal for over 30 years both in the USA and in Peru. From 1992 to 1999, Ms. Evans was a Professor and Head of the Education Department at the Central American University in El Salvador and served as advisor to the Education Department in Peru. The Latin American context of deprivation, exclusion and violence has motivated her to work as a peace promoter in schools and local communities. During the past ten years, she has written for educational publications on issues of quality education for all and democratic ways to administer schools.

EDUCA'S Peace Team is made up of teachers who have demonstrated experience in promoting positive relations among members of a school community as well as commitment to developing curricula that helps teachers and students live and learn in caring, peaceful educational environments. From 2002-2004, Odette Langlais, a consultant with the Canadian Based Development Agency (CUSO), resided in Peru to contribute to the work of EDUCA's Peace Team in the areas of teacher training, research and project evaluation.

### **Steven Brion-Meisels**

Steven Brion-Meisels, Ph.D., is Director of Research and Evaluation at Peace Games, an NGO which supports young people as peacemakers in elementary schools. He has been engaged in peacemaking and social justice education in school and community settings for close to thirty years. He is a founding Board member of the Center for Peaceable Schools at Lesley University, and a member of the national Board of Peace Action (US). He has two daughters who continue to inspire his work for social justice, and spends as much time as possible with children—whose wisdom and commitment to peacemaking continue to delight and inspire him.

### **Betty J. Burkes**

Betty Burkes is a life-long educator and activist. Her work has included teaching in the Peace Corps in Africa, public schools in California and private schools in England. She founded and for 12 years, coordinated the Montessori Paradise pre-school on Cape Cod offering young children an environment in which peacemaking and social justice mingled with the affirmation of childhood. Ms Burkes co-founded and ran a Summer Arts and Music program from 1986-1999. She was President of the U.S. Section of the Women's International League for Peace (WILPF) for three years. Betty Burkes is the Pedagogical Coordinator of the Hague Appeal for Peace, working on the partnership project with the United Nations Department for Disarmament Affairs.

### **Frank Brodhead**

Historian and antiwar activist Frank Brodhead, was project manager of the UNDDA/HAP Partnership for the United Nations Department for Disarmament Affairs.

### **Gloria Levitas**

Gloria Levitas, a freelance editor and anthropologist, is Lecturer Emeritus at Queens College, Flushing, New York. She has written on social problems, and food and culture.



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## RESOURCES

### **Available from the Hague Appeal for Peace ([www.haguepeace.org](http://www.haguepeace.org))**

- *Learning to Abolish War: Teaching Toward a Culture of Peace, a Peace Education Resource Packet*, developed by Betty A. Reardon and Alicia Cabezudo. Available in English, French, Russian, Japanese, Arabic, and Albanian.
- Global Campaign for Peace Education. Information available on the website. The International Advisory Committee is also available for consultation:  
<http://www.haguepeace.org/index.php?action=pe&subAction=iac>
- Resources related to the *Hague Agenda for Peace and Justice for the 21<sup>st</sup> Century*:  
<http://www.haguepeace.org/resources/HagueAgendaPeace+Justice4The21stCentury.pdf>

### **United Nations-related peace education resources ([www.un.org](http://www.un.org))**

- CTAUN (USA) Committee on Teaching About the UN: <http://www.teachun.org/>
- UN CyberSchoolBus, Global Teaching and Learning: <http://www.un.org/cyberschoolbus/>
- United Nations Department for Disarmament Affairs: <http://disarmament2.un.org/>
- Office of the United Nations High Commissioner for Human Rights (OHCHR), online access to International Human Rights Instruments: <http://www.ohchr.org/english/>
- UNESCO Culture of Peace: <http://www3.unesco.org/iycp>
- UNESCO Education: <http://www.unesco.org/education/index.html>
- UNESCO Education: Teaching and Learning for a Sustainable Future:  
<http://www.unesco.org/education/tlsf/>
- UNICEF Teachers Talking: <http://www.unicef.org/teachers/>
- UNICEF Voices of Youth: <http://www.unicef.org/voy/>
- UNIFEM United Nations Development Fund for Women: <http://www.unifem.undp.org>
- UN Women Watch, gender issues: <http://www.un.org/womenwatch/>

### **Disarmament and Human Security-related resources**

- Abolition 2000: <http://www.abolition2000.org>
- The Arms Trade Resource Center: <http://www.worldpolicy.org/projects/arms>
- Institute for Defense & Disarmament Studies (IDDS): <http://www.idds.org/>
- Fields of Death: [http://www.tki.org.nz/r/socialscience/curriculum/SSOL/landmines/index\\_php](http://www.tki.org.nz/r/socialscience/curriculum/SSOL/landmines/index_php)
- International Association of Lawyers Against Nuclear Arms (IALANA):  
<http://www.lcnp.org/pubs/IALANA2005Newsletter-web.pdf>
- Lawyer's Committee on Nuclear Policy (LCNP): <http://www.lcnp.org/>

- International Campaign to Ban Landmines: <http://www.icbl.org>
- Parliamentary Network for Nuclear Disarmament: <http://www.gsstitute.org/pnnd/>
- Reaching Critical Will: <http://www.reachingcriticalwill.org>
- Women's International League for Peace and Freedom: <http://www.peacewomen.org>
- International Action Network on Small Arms (IANSA): <http://www.iansa.org/>
- International Peace Bureau (IPB): <http://www.ipb.org/web/index.php>

### **Other Resources**

- American Friends Service Committee: [www.afsc.org](http://www.afsc.org) ; “*Help Increase the Peace Program Manual*” (HIPP): <http://www.afsc.org/resources/items/hipp-manual.htm>
- Appreciative Inquiry: <http://www.appreciative-inquiry.org/>
- Augusto Boal, *Games for Actors and Non-Actors* (London, Routledge, 1997)
- Educators for Social Responsibility (ESR): <http://www.esrnational.org/home.htm> ; Publisher of educational materials
- Non Violent Communication Publisher's Website: <http://www.nonviolentcommunication.com/index.htm>
- “*Spirals Manual*”, Theresa Edelman, published in South Africa; [spirals@imagnet.co.za](mailto:spirals@imagnet.co.za)
- “*Spirit in Action: Facilitating Circles of Change Curriculum Guide*”, available online: [http://www.spiritinaction.net/ezpublish/index.php/spirit/circles\\_curriculum](http://www.spiritinaction.net/ezpublish/index.php/spirit/circles_curriculum)

### **Sources for AT A GLANCE section**

- From the *Human Development Report 2004, United Nations Development Programme (UNDP)*: Life Expectancy at Birth, Net Enrolment Ratio Primary and Secondary, Public Expenditure on Education.
- From *CIA World Fact Book*: Type of Government, Area, Population, Capital, Unemployment Rate
- From *2005 World Development Indicators, World Bank Group*: Expected Years of Schooling, National and International Poverty Lines
- From the *International Institute for Strategic Studies (IISS), The Military Balance 2002-2003*, London: Oxford: Defense Expenditure

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## **ABOUT THE UNITED NATIONS DEPARTMENT FOR DISARMAMENT AFFAIRS**

The Department for Disarmament Affairs (DDA) promotes the goal of nuclear, chemical and biological weapons disarmament and non-proliferation, and supports the strengthening of disarmament regimes. In addition, it fosters disarmament of conventional weapons, especially small arms—the weapons of choice in contemporary conflicts. It cooperates with interagency efforts to implement development of such practical post-conflict disarmament measures, as disarming, demobilizing and reintegrating former combatants. In close coordination with the United Nations Mine Action Service, it also advocates for reduction and elimination of anti-personnel land mines.

DDA provides substantive and organizational support for norm-setting in the area of disarmament through deliberations in the First Committee of the General Assembly and the Disarmament Commission, and through negotiations in the Conference on Disarmament (Geneva) and other bodies. Through the United Nations Register of Conventional Arms, it fosters preventive disarmament measures, like dialogue, transparency and confidence—building on military matters. Finally, it encourages regional disarmament, provides public information, and promotes education on United Nations disarmament efforts.

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## **WHAT IS THE HAGUE APPEAL FOR PEACE?**

The Hague Appeal for Peace is an international network of organizations and individuals dedicated to sowing the seeds for the abolition of war and making peace a human right. We believe that the most sustainable way to achieve these goals is to integrate peace education into the life of families, communities and curricula. We are affiliated with the United Nations Department for Public Information, the Working Group on Women, Peace and Security, and the Working Group on the Security Council.

The Hague Appeal for Peace was the creation of four international civil society organizations: the International Peace Bureau (IPB), International Physicians for the Prevention of Nuclear War (IPPNW), International Association of Lawyers Against Nuclear Arms (IALANA) and the World Federalist Movement (WFM). Together they agreed that peace must have the last word of the violent 20<sup>th</sup> century.

Because the United Nations would not sponsor a summit on peace they decided to commemorate the 100<sup>th</sup> anniversary of the world's first peace congress which took place in 1899. Consequently, in May 1999, 10,000 people met in The Hague and agreed to the Hague Agenda for Peace and Justice for the 21st Century—a 50-point program for moving from a culture of violence to a

culture of peace. (UN document A/54/98). The Hague Appeal adopted the Global Campaign for Peace Education launched at the Hague conference, and brought together leading peace educators from a broad range of countries. Their first publication, *Learning to Abolish War: Teaching Toward a Culture of Peace*, is available on [www.haguepeace.org](http://www.haguepeace.org) and has become a basic teacher-training manual. The Hague Appeal entered a two and a half year partnership with the United Nations Department for Disarmament Affairs described in this book.

In October 2004, the Global Campaign adopted the Tirana Call for Peace Education, endorsed by representatives of six ministries of education, United Nations officials, educators and civil society activists. It calls on ministers of education to integrate peace education into all pre-school, primary and secondary school systems, tertiary schools and teacher training programs. It also calls on governments, intergovernmental and civil society organizations, educators, and peoples of the world to replace the law of force with the force of law.

FOR MORE INFORMATION SEE [WWW.HAGUEPEACE.ORG](http://WWW.HAGUEPEACE.ORG)

### **Special Thanks**

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