

# Education for Peace Newsletter

International Education for Peace Institute  
Landegg International University



### Special points of interest:

- Agreement signed with 13 Ministers of Education in BiH.
- Invitation received to provide EFP Training for Pedagogical Institutes in Bosnia and Herzegovina.
- Pilot of EFP-World online program under way in 5 schools.
- "Peace Moves" film for youth in production.
- Consultations with Baker Lake community elders opens possible collaboration.

## Ministers of Education Support Inclusion of EFP in 100 Secondary Schools with a Grant from the Swiss Government

(Sarajevo) — On 5-6 March, two day-long consultative meetings were held on Education for Peace, with the active participation of all Directors of the Pedagogical Institutes of Bosnia and Herzegovina (BiH). Also in attendance were all Ministers of Education at the Cantonal and Entity levels, as well as of the Brčko District.

Consultations brought together BiH's senior educational authorities and policymakers from every corner of the country.

The meetings resulted in unanimous agreement for se-

lecting 100 schools to participate in EFP beginning this fall, and set the necessary steps for formal inclusion of EFP in the curriculum of all BiH secondary schools.

"It is our hope that it (EFP) will be extended to primary and secondary schools across the country and then to all schools in BiH", commented Prof. Lamija Tanović of the Ministry of Foreign Affairs, recalling that entity and cantonal coordination on education has been strongly resisted until recently. She went on to express her pleasure that EFP has been so successful in its pilot phase, saying "It is also

our sincere hope that your work will result in a new young generation that will know how to create a peaceful, democratic and progressive society".

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Representative of FBiH Ministry of Education (far left) with Professor H. B. Danesh

## Education for Peace in Baker Lake, Canada

**27 March 2003 (Baker Lake)** In autumn 2002, the village of Baker Lake, an Inuit community in Nunavut, one of the northern regions of Canada, invited a team from Landegg International University to consult together on designing a project that will advance the health and harmony of citizens of their community. The village elders especially requested a project that will help their children, youth and families.

The University came to the attention of the Baker Lake community through one of its own members, a graduate student at LIU who had recently returned home. What interested them was Landegg's experience in designing and implementing inclusive community

development programs, involving all members of a community. They were particularly intrigued by the Education for Peace Program, which targets all aspects of development including the social, psychological, physical, economic, relational, and spiritual elements, and aims to transform the lives of children and youth through a focus on schools and families.

In March 2003, Dr. H.B. Danesh, President of LIU and Director of EFP and Mr. Roshan Danesh, a specialist in international law and conflict resolution from Vancouver, travelled to Baker Lake to meet with members of the community to consult on the challenges the community is facing. Meetings were held with elders, religious leaders, govern-

ment officials, police and justice workers, educators, families, and health and social service agencies, to discuss the difficulties facing Inuit culture and society, including, family breakdown, suicide, and the influence of foreign cultures on Inuit knowledge and life patterns.

The intense discussions will form the basis for a proposal to initiate a comprehensive "whole-community" program of development that will involve extensive training and capacity-building among all members of this Inuit population. After reviewing the proposal, the community of Baker Lake will decide on strategies for funding and implementation.

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## EFP-WORLD Pilot Begins in Bosnia and Herzegovina

**2 May 2003 (Sarajevo)** — A fifteen-minute pilot of EFP-WORLD, the on-line version of the EFP program, has now been initiated in five secondary schools in Bosnia and Herzegovina (BiH).

Through the month of May, a media-based "Introduction to EFP" and training unit on "Worldview" will be tested by teachers and students in a variety of grades and subject areas.

Evaluation of the pilot will assess the usability of the online program, the effectiveness of its instructional and visual design, the technological readiness of BiH classrooms for on-line learning, and the general impact of the content on the quality of the learning experience.

A report on the pilot assessment is scheduled for June, which will help the instructional design, technical development and implementation teams to refine their strategies for creation and delivery of an excellent on-line program in Education for Peace.

The concept of the online EFP-WORLD program has received unanimous support from the Ministries of Education of the Federation of BiH and Republika Srpska, as well as the BiH Ministry of Foreign Affairs. A strategy, funded by the Swiss Agency for Development and Cooperation (SDC) and the Canadian International Development Agency (CIDA) is now underway for introduction of the program to 100 secondary schools in BiH starting in September 2003. This initial phase will involve the participation of over 80,000 students, 5,000 teachers and school staff, and, by extension, their families and the community-at-large.



Sample EFP-World Screens

## Education for Peace in Japan

**27 February 2003 (Tokyo)** From 18 to 27 February 2003, the Director of the International Education for Peace Institute, Dr. H.B. Danesh, travelled to Japan to give a series of public talks on Education for Peace.

Dr. Danesh had been invited to make a presentation at the headquarters of the Japanese International Cooperation Agency (JICA) on the relevance of Education for Peace to community development. In attendance at the seminar were representatives of JICA, several Japanese governmental and non-governmental organisations dealing with development, as well as UNICEF.

Dr. Danesh thanked the Government of Japan for their recent grant in support of the first "Culture of Healing" semi-

nar for 400 educators in Bosnia and Herzegovina. He took the opportunity to consult further with them about future collaboration in BiH, involving the introduction of EFP into 11 schools which JICA is currently reconstructing in areas of intense conflict.

Subsequently meetings were held with senior Japanese officials in the Ministry of Education to discuss the relevance of a specially designed pilot program of EFP for Japanese schools, for fostering a culture of global citizenship. Presentations and meetings were also held at the United Nations University in Tokyo, and at two universities in Kyoto, to audiences of over 300 people, including agencies of the Japanese media.

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WE'RE ON THE WEB!  
[HTTP://EFP.LANDEGG.EDU](http://EFP.LANDEGG.EDU)

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## Ministers of Education Support Inclusion of EFP in 100 Secondary Schools

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 The consultations among officials not only resulted in support for extending EFP into an additional 100 secondary schools, beginning in September 2003, but also created wholehearted support for an added component to the strategy: the training of all 150 faculty of BiH's eight Pedagogical Institutes in the concepts and methodology of Education for Peace. The involvement of the Institutes will help to guarantee the sustained in-service training of Bosnia's nearly 35,000 teaching professionals in the foundations of a culture of peace. Applications are now being made to

secure the necessary funds to make this possible.

Full endorsement was received from the Ministry of Foreign Affairs of Bosnia and Herzegovina, from Ambassador Beecroft, head of the Office of Security and Cooperation in Europe (OSCE) Mission in BiH, and the OSCE Department of Education, responsible for coordination of international efforts in BiH education reform. Mr. Fark Pingel, representing this department, expressed OSCE's wholehearted support for the initiative. Representatives of sponsoring government agencies, including the Swiss Agency

for Development and Cooperation and the Japanese Embassy in Sarajevo also attended the sessions.

One enthusiastic supporter, Mr. Vojo Milaković, Director of Ivo Andrić Primary School in Banja Luka, where the EFP program was implemented during its first two years, pointed out how the Program is distinct from other initiatives in the region, saying, "There are many projects, but in my opinion and that of my colleagues, EFP is one of the best. It includes the most people and is the most needed. One important aspect of this program is that it teaches a conflict-free way of resolving conflict. This program raises the quality of life: we visit each other in Nova Bila, Banja Luka

and Sarajevo, not as 'those people', but as friends."

The conference concluded with all participants affirming their unanimous support for the vision and spirit of the EFP program and for its implementation in their respective regions across Bosnia and Herzegovina.



Participants at Ministerial Forum, 7 March 2003 in the BiH Ministry of Foreign Affairs

## Peace Moves Under Way

**30 April 2003 (Toronto)** "Peace Moves", an engaging story written by Dr. H.B. Danesh about a group of young people in search of peace, is currently being developed into an animated, character-based multimedia piece by WestWind Pictures in Canada, in collaboration with the International Education for Peace Institute in Switzerland.

During the first two years of the EFP program's implementation in Bosnia and Herzegovina, the text-based version of "Peace Moves" quickly became a favourite with both students and teachers. Its use of storytelling as an instructional method to introduce core concepts was compelling and successful. Students related to the characters as peers and friends, engaged in the same struggles as they themselves were encountering. The multimedia version of the story will be included as an integral part of the EFP-WORLD strategy for Bosnia and Herzegovina, which gets underway this September.



**Youth will change the world.**

The story revolves around six enthusiastic teenagers from different countries, each with their own unique worldview and attitude towards peace, who begin to actively engage with one another in their quest for peace. It follows the youth through their searching and sometimes heated discussions on humanity's prospects for peace, on the many challenges along the road to peace, and on their own role as peacemakers.

A 10-minute excerpt of the media version will be introduced to schools in September. Completion of the full production is expected by January 2004, when it will be systematically introduced to schools along with teacher- and student-training seminars and coordinated follow-up activities. The *Peace Moves* project is funded by a grant from the Canadian International Development Agency.

## Developing a Unique Curriculum of Education for Peace

Until the present century, the various fields of human learning have been used for the promotion of the good of a limited few, in families, in industry, in nations or empires. In fields as diverse as the sciences, economics, political philosophy and even the arts, the central players have been driven by aspirations for power, control, segregation, and other ideologies. While unquestionably great advances in human knowledge and capacity have been made, these advances have not always served the cause of global peace. In fact, they have been used — often with deliberate intent—for the express purpose of gaining advantage over others, as instruments of war and domination.

Education for Peace views the *principles of peace* as universal and applicable to every aspect of human learning and activity. The universality of the peace principles implies that within all domains of human knowledge, we are able to either: 1) discern truths which contribute to our understanding of the characteristics and prerequisites for peace; or 2) apply the perspective of a peace-oriented worldview to the direction, development and application of that field of knowledge.

The aim and challenge of the Education for Peace program is to re-orient our application of knowledge towards the perspective of creating a global civilization of peace. This requires that

we not only recognize the value of educating young people to become peace-makers, but strive to integrate exploration of the principles of peace into the daily lessons of every classroom subject, from literature and music to history and geography, from math and computer science to physics and biology.

The EFP curriculum approaches difficult and challenging concepts that motivate individuals to undergo a deep process of investigation, reflection and transformation. Teachers guide this process in the classroom through discussions and activities. In the online program, the process of reflection is prompted through

a series of simple and profound questions that direct the learner to think critically about their identity, their purpose in life, their assumptions about the world around them, and about their role in creating a peaceful civilization.

Conceptual training modules, sample lessons and additional resources will soon be ready for inclusion in the handbook under development. These resources will provide the basis for the EFP-WORLD online program, currently being designed with specialists in e-learning, which will be implemented in 100 secondary schools of Bosnia and Herzegovina in September 2003.

## International Education for Peace Institute

The International Education for Peace Institute (EFP-INTERNATIONAL) is a research, training, and community development agency, registered in Switzerland as an independent, non-profit association.

Founded by Dr. H.B. Danesh, President of Landegg International University and Director of EFP-INTERNATIONAL, the Institute receives counsel from an International Advisory Board and is administered by a Director and Board of Directors. The Institute is an affiliate agency of Landegg International University, Switzerland.

EFP-INTERNATIONAL coordinates the activities of its sister agency: EFP-BALKANS

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The Liu Institute for Global Issues, University of British Columbia and the International Education for Peace Institute, Switzerland, present:

## Intensive Training in Education for Peace

19-27 July 2003 - Vancouver, Canada

For practitioners and students in the fields of education, development, conflict resolution and peace building. This 9-day seminar will focus on:

- The Conceptual Framework of Education for Peace
- Strategies and Skills of Education for Peace
- Conflict-Free Conflict Resolution

For more information, please visit  
<http://efp.landegg.edu>

## Healing the Heart of a Divided City Reflections on the Process of Education for Peace in Mostar

Notes from Lars Rogers, Regional Coordinator

*In order to share with friends worldwide a glimpse of the processes taking place on the ground, the EFP Newsletter will periodically feature excerpts from reports and informal observations of the EFP program staff in different communities.*

In our effort to slowly integrate the schools from the West and East side of Mostar, we have begun small informal gatherings with students who have shown a keen understanding of the underlying oneness of humanity and who have expressed a desire to meet with their like-minded peers. Our first such gathering took place with only two students: one from the Gimnazija Mostar (a Bosniak school on the East side) and one from the Ekonomska Škola (a Croat school on the West side).

It was decided that we would get together at a hotel café in the "Central District" on the West bank of the Neretva River, which flows through the middle of the city. In order to ensure as much comfort and ease as possible, I met with the Ekonomska Škola student on the West side of the city and walked with her to the hotel. As we walked I realized that she had never been so close to the East side in her life, for she had no knowledge of the hotel, one of its most conspicuous structures. When I realized this, I again sought her agreement about taking part in the meeting. She answered me with enthusiasm, but not without obvious anxiety. As we drew closer to the river her excitement was barely containable in rational conversation. It was if we were venturing into space!

When we met with the student from the Gimnazija Mostar, both of them assumed a controlled, if not overly smiling, demeanour. The students, a boy and a girl, were trying to act cool, but were obviously brimming with questions to put to one another. As we sat by the river, the Ekonomska Škola student continually observed aloud how beautiful the river is, a statement which she used to convey the fact that she had never seen it before, even though it is virtually the symbol of the city of Mostar. This amazed me and the other student to the point of shock: how was it that a sixteen year-old girl who has grown up in Mostar has never seen the River Neretva—at least at its most dramatic points as it runs through the city? This is akin to a resident of Manhattan, who has never seen the Hudson River. It seemed almost impossible, yet here we were face to face with the human results of a divided city in the aftermath of war. After some time, we made the decision together to cross to the east side of the river, to have tea at the other coordinator's flat.

As we were crossing the bridge, I could feel the Ekonomska Škola student draw closer to me, as if to be protected. Upon stopping again to get reassurance from her, we continued across the bridge. I noticed her eyes as they took in the destruction all around us. She seemed to be registering the fact that the Bosniaks (Muslims) did not cause all of this damage themselves, that in fact—perhaps contrary to all she had been told, the Croats (Catholics) inflicted as much, if not more destruction, than they themselves had experienced. It was almost as if I could see learned "truths" melt away from her face, a face that was beginning to open to new and different ones. She walked in silence until we arrived at our destination, where we drank our tea and spent a casual hour together by the water.

When it was time to go, the Ekonomska Škola student and I headed off towards the river on foot and the Gimnazija Mostar student rode away on his bicycle. We walked silently through several streets, then back across the bridge. There she stopped, turned to me with a broad smile, and told me how glad she was that she had done this, that she could not wait to tell her friends about her experience, and about the new boy she had met! As we walked back towards the Western side of the city, she talked constantly about how excited she was to continue to experience the city anew, about how she and the other student were so much alike in their views and aspirations, and of course about how cute she thought he was. In a matter of hours this student no longer viewed Mostar as two cities forever divided, but one city learning to recognize the truth.

