

International Education for Peace Institute



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EFP-News in Brief  
From EFP -  
Curriculum  
Visions of Peace

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## EFP-International Receives SDC Evaluation Report



The Swiss Agency for Development and Co-operation (SDC), through appointed experts, conducted an extensive evaluation of the EFP project in Bosnia and Herzegovina (BiH). Prof. B. Brock-Utne (University of Oslo) and a Swiss expert on e-learning, Dr. R. Greber (University of Berne) carried out the evaluation from 19 - 28 May 2004.

A summary of important issues, published in the Evaluation Summary, was made available to EFP-International. Overall, the SDC maintains that EFP's general orientation toward education is "to be rated as positive."

They also add, "The Program adheres to a comprehensive-humanistic orientation which is rooted in the same values as the activities of the SDC (not only equality, justice, humanism, but also antinationalism, anti-racism, as well as world-level anti-fundamentalism and anti-chauvinism). In this way, Education for Peace furthermore attempts to build up a standpoint from which to

counter reigning tendencies towards disintegration and national fundamentalism."

The SDC describes the widespread acceptance and support of EFP programs by many within BiH. "It must be looked at as an achievement that all of the 13 Ministers of Education had agreed to participate in this EFP programme as well as the Directors of the 8 pedagogical institutes and one hundred directors of secondary schools. The Ministers, Deputy Ministers, Directors of Pedagogical Institutes and Directors of secondary schools, met by the evaluation team, talked positively about the programme, though few of them had attended any project seminars. For them the project led to a spectacular peace event and to children and teachers getting together."

A unique and essential aspect of which the EFP program is based upon are the *twin-pillars* of creating a *Culture of Healing* while simultaneously creating a *Culture of Peace*. Evidence, of the *Culture of Healing* taking root within and amongst communities where EFP programs are underway, were noted by the Evaluation Team.

"The most important part of the project seems to be that it has brought people together across nationalities and languages; it has provided a place to meet. Several persons said that in the education sector there was no other project like this. It has provided and continues to provide physical spaces and opportunities for people to meet, share their

experiences and build up friendships. The project seems to have had - and still continues to have - a healing effect on a war-torn nation. One of the teachers said: "The biggest impact was on the psychological level. People got an opportunity to express their emotions. We need this type of therapy. It had to do with the atmosphere created".

Important and valuable recommendations for EFP-International were also suggested. Among the recommendations made by the evaluation team include: accessibility of computers in schools for EFP-World to be implemented, additional staff training in the field of peace studies, more links to additional resources incorporated into curriculum and EFP-World, more collaboration with local universities and other NGO's. The recommendations of the SDC have been carefully considered and implementation processes of the suggestions by EFP-International have already begun.

EFP-International would like to express gratitude to the SDC Evaluation Team for their comprehensive and important evaluation of EFP-International's programs. We look forward to the continued and valuable support from the SDC and for extending future opportunities for collaboration.

The SDC Evaluation Summary is available for review on EFP's website. Please visit [www.efpinternational.org](http://www.efpinternational.org) for more information.

## EFP-News in Brief

**August**– A free evening Lecture led by Dr. Danesh, Director of EFP-International, to an audience of over 100 people, on the topic of “Embracing the Ethnic Diversity of British Columbia: Strategies for creating healthy communities” was presented at the Justice Institute of B.C. (JIBC). EFP-International (Canada) and the JIBC are in discussion for future collaborative possibilities.

**September**– Dr. Danesh, representing EFP-International, traveled to New York to participate in the World Culture Open (WCO) Awards. EFP-International, as one of 12 finalists, was showcased before many distinguished members of the United Nations (UN) and Governmental Leaders. During his visit, Dr. Danesh met with eminent representatives of the UN to discuss the future development of EFP-International programs.

The International Bureau of Education (IBE) has included the work of EFP-International

in its RelatED- Good Practices for Living Together database. You can find more information at: <http://www.ibe.unesco.org/International/Databanks/Related/relatedhome.htm>.

An article written by two Rotary Peace Scholars on their internship experience at EFP-Balkans was featured in The Rotarian. Read the article at: [http://www.rotary.org/newsroom/print/fea01\\_040922.html](http://www.rotary.org/newsroom/print/fea01_040922.html)

**October**– Dr. David Adams, former UNESCO director for the unit for the International Year for the Culture of Peace, now with the The Fundación Cultura de Paz, has invited Dr. Danesh to become a member of the advisory team that will be assisting with the preparation of a midterm report on Culture of Peace Decade to be delivered to the United Nations next Fall. Visit <http://decade-culture-of-peace.org/index.html> for more information.

After receiving many inquiries about EFP-International's pro-

grams from Africa, EFP-International has begun the process of considering the formation and establishment of EFP-Africa. EFP-International is in consultation with organizations and leaders within various African countries (Nigeria, Liberia, Cameroon, and South Africa) about the possible African expansion of EFP-International to assist with the development of Peace within and throughout the Continent.

The second phase of the longitudinal research project in process by Columbia University Teachers' College of New York as well as a second project carried out in collaboration with The United States Institute for Peace have both begun. Initial indications from the first phase of the research projects have demonstrated that the EFP program has a positive effect in the schools where EFP projects have been applied. For more information about the initial indications, please visit <http://www.efp>

[international.org/organization/efpinternational/activities/research.html](http://international.org/organization/efpinternational/activities/research.html)

Naghmeh Sobhani, Director of EFP-Balkans, participated in the conference “History Views and Human Rights” which was organized by the Institute for International Cooperation of the German Adult Education Association, held in Sarajevo. Participants included educators and education-related organizations from across the Balkan region including Bulgaria, Romania, Albania, Serbia and Montenegro and Bosnia and Herzegovina.

Her presentation outlined the comprehensive support given to the EFP program by high-level politicians in both entities as well as the endorsement by the international community, the origins of EFP in Bosnia and Herzegovina and the current training of 200 teachers across the country, and also provided a brief overview of

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## Mostar Hosts the Third Joint Training Seminar of over 200 Teachers from BiH

30 September 2004 (Sarajevo) – Over 200 professors from all areas of Bosnia and Herzegovina (BiH) gathered in Mostar during 25-26 September 2004, for a joint training seminar for the Professional Certificate Teachers.

Since September 2003, the EFP Program has expanded to 100 secondary schools across all regions of BiH. The implementation of the EFP program within these schools has involved the participation of approximately 70,000 students, 5,000 teachers and school staff and, by extension, their families and communities in which they live.

The participating schools are from 60 different locations across BiH with 200 professors from the participating schools involved in the intensive EFP Professional Certifi-



Professors consult amongst each other during the Professional Certificate Training Program in Mostar.

cate Program. This certificate program provides the professors with in-depth, systematic and sustained training in the foundations of peace, democracy, inter-ethnic understanding, human rights and gender equality. It also provides them with support and mentorship mechanisms for implementing Education for Peace in their classrooms.

Joint training seminars have

been one of the most effective ways to bring these professors together. They learn about the EFP program and join in discussions about how they can build a culture of peace within the school environment and the entire school community.

The weekend-long seminar focused on the principles of Education for Peace and the implementation of the EFP Program in the participating

schools. The seminar successfully brought together teachers from all the three ethnic groups of BiH, to discuss ways of building of a culture of peace across their country. This inter-ethnic collaborative component is vital for preparing participants from these war-torn communities to be  $\frac{3}{4}$  individually and collectively  $\frac{3}{4}$  able to advance the process of interethnic harmony and community-level recovery.

The next joint training seminar of the EFP Professional Certificate Program will be held in March 2005. Once these professors finalize the certificate program, they will be certified EFP on-site faculty members and will be involved in the expansion of the EFP Program to new schools and possibly to new regions across the entire Balkans area.

## EFP Represented at Peace Education Seminar in Greece



Naghmeh Sobhani and Dina Afkhampour offer examples of EFP programs in BiH during the 'Integrating Peace Education in the Greek School System: Changing Attitudes, Behaviours and Structures Conducive to Violence' Seminar

20 October 2004 (Athens) – The 16<sup>th</sup> of October held witness to approximately sixty teachers, peace educators, students, activists, non-profits and government officials gathered in the Workers Union in downtown Athens. All assembled for a one day seminar on 'Integrating Peace Education in the Greek School System: Changing Attitudes, Behaviours and Structures Conducive to Violence.'

The seminar was sponsored by the European Union and organized by WINPeace – Womens Initiative for Peace in accordance with KEDE, the Center for Research and Action on Peace.

WINPeace, a non-profit organization, was founded by former First Lady of Greece, Mrs. Margaret Papandreou and Turkish journalist, Zeynep Oral. WINPeace was the immediate result of the Imia Crisis in 1996 where Greece and Turkey nearly arrived at an armed conflict over undefined territory in the Aegean.

The mission of WINPeace is to have 'joint action in building a culture of peace by enhancing women's role in international affairs.' To that end, the semi-

nar was a full inquiry into peace education with exciting and informative presentations from many delegates, including Professor Irma Ghosn, Director of the Center for Peace and Justice in Lebanon who presented *Language Education and Children's Literature on Peace Education*.

Other presenters included Professor Dimitra Papadopoulou, Director of the UNESCO Chair who spoke of *Education for a Culture of Human Rights and Peace*, Ms. Jennifer Sertel and Ms. Selen Yilmaz, members of WINPeace Turkey who presented the *WINPeace Peace Education Manual*. Representatives from the International Education for Peace Institute (EFP-International) also presented at the seminar. Ms. Naghmeh Sobhani presented *Peace Education: Countrywide Implementation of Peace Education in Bosnia and Herzegovina* and Ms. Dina Afkhampour presented the case study *Mostar – Peace Education in a Divided City*.

Each member of the panel had approximately fifteen minutes to offer their perspective on peace education theory as well as peace education implementation. The Education for

Peace program (EFP) was well received by all participants, including representatives from the Bosnia and Herzegovina (BiH) Embassy, who were moved by images and stories from their country.

Many participants remarked that EFP is the *only* existing peace education model that is successful – meaning it has attained widespread assimilation, has changed the behaviours and minds of whole communities and has the full support from all sectors of the BiH government. Most importantly, EFP is one of the only models of peace education that does not needlessly explore the 'function' or 'management' of violence or conflict.

Rather, the EFP program aims to create an actual model for peace that carries the assumption that conflict and/or violence are not inevitable nor are they a part of human nature. No society has experienced sustained periods of positive peace. For this reason, it is rare to find peace education programs which dare to provide an actual framework for peace. This is one of the *essential differences* between the Education for Peace model and all others.

At the end of the day, the focus shifted to workshops aimed to provide recommendations for *Peace Education In Greece: Strategies and Actions*. It was noted that Greece faces many similar challenges as many Balkan countries- cultural tensions between Greeks and the ever-growing immigrant Albanian community, a seemingly impenetrable government, apathy in schools, lack of funding and a long standing conflict (between Greece and Turkey).

The EFP representatives were called upon to offer examples of how the project was launched and gained acceptance in BiH, drawing on the similarities and differences between the two countries. Ms. Afkhampour also expressed her wish to one day implement EFP programs on the island of Cyprus, in another divided city – Nicosia.

The seminar ended with recognition of WINPeace member, and recent winner of the "Woman of Europe Award 2004", Mrs. Alike Moschis-Gauget, for her work with the FAM Network, an international NGO of women artists and writers from twenty-five countries who promote a culture of peace through Art in the Mediterranean region.

The evening gave participants an opportunity to socialize with one another during a formal dinner under the gaze of Mount Olympus and the Acropolis, organized and hosted by WINPeace and Mrs. Papandreou.

Education for Peace would like to thank all members of WINPeace and Kede for their wonderfully warm hospitality and for seizing the opportunity to bring peace education to the fore in Greece. It was also agreed that WINPeace and EFP-International would forge a partnership for future exchange in Greece, Bosnia and Herzegovina and, perhaps, Cyprus.

By Dina Afkhampour

**The International Education for Peace Institute  
In collaboration with the  
Education for Peace Institute of the Balkans  
Present:**

**Creating a Culture of Healing**

28-30 March 2005, Sarajevo, Bosnia and Herzegovina

The main objectives of a Culture of Healing are to ensure that:

- *All* participants in the conflict are given the opportunity to recover from the impacts of the violence experienced,
- *Both* individual welfare and social justice are addressed in the process of recovery,
- *The unity* of the community is maintained and greatly enhanced within the essential parameters of its *diversity*,
- *Peaceful and effective* methods of conflict prevention and conflict resolution are introduced into the very fabric of the community, and
- *The process of healing* takes into consideration both the contemporary, as well as historical, underpinnings of conflict and violence in the participating groups; thereby putting an end to the repetitious and destructive expressions of old and festering violence-related episodes of the past.

Participants in this workshop will:

- **Learn** the dynamics of individual and collective processes of recovery from the impact of violence on populations,
- **Acquire** the necessary skills for creating a culture of healing, and
- **Be assisted** with developing models of cultures of healing appropriate to the specific needs of the communities in which they are rooted.

**Leadership for Peace**

31 March-01 April 2005, Sarajevo,  
Bosnia and Herzegovina

The LFP workshop consists of lectures, discussions, and intensive group discussion. The following issues will be addressed:

- **Power, Authority, and Leadership**
- **The Main Objectives of Leadership for Peace**
- **The Main Characteristics of Leadership for Peace**
- **Leadership for Peace and Conflict-Free Decision-Making**

Participants in this workshop will:

- **Learn** about the root causes of conflict and issues that hinder the leadership process
- **Learn** about the principles and characteristics of enlightened, unifying, and constructive leadership,
- **Acquire** the skills for dynamic and inspired leadership which will engage and guide all members in an organization, institution, or community in the pursuit of excellence, and
- **Be assisted** with developing strategies for employing Leadership for Peace and Conflict-Free Decision Making in light of the specific needs of the communities in which they perform their roles.

The Culture of Healing and Leadership for Peace Workshops will be conducted by

Professor H.B. Danesh; author of the

Education for Peace Program, the Culture of Healing, and Leadership for Peace.

Dr. Danesh is the founder and director of the International Education for Peace Institute in Switzerland and a professor emeritus of Conflict Resolution and Peace Studies. He is an author, international lecturer and consultant, with more than thirty years of academic and clinical experience as a psychiatrist. Dr. Danesh's areas of research and expertise include the causes and prevention of violence, marriage and family therapy, death and dying, consultation and conflict resolution, ethics, spiritual psychology and world order and peace studies.

**For more information, please visit us at: [www.efpinternational.org](http://www.efpinternational.org).**

**For direct inquiries please send an E-mail to**

**[info@efpinternational.org](mailto:info@efpinternational.org) or**

## Rotary Peace Scholar Extends Internship Experience with EFP-Balkans



*Yolanda Cowan is currently working as an intern at EFP-Balkans through Rotary International.*

Education for Peace International (EFP-International), represents to me a groundbreaking effort to build a culture of peace with principles, vision and efforts which have manifested themselves not in the usual semantics of peace-related discourse but in concrete action, grassroots support and undeniable results.

I am an Australian Rotary World Peace scholar, studying in France. I have spent my summer on an internship with EFP-Balkans in Sarajevo. I was so utterly impressed with EFP-International's peace education model that I chose to stay on to complete a further internship as a component of my Master's studies at Sciences Po, Paris. I work in Sarajevo and Mostar, and find the people to be very warm and friendly, and the scenery breathtakingly beautiful. At the office in Sarajevo I have found a small, dedicated group of really amazing women.

During my undergraduate studies in International Relations at the University of Queensland in Brisbane, Australia and my postgraduate studies in Paris, I have investigated in great depth, issues relating to war, conflict resolution, development and peace-building. During these studies I have been confronted with a growing list

of challenges the world faces. Each, with an accompanying strategy for elimination that seem: too utopic; incomplete and poorly thought out; or facing so many obstacles along with a lack of resources that it would have little chance of success. Indeed, it is easy to be overcome with pessimism when you look at all the existing challenges and wonder how they could possibly be surmounted.

At UNESCO, where I was a member of the Australian National Commission, its mandate to create peace in the minds of men, had been de-prioritized. Peace education had been vastly overshadowed by the nevertheless important goal of education for all.

During my interactions with academics, diplomats and politicians I have often heard in regards to peace that "education is the key!" and "we have to look to the next generation!" However, behind these

empty words and pretty brochures I have seldom heard of properly implemented projects that have patiently planted seeds for peace in the hearts and minds of people within whole communities.

At EFP I have found something so concrete, inclusive and universal that my optimism for the world has been rekindled. Its approach seeks to start with a vision of humanity's evolution toward peace.

BiH is a country still divided by ethnic and religious difference. EFP-International has worked, in consultation with local actors at every level of society, to implement a new methodology of teaching that re-orientates students' worldviews towards peace. Through this approach, universal principles such as unity in diversity that demonstrates to students not only the fundamental oneness of humanity, but also how differ-

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## Toward an Integrative Theory of Peace Education

From EFP-Curriculum

Peace education is an elusive concept. Although peace has been and continues to be the object of an unceasing quest in almost all communities and groups, the training of each new generation centers on divisive issues of in-group and out-group differentiations, intergroup conflict, and ongoing preparation for defense and war against real and perceived enemies.

This paradoxical approach has its roots in the nature and dynamics of development of human consciousness and its impact on human social evolution. As such, both conflict and peace are closely related to the education of every new generation of children and youth in every society. It is through a peace-based education that human consciousness expands and gradually becomes universal and all-inclusive.

One of the main functions of consciousness is the formulation of worldview, which provides the necessary framework for all human activities. Central to the development of a worldview is the ubiquitous attraction to power in all human relationships in the earlier stages of evolution of consciousness and power's intimate relationship to issues of survival and security, war and peace.

Power gives the illusion of security and consequently is both the most sought after and the most abused element in maturing human interactions. Power is sought to ensure safety and peace for oneself and one's group. However, because power is open to abuse and at best provides a limited peace based on the dichotomous concepts of otherness and contention, it usually gives rise to new con-

flicts and war. Thus, every occasion of limited peace—for oneself and one's group—is punctuated by periods of conflict and war, and a durable peace is a relatively rare occurrence in human history.

This universal presence of conflict and war in human history has always necessitated that priority be given to education for conflict management and war preparation. However, as a result of experiencing the world-devouring and technologically advanced wars of the last two centuries, and the parallel emergence of world-embracing concepts and perspectives on the fundamental oneness and interrelatedness of all humanity, the concept of peace education is gaining greater acceptance.

The EFP curriculum, now being developed both in print and multimedia formats, is based on the current research and

literature on peace education and lessons learned in the course of five years of intensive implementation of EFP in Bosnia and Herzegovina schools. The EFP curriculum identifies the following prerequisites for effective peace education:

- Peace Education Curriculum Must Be Comprehensive
- Peace Education Requires a Sustained and Restorative Approach
- Peace Education Must Be Transformative
- Peace Education Requires a New Approach to Curriculum
- Peace Education Curriculum Must Be Integrative

The twin objectives of EFP are to create both a **culture of peace** and a **culture of healing**, in those communities that participate in its programs.

## Fellowship Scholar's Determination Rewarded with Internship at EFP-Balkans



*Angela Mazer is currently interning with EFP-Balkans made possible through a Fellowship with the Third Millennium Foundation.*

It was a small, color printout taped to the wall that caught my eye – a peace education program in Bosnia and Herzegovina that works with children and had just hosted a colorful peace event. I looked more carefully at the poster and saw that the organization, the International Education for Peace Institute (EFP-International), was actually based in Switzerland and coincidentally, I was

interning at the Hague Appeal for Peace and living just outside of Geneva. It was divine!

I was particularly interested in this program because I had spent the past four summers volunteering at a summer camp for children from across the Balkans. I felt very connected to people in Bosnia-Herzegovina.

I was now a 20 year-old undergraduate student at UCLA and this was my junior year abroad – a chance to apply and expand my studies in international development and the role of non-governmental organizations in peacebuilding. I quickly arranged to meet with Sarah Clarke-Habibi to learn more about Education for Peace.

During the break between my academic semesters in February 2003, I attended an EFP Intensive Training Seminar where I was immersed in the conceptual framework and methodology of the program. I also learned about the profound impact that the program

has had in the pilot schools and their expansion into 100 secondary schools across Bosnia and Herzegovina.

In March 2003 I began a study abroad program in Zagreb, Croatia, focused on the theme of Women and Democratization. All students were required to complete a one-month independent study project, and I was determined to connect with EFP-International to gain “hands-on” experience. It all came together perfectly; Naghmeh Sobhani and the Sarajevo office welcomed me with open arms.

I was able to travel with EFP team members to different cities for meetings with the Ministers of Education and observed, in awe, the gratitude and cooperation expressed by the local politicians towards Education for Peace. In that month I resolved to return to Bosnia after graduation and work with Education for Peace through any means possible. Senior year of college came

and went; and during the year I was fortunate to learn about the Third Millennium Foundation and their “Human Rights Fellowship.” It was an ideal opportunity because I could spend a year working for EFP in Bosnia, and six months working for the Global Kids organization in New York City. I applied, interviewed and received the fellowship – everything came together!

After moving home to Utah for one month, I then left for Bosnia in early July and spent my sixth summer with the Global Children's Organization summer camp. By mid-August I was moved into my apartment in Sarajevo and had begun working at the EFP-Balkans Sarajevo office.

The time has flown by! It has already been three months since I started working with EFP, and yet sometimes it still feels surreal that I am actually going to be here for the whole school year. I am grateful to be a part

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### **EFP Internship Program**

**Interested in learning more about EFP  
and gaining practical work experience?**

**EFP is now accepting applications for Internships!**

EFP Interns gain valuable on-the-job experience through work responsibilities with an EFP field program as well as basic training in the Education for Peace Conceptual Framework and Conflict-Free Conflict Resolution.

The program also provides an excellent opportunity for Research Graduates to conduct research in the area of peace education in post-conflict communities.

EFP Internships are open to a limited number of candidates who:

- Are in the process of completing a graduate or undergraduate-level program in Peace Studies, Conflict Resolution, Social-Economic Development, Education, Psychology, Management or related fields;

or

- Are peace practitioners and policy-makers working in the fields of peace education, development and conflict resolution.

Please visit [www.efpinternational.org](http://www.efpinternational.org) or contact [info@efpinternational.org](mailto:info@efpinternational.org) for more details about the types of internships and programs available.

# This Holiday Season Give the Gift of Peace

*The International Education for Peace Institute (EFP-International) invites you to think beyond traditional gift giving this season. You are invited to give the Gift of Peace that extends beyond your loved ones and touches people around the world.*



Among many people in the world, the December Holiday Season is the time associated with Peace and Goodwill—when the nobility of human beings is given the occasion to shine the brightest. With respect to retailers, it is the time of year when people spend the most money to buy special gifts for their loved ones.

What could be more appropriate than to give the gift of peace? The International Education for Peace Institute (EFP-International) has an innovative program for people from all over the world, to take up this opportunity and give a gift that will never fade, is relatively inexpensive, and will not only touch people in their families, but also reach different communities across the globe.

How can “Peace” be given? EFP-International has developed an innovative way that this can be done through a variety of direct and indirect

means. It all begins with a book written by the founder and director of the organization, Dr. H.B. Danesh, entitled Peace Moves. This book is the primary vehicle and inspiration for a program of giving peace which starts with the giving the book itself.

Peace Moves is an absorbing dialogue about peace among a number of young people from around the globe, representing different societies and cultures. Written as an educational resource for young people everywhere, it was first used in schools in post-war Bosnia and Herzegovina.

Peace Moves has proven to be an engaging and absorbing dialogue dealing with the issues and challenges of creating peace that young people experience in their schools, families, communities, nations and, globally. Youth who have had the opportunity to study Peace Moves through their school’s

peace education programs, have found that it has provided them with the necessary knowledge and skills to become peacemakers. And, the world has never been more in need of a new generation of peacemakers as it is now.

EFP-International would like to assist with the opportunity to create a generation of peace-builders through a warm invitation to people in every country in the world to give the Peace Moves book as an enduring gift of peace to their children, to the youth in their extended family, and to at least one other youth in their community. Additionally, parents, grandparents, relatives, and young people themselves, can give Peace Moves to schools, libraries, hospitals, community centres and organizations working with youth as the gift of peace.

The gift of peace will also spread beyond local families

and communities as the proceeds from the sale of each book are all allocated for bringing the Education for Peace Program to those regions of the world that need peace the most. As an additional gift, EFP-International will contribute one book to school libraries in developing countries in the world for every 20 books purchased. This is a gift that continues to give beyond the ordinary and traditional.

Want to know how you can get your copy of Peace Moves? Visit EFP-International’s website at [www.efpinternational.org](http://www.efpinternational.org) to preview the second chapter of the book, along with information about purchasing Peace Moves on-line.

This year, your holiday gift giving may leave a lasting impression. Your gift of Peace Moves will bring peace to your family, within your community, and even all over the world!

**Preview a chapter of Peace Moves on-line, now!**  
Visit [www.efpinternational.org](http://www.efpinternational.org) for more information.

## EFP-News in Brief Cont'd from Page 2

the conceptual framework of the EFP curriculum.

After receiving applause from the audience, representatives from EFP-Balkans were invited to participate in the "Education and Peace" Conference in Belgrade.

More information about this conference will be included in the next EFP Newsletter.

**November**- Angela Mazer, current intern with EFP-

Balkans gave a inspiring presentation to American undergraduate students from the School for International Training (SIT) hosted study abroad program in the region entitled "The Balkans: Gender, Transformation and Civil Society." Her speech, about the concept of worldview in the context of critical self-reflection in light of the recent election in America, was well-received by the students in the audience.

**Coming Soon**- The third article

in the Conflict-Free Conflict Resolution in a four-part series, "Conflict-Free Conflict Resolution (CFCR): Process and Methodology". written by Dr. H.B. Danesh and Dr. Roshan Danesh, together, will appear in the next issue of the Journal of Peace and Conflict Studies, due to be published this Fall. The next issue will be found at: <http://shss.nova.edu/pcs/curjournal.htm>.

Sara Clarke-Habibi's article, "Transforming Worldviews: The

Case of Education for Peace in Bosnia and Herzegovina" has been accepted by Sage Publications. It will appear in The Journal of Transformative Education, in January, 2005.

"Education for Peace: The Pedagogy of Civilization", written by Dr. Danesh, will appear as a chapter in a book written on the subject of peace education and conflict resolution that is edited by Zvi Beckerman and Clair McGlynn at the Hebrew University of Jerusalem.

## Rotary Peace Scholar Cont'd from Page 5

ences are to be valued and used creatively to promote growth are taught.

In taking the program to 60,000 students, EFP has en-

sured through efficiency, patience and profound levels of consultation that the quality of the program, and the inclusion of local actors necessary for long term integration, has not

been compromised.

EFP is now seeking to implement the program in every school in Bosnia Herzegovina and eventually to expand the

programs to the rest of the Balkans. The EFP model could be adapted to any and every region in the world, and its vision to do so is truly inspiring.

## Fellowship Scholar Cont'd from page 6

of this dynamic and diverse work environment.

At the moment I am working on a grant application to develop a Youth Peacebuilders Network

for Bosnia and Herzegovina. This is a project that I am very excited about and which holds great potential for the youth in Bosnia and for other areas as well. I look forward to the rest

of the year and the many learning experiences in store.

The commitment of the entire EFP community to building a culture of peace based on the

principle of unity in diversity is truly inspiring. We are motivated by the need to ensure a positive future for the next generation; Education for Peace provides us with hope.

Receive the EFP Newsletter and  
information about upcoming EFP Events by e-mail!

Visit <http://www.efpinternational.org/news/newsletter/index.html> and follow the instructions for subscribing to our Newsletter, or send an e-mail to [info@efpinternational.org](mailto:info@efpinternational.org). Subscribers will receive the latest news from EFP-International directly into their inbox. EFP-International only uses the information provided by subscribers for sending the Newsletter and updating people about upcoming EFP events, including trainings, workshops, lectures, and conferences. EFP-International will not share the information provided by subscribers with anyone. You may cancel your subscription at anytime, by sending and e-mail to [info@efpinternational.org](mailto:info@efpinternational.org) or visiting <http://www.efpinternational.org/news/newsletter/index.html> and following the instructions for "unsubscribe".

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## 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.

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## Visions of Peace

### Relevance of the Education for Peace Program for the Development of Africa

The resolution adopted by the General Assembly of the United Nations during its fifty-sixth session (2001) regarding the causes of conflict and promotion of durable peace and sustainable development (56/37) in Africa “Notes with deep concern that access to education at all levels in Africa remains low, despite the recognition that education plays a central role in conflict prevention and the promotion of durable peace and sustainable development.” The General Assembly “Also notes with deep concern that, while some efforts have been made in the prevention and settlement of conflicts, such efforts have not often brought positive results.”

These two significant observations—low access to education and low success in conflict prevention and settlement—constitute two of the main issues addressed by the Education for Peace (EFP) program. Access to free and progressive education is a primary human right of every individual, and education in the principles of peace is essential for the prevention of conflict and creation of a civilization of peace. EFP approach to peace education is comprehensive. It assists the participants to develop the necessary knowledge, capacity, courage, and skills to create conflict-free and violence-free environments in their homes, schools, and places of work and worship. It offers special training not only for the students but also for their teachers and parents and guardians.

EFP focuses on the education and empowerment of girls and women, as well as the training and guidance of boys and men. The focus is on how to avoid the abuse of power and the use of skills that do not reinforce the application of aggression and violence that has become the expected mode of behaviour, particularly on the part of men. The EFP Program includes a major component on the principles and skills of leadership for peace with the aim of preparing students—young women and men who will be the future leaders of society—to

become peacemakers. As well, advanced Leadership for Peace (LFP) workshops are offered for the current leadership in each participating community.

Peace education is a multifaceted process involving psychological; social, political, and economic; as well as moral, ethical, and spiritual aspects of the life of the individual and society. In consideration of this reality, the EFP curriculum, which is specially formulated for every community with the help of their own educators and scholars, includes study of the principles of peace and its practice at home, in the school, and in the community on an on-going and sustained basis. As well, the curriculum considers both the universal and particular realities of the contemporary world. The children and youth of today need to develop identities that are at once unique and universal, so that they will see themselves as the agents of progress for their respective communities within the parameters of an increasingly global order. Thus the ultimate goal of the EFP Program is to imbue each society with the spirit, thought, and practice of peace, so that peace and life become fully integrated into one single reality.

This comprehensive nature of the EFP Program renders it most effective among those populations who have suffered and continue to be devastated by the brutal impact of poverty, disease, conflict, and war in the context of historical and current adverse conditions of colonialism, religious and ethnic mistrust, and ineffective and outmoded modes of governance. As such, the EFP Project could make a special contribution to the efforts aimed at African Development, now underway by both the International Community—spearheaded by the United Nations—and by the African countries themselves.

*Dr. Danesh is the founder and director of the International Education for Peace Institute.*