



EDUCATION FOR PEACE™

International Education for Peace Institute

2005 National Peace Event in Sarajevo Generates a Common Vision of Peace

On 10 December 2005, more than 800 student delegates, student performers, school Directors, Pedagogues, and Teachers from more than sixty localities across Bosnia and Herzegovina (BiH) in every Canton and District of both Entities gathered together in a celebration of peace in the “Youth for Peace” National Peace Event at Zetra Stadium in Sarajevo. The National Peace Event (NPE) is one component of the ongoing implementation of the Education for Peace Program in 100 secondary schools and 4 primary schools throughout BiH.

The uniqueness of the event lies in the fact that participants represented a microcosm of BiH society and that all the activities throughout the day focused on generating an in-depth dialogue on the fundamental principles, practices, and dynamics that affect a culture of peace. Most importantly, the discussions and reflections that were evidenced throughout the day were ultimately aimed at developing a joint common vision and understanding.

The EFP Program, sponsored in 100 secondary schools by the Swiss Agency for Development and Cooperation (SDC) and in 4 primary schools by the Japan International Cooperation Agency (JICA), aims to foster a culture of peace and healing in all BiH school communities through teacher training, pedagogical reform, and student-centered creative activities. The NPE is a unique, significant forum for the demonstration of student creativity and active

participation in peace building by providing program participants from various ethnic and religious groups the opportunity to form interethnic bonds of friendship, to break down prejudices, and to exchange their ideas, experiences, and expressions about creating a culture of peace.

The day-long NPE consisted of three programs: “Youth for Peace” Conference; School
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Student performance during “Youth for Peace” National Peace Event

EFP Curriculum to be Published in 2006

The Education for Peace Curriculum, currently in use in Bosnia and Herzegovina (BiH), is entering its final stages of completion for publication later in 2006. The EFP Curriculum is formulated to provide a framework wherein all subjects—literature, history, math, biology, sociology, music, sports, etc.—are explored within the parameters of the principles of peace. Teachers trained in EFP become familiar with the

principles of peace; they then use an “Understanding-Oriented” approach to lesson development and teaching to integrate these principles into their daily instructions and activities with students. Through this approach, students develop the ability to contextualize information and data in each of their subject areas within the framework of peace rather than conflict and to connect their learning in

each field of study with relevant issues in other fields.

The core EFP conceptual framework has emerged in the process of more than 30 years of academic research and professional work with individuals, groups, communities, and governments by Dr. H.B. Danesh—a medical doctor and a professor of psychiatry, conflict resolution, and peace
(Continued on Page 7)

EFP-News in Brief

December 2005: EFP-Canada received notice of approval for Charitable Status by the Canada Revenue Agency. EFP-Canada is in the process of finalizing this status.

January 2006: Dr. Danesh delivered the keynote address to the "World Congress on the Family: Restore Family Life and Sustain World Peace" on 2 January 2006. This congress was organized by the Service and Research Foundation of Asia on Family and Culture (SERFAC) Chennai, India, an NGO with special Consultative

Status with ECOSOC of the United Nations. Dr. Danesh's speech "The Unity-Based Family" was well received by the audience.

Dr. Danesh and Ms. Stacey Makortoff presented the "Malawi Comprehensive Leadership Development Program: Lessons for Africa" at the African Awareness Conference at the University of British Columbia.

April 2006: Dr. Danesh will conduct an intensive 3-day course on Conflict-Free Conflict

Resolution at the European University Centre for Peace Studies (EPU) in Stadschlaining, Austria for registered students as a component of their educational program.

EFP-International (Canada), in collaboration with the Centre for Conflict Resolution of the Justice Institute of British Columbia (JIBC), will present a 2-day Lecture Series on the Principles of Education for Peace to complement the publication of the Education for Peace (EFP) Curriculum. See <http://www.jibc.bc.ca/ccr/>

[default.htm](#) for registration information.

May 2006: EFP-International (Canada), in collaboration with the Centre for Conflict Resolution of the Justice Institute of British Columbia (JIBC), will present a two-day intensive seminar on the topic creating "Peaceable Families." See http://www.jibc.bc.ca/ccr/main/Special_Events/Peaceable_Families.htm for registration information.

Register Now to Learn the Principles of Education for Peace!

EFP-International (Canada), in collaboration with the Justice Institute of British Columbia (JIBC) present: Principles of Education for Peace (CR150)—A Lecture Series.

Each of the following nine lectures will be filmed as one component of the Education for Peace Curriculum, complementing each of the nine Concept Units:

1. The Concept of Unity

Discover the concept of unity—a framework for all peace-based endeavors. Learn how unity is the main prerequisite condition for all processes of life, growth, and health at both individual and group levels. Apply the concept of unity with specific reference to school culture and classroom processes.

2. The Concept of Worldview

Find out how all human activities take place within the framework of our worldviews—view of reality, human nature, purpose of life, and human relationships. Explore both conflict-based and peace-based worldviews and gain strategies to help students and

parents to develop peace-based worldviews.

3. The Concept of Human Nature

Human nature has been variably defined as aggressive, selfish, sinful, noble, and creative. Reviewing the body of available data, discover how human nature is fundamentally noble and capable of creating peace. Explore the impact of the concept of human nature on the school community.

4. The Developmental Model of Human Life

Consider how all life processes and entities are subject to the laws of change, development, and transformation. Apply the developmental character of human individual and collective life through successive stages of maturation on the physical, emotional, intellectual, social, and spiritual planes.

5. The Nature and Dynamics of Conflict and Violence

Learn the nature and dynamics of human violence through specific examples of development of violence at intrapersonal, interpersonal, and inter-

group levels, with an emphasis on prevention of violence and creation of violence-free environments—family, school, community.

6. Humanity's Transition to a Global Civilization of Peace

Analyze the present stage in human history and the opportunities and challenges presented by humanity's transition to a mature global civilization of peace. Explore a framework within which you can help to make sense of the profoundly confusing state of the modern world.

7. Authority, Power, and Leadership for Peace

Consider the role of power and authority in human relationships and describe the characteristics of peace-based leadership. Learn guidelines for educating new generations of young leaders, able and willing to assume the mantle of leadership for peace in their schools and communities.

8. Conflict-Free Conflict Resolution

Learn the main elements of a non-adversarial, consultative process of decision-making

and conflict resolution. Apply Conflict-Free Conflict Resolution (CFCR) as a method particularly suited for school administrators, teachers, and students.

9. Elements of a Culture of Healing

Analyze how conflict and violence of any nature inflict injuries on all persons involved, whether directly or indirectly. Gain guidelines to help create of a culture of healing in the school, community, and family.

Registration is open to teachers, administrators, parents, policy makers, community groups, and university students concerned with issues of violence, inter-ethnic and inter-group conflicts, bullying, racial issues, and discrimination to be able to apply these principles into their daily activities to create more peaceful environments in their homes, schools, communities, and places of work. Registration is limited so act soon!

Date: 29-30 April 2006 (9 AM – 5:30 PM)

Course Number: CR150

Place: JIBC, New Westminster

Registration Fee: \$200 + GST

Registration form available at: www.jibc.bc.ca/studentServices/main/AcademicServices/HowToApplyAndRegister.htm#

Register By Phone:

Greater Vancouver 604-528-5590

Outside Greater Vancouver only 1-877-528-5591

Register By Fax: 604-528-5653

Register By Mail or in Person: 715 McBride Blvd. New Westminster, BC, Canada V3L 5T4

Peace Events Demonstrate the EFP Spirit in 4 Primary Schools in Bosnia and Herzegovina

(Sarajevo) Primary schools in the communities of Lukavica, Matuzići, Mostar, and Oštra Luka in Bosnia and Herzegovina (BiH) hosted the first Peace Events in their communities in November 2005. In each of the four Peace Events, a captivated audience of parents/guardians, community leaders, guests from the surrounding communities, directors from other schools in the region, and mayors from each of the communities were present. Special guests at the Peace Events also included representatives from JICA and the Japanese Embassy in Bosnia and Herzegovina.

Student creativity was the vehicle for their reflections that focused on how to build a culture of peace; the involvement of the wider community; and providing opportunities for schools and families to begin rebuilding friendships, and cooperation with other ethnic communities. Such a process is inherent in Education for Peace (EFP) programs and leads to a gradual breakdown of interethnic barriers of division, conflict, and tension, and opens the way to building the foundations of a peaceful environment based on unity in the context of diversity.

The successful implementation of the Japan International Cooperation Agency (JICA)-funded Education for Peace Program, which began in January 2005, is now beginning its second year of implementation in primary schools in Lukavica, Matuzići, Mostar, and Oštra Luka. The first year of the program included many different activities intended to promote youth participation in the creation of peaceful societies through the training of teachers, students, and their parents/guardians in the foundations of peace,

democracy, human rights, and interethnic understanding.

Among these activities during the first semester of the EFP Program implementation was the introduction of the Education for Peace Program in all classrooms and the training of teachers with integration strategies for including the principles of peace in every subject area that they teach as well as in the everyday life of the school community. This meant that every class was actively engaged with integrating the principles of peace into their daily subjects. Equipped with the principles of peace as their

foundation, the students and teachers began to focus on preparing presentations about sharing what they have learned with the larger community in the second semester in an EFP Peace Event.

EFP Peace Events provide opportunities for students to display their creativity and become the “teachers” while demonstrating their unique thoughts, talents, and experiences as young builders of peace in their communities. In their first-ever Peace Event, the students demonstrated a great deal of enthusiasm, vision, and creativity, and were a real source of inspiration to

all of the people involved in the Education for Peace process in each community. The feeling pervaded each of the Peace Events that these Peace Events showcased how the school communities involved in EFP Programs can strengthen the spirit of unity in BiH while raising the hope that a true and lasting peace can indeed be established in this region.

To help students prepare for their presentations, they were given the primary task of identifying a theme related to peace and then building an artistic presentation extending from that theme. Students chose to explore themes on unity-in-diversity, love, friendship, family, interethnic harmony, peace and tolerance, justice, and equality. In addition to their presentations, students also prepared presentations displayed on panels on the theme of Peace that were placed on the walls in each of the schools to present students’ visions of Peace. Each of the four Peace Events demonstrated that the schools have indeed adopted the EFP Program fully and completely as part of their school and surrounding community.

Poems written by 3rd grade students in Matuzići, Bosnia and Herzegovina:

*It is quiet everywhere, only birds are singing
Children are playing, it is Peace
The early morning smells like heavy dew
And the wind is smiling
While making my hair tangled*

*Everything smells...
In Peace Love is Mentioned
In Peace Friends are together
In Peace Roses grow and bloom
Peace is heard in this poem
In these colors of the world*

*When I could just
A little bit of this Peace
Throw to all the children of this world*
—Adelisa Muminović

Peace

*Peace rules everywhere.
Peace is when children smile
And when roses bloom.
Peace creates love
That will last forever.*

*Peace is when birds fly.
Peace is beauty in a flower.
Let Peace rule in the world
Because Peace is the most needed on this planet*
— Enira Škiljo



Student performance during Peace Event in Oštra Luka

Creating a Culture of Healing

One of the unique elements of the EFP Curriculum is the concept of the Culture of Healing. The following excerpt provides a brief outline of the conceptual elements of the Culture of Healing and the Culture of Peace.

When we first introduced the Education for Peace (EFP) Program into schools in Bosnia and Herzegovina (BiH), our main objective was the creation of a *culture of peace* within and among school communities.

We designed the program based on the notion that education of children and youth in the principles of peace is one of the surest means of gradually transforming the current almost universally prevailing culture of conflict to that of a culture of peace. As the program progressed, it became evident that in addition to the creation of a *culture of peace*, there was also a need for creating a *culture of healing* within and among the participating schools. This goal became a secondary pillar for the

implementation of EFP Programs in schools in BiH.

The EFP Culture of Healing (CoH) has two objectives: (1) to help entire populations of individuals—adults and children, victims and perpetrators, government leaders and citizens, rich and poor—to overcome the after-effects of severe psychosocial trauma from violence, war, and other atrocities; and (2) to create the necessary social institutions and specific governance modalities and practices conducive to the prevention of future episodes of violence and the eventual establishment of a culture of peace.

CoH rests on the concept of unity expressed through a unified and unifying worldview at the individual and collective levels. It is based on a definition of health as a state of unity in its fullest sense—intrapersonal, interpersonal, and intergroup. A unified culture is only possible within the framework of diversity along with unconditional

mutual acceptance, sustained encouragement, and transformative growth, which are some of the main expressions of the human capacity to form authentic and loving relationships.

The EFP Curriculum is formulated within the framework of the Integrative Theory of Peace (ITP). This theory states that peace is at once a psychological, social, political, moral, and spiritual condition. These conditions are also the essential components of the state of *unity* that is the indispensable requisite for the process of physical, psychological, social, and spiritual healing. The World Health Organization (WHO) defines health as a positive state of physical, emotional, and social well-being. This definition covers all aspects of health except the spiritual dimension, which is also an important aspect of both individual and community health.

Within the context of the Culture of Healing, this latter dimension of health is also

emphasized. The idea of inclusion of spiritual health into the concept of Culture of Healing is particularly relevant to the issue of peace education, because peace, like health, is at once a state of physical, emotional, social, and spiritual wholeness and unity. The spiritual dimension of peace is particularly relevant to the subject of the Culture of Healing.

Such issues as justice, equality, empathy, and concern for others are moral and spiritual issues with significant social, political, and economic expressions; all are extremely important in healing various wounds of conflict and violence. The goal of establishing the twin cultures of peace and healing is pursued through three distinct but fully interrelated processes of *knowledge-acquisition*, *relationship-formation*, and *behaviour-transformation*, which are the main elements necessary for the process of healing from the disastrous impacts of violence.

EFP-International Recommended for Special Consultancy Status with United Nations

The International Education for Peace Institute (EFP-International) received recommendation for Special Consultative Status with the United Nations during the opening session of the Economic and Social Council's (ECOSOC) Committee on Non-Governmental Organizations (NGOs) 19 January 2006.

Every year, the 19-member Committee uses various criteria—including the applicant's mandate, governance, and financial structure—to recommend general, special, or roster status with the Economic and

Social Council. Organizations with general and special consultative status can attend meetings of the Council and can circulate statements of a certain length.

In the coming years, the Department of Economic and Social Affairs will be making an

effort to give priority attention to its own relationship with NGOs. ECOSOC will give special consideration to determining:

- how to facilitate the contribution of NGOs to the newly reformed ECOSOC;

- what best practices and modalities had emerged regarding NGO participation in the work of the functional commissions;

- how to build on the interactive hearings held between the United Nations and civil society in the General Assembly last year.

Final decisions regarding approval of the recommendations will be given consideration during the ECOSOC's forthcoming session, tentatively scheduled for May 2006.



2005 National Peace Event (Cont'd. from Page 1)

Directors' Forum; and an Evening Celebration with student artistic presentations. During the "Youth for Peace" Conference, youth and teachers engaged in a process of group consultation and decision-making that provided an opportunity to participate critically and positively in the development of collective values and a common strategic vision for building an ever-advancing society. Approximately 400 student delegates from each of the 100 schools, together with nearly 200 teachers, were divided into multi-ethnic, multi-regional consultation groups. Each group consulted on the question, "How do we create a culture of peace within different segments of the society?" with a focus on one of the following areas: Youth, Family/Parents, Religious Leaders, Political Leaders, Business Leaders, Artistic Community, Media, Science & Technology, Education/School Community, BiH, EU, and the world. The results of their deliberations were summarized in the form of joint statements and action points prepared by each group that were then presented to invited guests and the community at large during the evening event.

Parallel to the youth conference, Directors of the 104 schools participated in a 2-hour consultative session where they envisioned the process of formal integration of peace education, through the EFP model, in all 1600 schools in BiH during the upcoming phases of program expansion. Through small working groups, consultations were held on the various categories of integration of EFP in the school system; the mode of implementation of this integration plan involving the support of the educational institutions responsible for primary and secondary schools in BiH; and the role of the existing certified EFP-trained

teachers in the current participating schools. Due to the fragmented educational system in BiH, lack of country-wide coordination and allocated funds for interschool exchange, such a large forum of discussion among school directors from different regions of BiH is rare and unique. This occasion proved to be a positive opportunity for them to share their questions, and to provide input, feedback, and ideas about the EFP strategy. The results of the meeting and the joint conclusions gave further evidence to the commitment and support of these school communities for the relevance and necessity of formally integrating the EFP Program in the very structure of the education system in BiH.

The NPE evening program focused on ten outstanding EFP student performances, ranging from dance and drama to poetry and film. Student performances had been selected previously from a pool of more than one hundred performances that were held earlier in the school year during local Peace Events. The performances focused on students' understanding of the principles of peace as they apply to their lives, their studies, and current affairs. Students were remarkably creative in their artistic expressions.

One student group from the Civil Engineering Secondary School from Banja Luka in the mainly Serb Entity of BiH created a short film entitled, "Once Upon a Time There Was Yugoslavia." This deeply poignant and responsible examination of the last Balkan war surprised the audience in its honest, inclusive approach and was a testament to the healing power of the Education for Peace Program as well as to the spirit of the youth who were motivated so positively as to shatter stereotypes and prejudices. As the narrator

speaks on behalf of the youth, she says:

...War, strangling of soldiers of YNA in Split, camps on all sides....

Sarajevo—wedding attack. Barbecuing people, Kotor Varos, Srebrenica—scream, pain, graveyards.... Nothing new. History is repeating itself....

...we do not want to be in chains of violence, mistrust, ownership over people and things.

We want to overcome human fate and destiny, to break the walls and establish contact between people because we think that life makes sense only if it finds unity....

Another student offering came from Golub Kureš Secondary School in Bileća and presented a reworked play based on the great Shakespearean characters Hamlet, Othello, Romeo, Desdemona, and Ophelia. As a direct link between the subject of literature and examination of dynamics of peace, students created an imaginary meeting between these great literary figures and explored how individuals can be influenced to create an environment of "distrust," "disunity," "conflict," "power struggle," "jealousy," and "competition" and how that dynamic can become one of "unity in the context of the richness of diversity," "trust," "understanding," "cooperation," and "appreciation."

The end of the evening came with the recitation of the Peace Oath, a kind of charter for peace building.

There was a sense of accomplishment and pride on the part of all who participated, and the end of the evening saw a banquet dinner with

participants from schools from all over the country mingling with one another and forming lasting bonds. Because this event is part of a sustained, ongoing mechanism facilitated through the implementation of the EFP Program during the scholastic year in these respective schools, it functioned as an important catalyst to further strengthen this process of peace-building.

As efforts are being made by these school communities at the local level and within their classrooms and schools, it is significant to allow joint opportunities for these youth and educators to demonstrate to one another from their diverse context a joint commitment towards a common goal.

Invitations for the evening program were extended to the entity and cantonal Ministers of Education, the directors of the Pedagogical Institutes, the Mayor of the hosting city, and officials within the International Community, including the OSCE, OHR, all EU and UN agencies and Embassies in BiH.

The evening program included official remarks from Minister Safet Halilović, Ministry of Civil Affairs in Bosnia and Herzegovina, HM Ambassador Matthew Rycroft, Embassy of the United Kingdom in Sarajevo, as well as representatives from EFP-International and EFP-Balkans. The NPE was made possible by a generous donation from the British government, contributions from the Japan International Cooperation Agency, Swiss Agency for Development and Cooperation (SDC), and several corporate sponsors in BiH, including Zetra Olympics Stadium, Hotel Saraj, Hotel Park/Sunce, Hotel Terme, Bravo Public Team, and the Hotel Palas.

Domains of Change: Evaluation of EFP Results in 4 EFP Schools in BiH



Sophia Close is a researcher from Australia who works on indigenous issues. Ms. Close will be working as an intern with EFP-Balkans until February 2006.

(Sarajevo) Funded by the Japan International Cooperation Agency (JICA), an experimental evaluation research project has been taking place since September 2005 in four Education for Peace (EFP) Schools in Bosnia and Herzegovina (BiH). This research focuses on an evaluation process that aims to obtain qualitative information to describe the transformative experience of students, staff, teachers, and parents/guardians participating in this EFP-JICA Project.

The evaluation aims to determine whether the three funding objectives of the EFP-JICA Project are achieved. These three objectives are: to equip all participating individuals with the knowledge, skills, attitudes, and confidence to resolve conflicts peacefully and to create violence-free environments; to create mechanisms for teachers, students, administrators, support staff, and parents/guardians, to participate actively in the building of

interethnic harmony, democracy, and a culture of peace in the school community and wider society; and finally, to assist traumatized children and adults in the process of psychological recovery.

Measurement of these transformative, spiritual, personal, social, and educational objectives using numbers and statistics is difficult. Therefore, the evaluation process that is being utilized is based on the Most Significant Change (MSC) processes developed by international researchers Jessica Dart and Rick Davies. The MSC process focuses on the collection of written stories by participants describing the most significant changes experienced while participating in the Education for Peace Program; it culminates in a final discussion of the data collected, involving all stakeholders.

For the purposes of the research being conducted by the International Education for Peace Institute (EFP-International), the MSC process has been adapted to fit into the very specific and challenging environment of the multi-ethnic, multi-lingual, and multi-age participants in the four JICA-sponsored EFP schools. Approximately 68 participants—students, staff, teachers, and parents/guardians—were randomly selected from each of the four schools. Each participant was requested to write a one-page response to the question: “Reflecting on your life since

the EFP process started in your school in March 2005, in your opinion, what is the most important change that happened to you since you have been involved in EFP?” The responses are then collected and undergo a process of analysis. This collection of data will take place four times throughout the two-year life of the EFP-JICA project, i.e., in November 2005, and March, May, and November 2006.

In November 2005, 244 stories in total were collected from the four schools in Lukavica, Oštra Luka, Mostar, and Matuzići and are representative of a broad cross-section of BiH—Bosniaks, Croats, and Serbians, men and women, children and adults. The written stories are tremendous, often breathtakingly honest reflecting much sadness, humor, pride, criticism as well as personal reflection.

For example, one student wrote: “This project encouraged me to think. Before this project, I always paid attention to the skin color or religion of the person. I did not pay attention to the inner values. I have realized that I was wrong. We should not regard nationality, but inner values. Every person deserves a chance. Personally, I am very happy that this program is being implemented in our school.”

For this evaluation process, the three funding objectives described above are termed “Domains of Change.” These “Domains of Change” are used as categories to organize the

stories systematically according to the dominant focus present in the story. Each person in the five-member EFP-JICA School Coordination Team will then read every story in the three categories. Each Team member will choose 10 stories within each “Domain of Change” and provide three reasons why they chose each story. In a meeting facilitated by the Project Researcher, a participative discussion will occur where, at most, 30 stories will be chosen by the Team that best explain the most significant changes that have occurred toward achieving the key funding objectives.

The final analysis of the data collected in November 2005 will occur in February 2006. This participative process to determine the approximately 30 stories that represent the successes and challenges of each of the three “Domains of Change” should be useful in providing a broader understanding of the practical outcomes of EFP-International and EFP-Balkans work in BiH. It is hoped that these stories will be useful in educating others of EFP’s practical and transformative objectives; will satisfy rigorous evaluation methodology criteria to explain the successes and problems to funding bodies; and will also be used to improve the work and methods used for implementing the EFP Project. This process will be repeated another three times over the course of the year, with the final results of this evaluation project being made available in December 2006.

Sign-up to receive the EFP Newsletter and announcements by email!

To subscribe to our free, quarterly newsletter visit www.efpinternational.org/news/newsletter/index.html or send an email to 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 distributing our Newsletter and updates. EFP-International will not share subscribers’ personal information with any third parties. You may cancel your subscription at any time, by sending an e-mail to info@efpinternational.org or visiting <http://www.efpinternational.org/news/newsletter/index.html> and following the instructions for “unsubscribe”.

EFP Curriculum (Cont'd. from Page 1)

education at universities in Canada and Switzerland. The EFP Curriculum is the outcome of many years of conceptual and applied research; extensive field implementation and observation; innumerable seminars, workshops, community-based programs; and consultation and collaboration with colleagues in various disciplines. The curriculum is a comprehensive, transformative program of peace education for both elementary and secondary school students and has evolved in response to the needs, issues, and concerns of various sectors of society, in various countries and cultures. As such, the curriculum is universal with respect to its principles yet specific with regard to its application.

The EFP Curriculum is designed in a flexible format,

allowing it to evolve and be modified in light of new research findings and insights gained in the course of the implementation of EFP and other peace education programs.

The EFP Curriculum consists of ten components:

1) Education for Peace Manual
(Both print and multimedia formats for both teachers and students)

2) Peace Moves
(Both print and multimedia formats primarily for students, to be studied with the help of teachers, especially in earlier grades)

3) Fever in the World of the Mind: On Causes and Prevention of Violence
(Print format only. For teachers and students in higher grades)

4) The Violence-Free Family
(Print format only. For teachers and students in the higher grades)

5) Conflict-Free Conflict Resolution
(Print format only. For teachers and students in the higher grades)

6) Leadership for Peace
(Print format only. For teachers, students in the higher grades, and leaders at all levels)

7) Youth Peacebuilders Network Manual
(Print format only. For both teachers and students)

8) EFP Reading
(Collection of Articles) Print format only. For teachers and students in the higher grades.

9) The Mysterious Case of the I.W.s

(A storybook on how to deal with death and loss for children, their parents/guardians, and teachers)

10) EFP Lecture Series
(A series of professionally produced videotapes on each of the nine Concept Units, as well as on four subthemes presented in the curriculum.)

On page 2 of this issue, read about how you can register to participate in the taping of the lecture series while learning about the Principles of Education for Peace.

EFP Internship Program

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

Apply now to the EFP Internship Program!

EFP Interns gain valuable on-the-job experience through work responsibilities with an EFP in-country 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 Graduate students 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 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 or contact info@efpinternational.org for more details about the types of internships and programs available.



The International Education for Peace Institute (Canada)
In Collaboration with
The Justice Institute of British Columbia (JIBC)
Presents a 2-Day Seminar on



JUSTICE INSTITUTE
of BRITISH COLUMBIA

Peaceable Families Creating Peaceful Families in Culturally Diverse Communities (CR147)

Throughout history, the family has operated as the world in miniature; as the arena for individual and social development; and as the workshop of civilization. The family is the most suitable setting for our psychological, social, moral, and spiritual development. It is also the most suitable environment in which the next generations of children grow and form their views about themselves, the world, and the purpose and meaning of life. One of the main challenges throughout the world today is how to create healthy and conflict-free families in communities that are increasingly diverse and burdened with mounting challenges and conflict-producing demands.

The seminar is designed to benefit a wide range of participants:

- Couples who wish to enrich their families;
- Government officials, civic leaders, and policy makers with primary responsibility for the protection and development of the family;
- Social workers, health professionals, school counselors, police and emergency service workers, and social institutions involved in helping children, youth, and families;
- Business and financial institutions; and
- Academics, researchers, and university students in family-related fields.

The seminar will cover five main issues:

- The nature and dynamics of healthy families;
- The challenge and the opportunity of gender equality;
- The unique nature of family conflicts and how to resolve them peacefully;
- The impact of social change and cultural diversity on marital and familial relationships; and
- The principles and skills of parenting in a multi-ethnic, global society.

Registration Information

Date: 12–13 May 2006, 9 am – 5 pm
Place: JIBC New Westminster, Canada
Registration Fee: Individuals, \$195 + GST;
Students, \$100 + GST.
Registration form: [www.jibc.bc.ca/
studentServices/main/AcademicServices/
HowToApplyAndRegister.htm#](http://www.jibc.bc.ca/studentServices/main/AcademicServices/HowToApplyAndRegister.htm#)

To Register

By Phone:
Greater Vancouver 604-528-5590
Outside Greater Vancouver only 1-877-528-5591
By Fax: 604-528-5653
By Mail or in Person: 715 McBride Blvd. New
Westminster, BC, Canada V3L 5T4

The Peaceable Families Seminar will be conducted by Dr. H.B. Danesh.

Dr. H.B. Danesh is the founder and director of the International Education for Peace Institute. He is a retired professor of Conflict Resolution and Peace Studies at Landegg International University and associate professor of psychiatry, University of Ottawa. 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. Dr. Danesh is the author and creator of the internationally acclaimed Education for Peace Program, first piloted in Bosnia and Herzegovina.

Visit: www.efpinternational.org and
www.jibc.bc.ca/ccr/main/Special_Events/Peaceable_Families.htm for more information
Contact: academic@efpinternational.org for information

EFP Presented at Peace Education Conference in Istanbul, Turkey

(Istanbul) “Organizing for Peace Education: The Role of NGOs in the Integration Tendencies of the Balkans and Middle East” was the subject of the three-day conference held in Istanbul, Turkey, 17 December 2005. This all-important theme proved invaluable for peace practitioners and educators alike, and was also beneficial for organizations and institutions from around the region to assist them to recognize one another’s mobilization efforts and strategies in post-conflict settings.

The conference was sponsored and organized by WINPEACE and the Umut Foundation, in collaboration with the Frederick Ebert Foundation. WINPEACE [Woman’s Initiative for Peace] was formed in 1997 when Greece and Turkey had a conflict in the Aegean Sea. WINPEACE is a network of women from Greece and

Turkey who believe in social equality, equal opportunities, and peaceful co-existence between the two countries. Recently, Cypriot women have also been welcomed to the network.

The Umut Foundation aims to help the peoples of the Balkans and the Middle East to internalize the supremacy of law and contributes to their application by encouraging peaceful means in resolving conflicts. “The First European Conference on Peacemaking and Conflict Resolution” in Antalya, Turkey, was organized by the Umut Foundation in 1992.

As part of an on-going friendship with the Education for Peace Institute of the Balkans (EFP-Balkans), the sponsors invited two representatives from EFP-Balkans to the conference to present their unique and significant approach to peace

education in Bosnia and Herzegovina (BiH). The three general goals of the conference were to better understand how each organization envisions and establishes the link between its actual activities and the desired outcome of those activities; the process by which insights, policy plans, and ideas developed by these Non-Governmental Organizations (NGOs) are subsequently *transferred* to social and political arenas where they could make a difference; and, the potential areas in which such organizations can cooperate and coordinate their activities in order to make them more complementary.

Conference participants came from such diverse backgrounds as **Seeds of Peace**, a youth-based NGO that tries to impart conflict-resolution skills to young people from Israel and Palestine and **To Search for**

Common Ground, a conflict-prevention and conflict-resolution NGO that seeks to transform conflict into cooperative action, with a focus on Macedonia and peace education through the media.

The conference also had a secondary aim—that of establishing a Peace Centre in Istanbul in cooperation with one of the country’s institutions for higher education. The outstanding examples of peace education provided by each conference participant served as guiding lights for the Turkish colleagues in their quest for a formal centre.

EFP-Balkans would like to thank WINPEACE, the Umut Foundation, and the Frederick Ebert Foundation for their generous support of peace practitioners and the endeavour of peace education, both in the Balkans and in the Middle East.

EFP Seeks Public Relations Expertise

The International Education for Peace Institute (EFP-International) and its affiliates—EFP-America and EFP-Canada—invite individuals with proven **public relations** and **fundraising** expertise to apply for the position of the **Director of the Public Relations and Fundraising Office of EFP-International**. This position is being created to meet the new demands of the unique work of this rapidly expanding peace organization. EFP-International currently offers four major programs:

1) Education for Peace (EFP): A comprehensive, all-inclusive program based on a proven and highly effective Peace Education Curriculum for both primary and secondary schools;

2) Leadership for Peace (LFP): A comprehensive, transformative leadership

program for government (both elected leaders and public service employees), civic, and corporate mid- and top-level leaders and directors;

3) Conflict-Free Conflict Resolution (CFCR): A unique and tested new approach to resolution of conflicts at all levels—interpersonal, institutional, intergroup, and international; and

4) Youth Peacebuilders Network (YPN): A highly effective program to prevent bullying and violence by youth, to engender motivation for pursuit of excellence, and to deal effectively with existing conflicts and destructive acts in older children, youth, and young adults.

After six years of program implementation in Bosnia and Herzegovina, and with recent program expansion in Africa,

the United States, and Canada, EFP-International has begun to receive rapidly increasing requests to take these peace-creating programs to many more countries around the world. EFP-International has decided to greatly expand its public relations and fundraising activities to meet the many demands upon its resources.

EFP-International is registered as a not-for-profit organization in Canada and Switzerland. EFP-America and EFP-Canada both have charitable status in their respective countries. The person responsible for fundraising and public relations on behalf of EFP-International must be familiar with the regulations surrounding charities and not-for-profit organizations in Canada and the United States in particular.

The position of Director of Public Relations and Fundraising is well suited for those individuals who consider the pursuits of peace education and the creation of peace as among the most vital activities in the contemporary world and who believe that service in this area of work is both rewarding and meaningful. Employment conditions for this position will be determined based on the specific qualifications of the person chosen, and remuneration will be mutually decided based on a percentage of funds raised by the successful applicant.

For more information on the scope and nature of the work of EFP-International, please visit: www.efpinternational.org, email: info@efpinternational.org or call: 1-604-639-7910.

Peace Event Participants Hopeful about Peace in Bosnia and Herzegovina

(Sarajevo) Youth and teachers who attended the "Youth for Peace" National Peace Event in Sarajevo on 10 December 2005 indicated that they now feel more hopeful about peace in Bosnia and Herzegovina (BiH), according to an evaluation conducted after the event.

Krister Lowe, a PhD candidate from Teachers College, Columbia University, designed and conducted a qualitative and quantitative evaluation of the impact of participating in the National Peace Event. The "Youth for Peace" National Peace Event brought together students, professors, directors, and pedagogues from more than 100 schools across BiH in a national celebration of peace. More about the "Youth for Peace" National Peace Event can be found on pages 1,5 in this edition of the *EFP Newsletter*.

Representatives from 10 schools across BiH who participated in the evaluation overwhelmingly indicated that they had fun at the event, made new acquaintances with people from other ethnic groups, learned something new, would participate in future Peace Events, and expressed that this event helped them to develop and participate in plans that would help them build peace in their communities.

Participants were asked to share their initial thoughts about the event. Students frequently responded that they were glad to have the opportunity to meet new acquaintances and make new friends with people from differing ethnic groups and also felt a sense of hope for peace through unity of the different ethnic groups in BiH. One student commented that "it was a pleasure to spend time with young people from Zenica, Mostar, Tomislavgrad, Visegrad, Maglaj..." Another student commented, "The first



thing that comes to my mind is making friends with the children from other towns and making decisions together that are important for young people in BiH."

Professors and directors focused on the opportunity for students to share their hopes and dreams as well as the opportunity of making new acquaintances. One professor was impressed with the possibility of a better future because the youth are coming together, "How beautiful are our young people, and I am certain that we will have a bright future thanks to them." Another professor's initial thoughts to the Peace Event were declared to be "freedom, peace, youth, togetherness, and creativity". One director was impressed with the ability for the youth to come together to create their future not only in BiH but also as a part of Europe: "Young people want to spend time together, exchange the opinions, gain new knowledge, and join other young people from the world and Europe." Another director simply declared, "There is a hope."

The consultative circles proved to have a notable impact upon all participants. One student wrote, "I am a big pacifist, and I think that the peace should be a very important part of this

world. This is the first time that I participate in such an event, and this program had a positive influence on me and my opinions about peace. The workshops were very helpful." Another felt that there was not have enough time in the Consultation Circles. "More time should be devoted to the workshops. This was an extraordinary opportunity to meet new people regardless of their nationality or religion. One professor declared that participating in the Consultative Circles has bolstered faith in the development of peace in BiH: "The young people are full ideas and hope for the future. It was nice to be with them. It confirms that peace is possible."

Many students claimed that they were taking a sense of "winning" with them from this event. Some students shared that they now feel that they are able to effect change. One student wrote, "I am taking with me new friendships and the knowledge that I can change something." Another student declared, "We are taking with us new friendships and new ideas for a better future."

Professors also felt a strong sense of hope for the future through their interethnic relationships. The following

statements from professors provide some insight into what they were taking with them from the event:

- New friendships, new ideas for the creation of culture of peace in this area;
- Faith in the future without violence and realization of peace at large;
- I am enriched by the new experience, and I have realized that the relation between students and teachers could be better and that the teaching process could be enriched with new ideas about unity in diversity;
- Only when we are all together can I see the value of multiculturalism in Bosnia and Herzegovina.

Among the suggestions for improving Peace Events in the future were the ideas that student presenters should receive some sort of reward or recognition for their presentations, that the Peace Event could last longer, and that there should be more such events throughout the year.

This initial evaluation demonstrates the importance and impact of Peace Events among those who participate. More evaluations are planned for future Peace Events to continue the assessment process.

EFP Presented at the European Centre for Peace and Development International Symposium

(Belgrade) The Education for Peace (EFP) Program in Bosnia and Herzegovina (BiH) was presented to more than 70 senior officials from across the globe during a panel presentation at the international symposium "National and Interethnic Reconciliation and Religious Tolerance in the West Balkans" held 28–29 November 2005 at the Parliament Building in Belgrade, Serbia. Ms. Radmila Jakoveljević, an EFP-Balkans team member and senior advisor, was invited to present the EFP Program by the organizers

of the symposium, the European Centre for Peace and Development (ECPD). This invitation was extended to Ms. Jakoveljević after she participated at the International Conference on Education and Peace in Belgrade in 2004 where she presented the EFP Program in BiH.

During her presentation, Ms. Jakoveljević provided a brief on the implementation plan, results, and experience of EFP across BiH since 2000. The EFP Program in BiH—involving

112 schools with some 80,000 students, 5,000 teachers, and 140,000 parents/guardians—gives great attention to the young generation, the future leaders of society. This aspect of the program evoked considerable attention on the part of the participants and triggered much discussion around this specific theme. The interactive discussion that followed the panel presentation and the numerous questions that were raised clearly demonstrated the considerable degree of interest in the program, espe-

cially with its unique focus on youth.

The ECPD organizers expressed their satisfaction at having provided an opportunity for the presentation of such a successfully implemented project that includes the important involvement of young people in the study of peace and peacebuilding. Ms. Radmila Jakoveljević also expressed her great pleasure for having had the opportunity to present EFP at such an important event.

Submissions from Readers

Invitation to study peace and conflict resolution at the European University Center for Peace Studies (EPU), Stadtschlaing, Austria Website www.aspr.ac.at, Email epu@epu.ac.at, Tel +43-3355-2498-515.

The World Peace Forum will be held in Vancouver, British Columbia, Canada, 23–28 June 2006. To get involved or for

more information, visit: www.worldpeaceforum.ca.

TRANSCEND Peace University (TPU), the world's first global peace university for policy makers, practitioners, scholars, students, UN staff, and others working in peacebuilding, conflict transformation, post-war reconstruction, and rehabilitation, invites you to join practitioners and students from

around the world on-line. For more information, visit: www.transcend.org/tpu.

The Teaching and Learning for Peace Foundation in South Australia would like to share stories of peace. Please visit: www.tlpeace.org.au for more information.

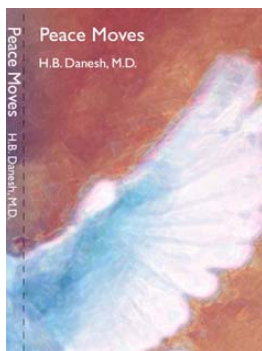
Founded in 1993, the Creativity Workshop is dedicated to

teaching people about their creativity and how to use it in all aspects of life, work, and creative expression. Creativity Workshop does this through a series of exercises developed by the founders and directors, Shelley Berc and Alejandro Fogel. For more information about Creativity Courses in New York City and Europe, visit: <http://www.the-creative-time.com>.

Send us your comments and questions

EFP-International invites readers to submit their suggestions, comments, and/or questions to info@efpinternational.org. The editorial board will select a variety of the submissions to be included in each issue of the newsletter. If you are aware of an up-coming training, workshop, conference, or event directly related to Peace Education and wish to share that news with our readers, we will gladly include an announcement in the forthcoming issue. Please submit all relevant information about Peace Education events to info@efpinternational.org.

Give a Gift of Peace!



Give a copy of *Peace Moves*, a gift of peace to your children, your school and community libraries, your friends, and to schools in zones of conflict and war around the world!

For more details, visit EFP-International's website at www.efpinternational.org where you can also preview the second chapter of the book and order *Peace Moves* on-line.

Preview a chapter of *Peace Moves* on-line, now!
Visit www.efpinternational.org for more information.

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 in 2000 by Dr. H.B. Danesh, Director of EFP-INTERNATIONAL, the Institute receives counsel from an International Advisory Board and is administered by a Director and Board of Directors.

EFP-INTERNATIONAL coordinates the activities of its sister agencies, EFP-BALKANS and EFP-International (Canada). EFP-INTERNATIONAL is also informally affiliated and partners on projects with EFP-AMERICA.

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Visions of Peace

Peace and Family

In the EFP Curriculum a major section is devoted to the concept of peace in the family. The following is an excerpt from the keynote presentation—Unity-Based Family and the Advent of a Civilization of Peace—delivered by Dr. H.B. Danesh, at the “World Congress on the Family: Restore Family Life and Sustain World Peace” on 2 January 2006 in Chennai, India.

Throughout history, the institution of family in many societies has been structured within the framework of a power-based authoritarian worldview—unequal, unjust, oppressive, and often violent. Authoritarianism is based on the principle of the supremacy of power and is dichotomous in its approach to all issues, including human relationships. As such, authoritarianism is antithetical to unity. It demands uniformity, prevents freedom, promotes inequality, and rules by means of fear and violence. The seeming unity of the traditional authoritarian family is, in fact, forced uniformity. In recent years the institution of the authoritarian family has rightly come under serious, sustained attack and its validity convincingly challenged. In many societies women are finding the courage and opportunity either to reject entering potentially authoritarian relationships or to leave such relationships once encountering them.

Along with the accelerating rate of rejection of the authoritarian family structure, a new type of family—the *identity-based, individualistic family*—has emerged. The identity-based family has its main focus on the individual members of the family—as separate and often competing entities. In these families, love is approached in a competitive context and as an instrument for reassurance and validation of self. Consequently, in these types of families, the main sustaining ingredient of the family—unity—is relegated to a secondary or even tertiary level of importance. Identity-based, individualistic families

approach issues of equality, justice, and love within an abrasive, adversarial, and conflicted orientation. Here, the wishes, interests, and comfort of the individual members take precedence over the welfare of the family as a whole. These families are highly unstable and susceptible, readily succumbing to separation and divorce as a solution to the inevitable challenges of family life.

The third type of the family is the *unity-based family*, which is only possible in the context of gender equality in interpersonal relationships as well as in social norms and structures. Because of the inseparable nature of unity and equality, the unity-based family has always been (and still is) less common than the other two family types.

In the unity-based family, power is a collective commodity shared and exercised by all family members according to their respective abilities, responsibilities, and needs. Likewise, expression of love in the unity-based family is inseparable from the issue of equality, particularly with respect to concerns about power and authority. The finest fruit of love is unity, and true unity is not possible without equality. The unity-based family functions according to the principles of gender equality, cooperative and consultative relationships, and equal consideration for both the rights and the interests of each member of the family, as well as for the welfare of the institution as an organic social entity.

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