



*International Education for Peace Institute*

## EFP-International Receives Special Consultative Status with the Economic and Social Council of the United Nations

The Economic and Social Council (ECOSOC) of the United Nations, at its Substantive Session of July 2006 granted Special Consultative Status to EFP-International. This status enables “qualifying organizations to make a contribution to the work programmes and goals of the United Nations by serving as technical experts, advisers and consultants to governments and Secretariat. Sometimes, as advocacy groups, they espouse UN themes, implementing plans of action, programmes and declarations

adopted by the United Nations.” The Special Consultative status is based on Article 71 of the Charter of the United Nations and on ECOSOC Resolution 1996/31 adopted in 1996.

With Special Consultative Status, designated representatives from EFP-International will have the opportunity to visit the United Nations, attend meetings of ECOSOC and its subsidiaries, speak at ECOSOC meetings, and circulate statements. In addition, the activities of EFP-

International and its affiliates will be shared with members of United Nations agencies and become known to them through submission of our quadrennial reports.

EFP-International feels honored by having been accorded this significant status with the UN and looks forward to contributing to the cause of peace and betterment of life throughout the world—the two noble objectives of ECOSOC and the United Nations.

### Inside this issue:

EFP- News in Brief	2
Hopeful Reflection on Boulder Preparatory School Training	2
Creating Peaceful Schools in North America	3
Instructor Reflection on Boulder Preparatory School Training	3
EFP Curriculum Excerpt	4
EFP-World Regional Peace Event	6
EFP Internship Program	7
Primary Schools Hold Regional Peace Event	8
CFCR Course at European University Center for Peace and Conflict Studies	8
Seattle Youth Present at World Peace Forum—Vancouver	9
Submissions from Readers	9
Visions of Peace	10
Contact Information	10

## EFP-International to Launch Online Training Programs

The International Education for Peace Institute (EFP-International) in collaboration with its sister institutions—EFP-International (Canada), EFP-Canada, EFP-Balkans, and EFP-America—offers a variety of training programs to meet the needs of a wide range of those interested in learning about the conceptual framework, methodology, and skills of this highly successful peace-based education approach. All Education for Peace (EFP) Training Programs are based on the Education for Peace Integrative Curriculum Series and are delivered by the senior faculty of EFP-International. Now, some of the EFP Programs will be available online for teachers and teachers-in-training all over the world.

The EFP Integrative Curriculum Series consists of nine volumes, which are prepared as interrelated but independent on-line books (also available in print format) and together comprise one of



the most comprehensive and integrative peace education curricula available today. The EFP Curriculum is formulated to provide a framework within which all subjects—such as literature, history, math, biology, sociology, and music—are explored. Dr. H.B. Danesh, creator of the Education for Peace Program, is the general editor of the Education for Peace Integrative Curriculum series.

Teachers trained in the EFP Program become familiar with the principles of peace, and, utilizing an “Understanding-Oriented” approach in lesson development and teaching, integrate these principles into their daily lessons and activities with students. Through exploration of the broad principles and concepts of peace, students develop the ability to contextualize (Continued on page 7)

## EFP-News in Brief

**May** Dr. H. B. Danesh and Ms. Stacey Makortoff made presentations to elementary and secondary school teachers in the Surrey School District during the Surrey Teachers Association Conference. Teachers reported they found the concepts discussed useful for application in their classroom experiences.

**June** Ms. Stacey Makortoff received an invitation from the British Columbia Teachers' Federation, Peace and Global Educators Special Association to attend a 3-day Global Education Symposium in Vancouver at the beginning of the

World Peace Forum. Ms. Makortoff also gave a presentation for teachers interested in learning more of the conceptual foundations of the Education for Peace Program and its application for schools in British Columbia.

Isar Mahanian, Sara Maddox, Renee Saedi, Misa Haring, Claire Herting, and Vesal Mahanian, Youth Peace-builder Network members from Seattle came to Vancouver during the World Peace Forum to give a presentation to youth and adults at the Forum.

Dr. H. B. Danesh and Ms. Sta-

cey Makortoff made a presentation to educators throughout the world on the foundations and practices of the Education for Peace Program and its impact in Bosnia and Herzegovina during the World Peace Forum.

**July** EFP-International received "Special Consultative Status" with the United Nations through the Economic and Social Council (ECOSOC). Read more about this on page 1.

Ms. Stacey Makortoff attended the International Peace Research Association (IPRA) Bien-

ennial Conference "Patterns of Conflict, Paths to Peace" held in Calgary, Alberta, Canada and gave a presentation on the concept of worldview in relation to the pacifist beliefs and practices of the Doukhobors in British Columbia.

Dr. H. B. Danesh received an invitation to consult with a school for high-risk youth in Colorado. During the 3-day consultation, Dr. Danesh presented many of the EFP concepts to the teachers in the school and discussed ways of providing additional training and support for teachers wish **(Continued on page 5)**

## Education for Peace Training at Boulder Preparatory School Provokes Hopeful Reflection

As the eggshell begins to crack, what does the little chick inside the shell start to think?

Somehow I knew, when I first saw Dr. Danesh almost four years ago, that my view of the world was limited by what I was experiencing here in the United States. As more and more light has started to shine through, I find myself full of excitement, wonderment, and yes a tinge of fear. Will it work? Can we be the first Education for Peace (EFP) School in the US? Will our students' parents allow us to teach their children to reject their old and outdated worldviews? Will the students throw them out anyway? Can we really pull off a Peace Event? Can we help them forge a new, better, braver world? Just like the little chick that knows someday it too will fly, but at the moment, our newly hatched paradigm shift isn't quite sure how it's going to happen, Boulder Prep looks to Bosnia Herzegovina and EFP knowing that we can change lives as well just not sure how exactly we are going to get there.

The EFP experience for the faculty of Boulder Prep was



Photo source: <http://www.boulderprep.org/present.htm>

quite interesting. As the faculty began to see how students being taught from the perspective of peace in all subjects could cause dramatic changes in the outlook of our youth, the faculty themselves began to experience the beginnings of a paradigm shift. A paradigm shift, the whole world but especially our schools worldwide need to experience.

As we started to explore the concepts of worldviews and unity in diversity, the stark dichotomy of what we "know" to be true about our species and world and what we "see" of our fellow humans doing to our world could not have been clearer.

Having a meaningful, comprehensive curriculum and strategy that intrinsically make sense and resonate with all of us on an intuitive level helps us to know that we can empower

the next generation of leaders with the power to change the direction of our future and bring us back to our fundamental nobility.

Many times, during many conferences and trainings I have attended, the presentations spoke of "the" problem of our schools today—and maybe one of many possible solutions. The problem addressed may be lack of funding, of training, or of morality, and the solutions are either antiquated or a repackaging of old successful strategies. Rarely, do you find an "across the board"—every subject, every school, every teacher—approach that is successful. Typically, those that claim to employ an "across the board" approach generally involve teaching strategies to make any subject more interesting and engaging. What makes the EFP training unique is that it is beyond strategy and

accountability. It is school-wide. It enhances the curriculum by making it more hopeful and more truthful by using the concepts of peace as a recurring theme in all we observe, study, and test.

EFP training is "the" solution to any problem, in any school. Whether a school wants to address academic achievement, bullying, or wants to be seen as a center for community activity—the EFP training prepares a school, and more importantly the students and our next generation of leaders, to take responsibility for their future sooner and less cynically than the generation that came before them.

The pedagogy must change. We must diversify our curricula and unify our approach.

We look forward to breaking ourselves and our students out of their shells and encouraging them to find their wings and lead the flock to better days.

Andre Adeli, Co-Founder and Director of Studies,  
Boulder Preparatory High School  
Boulder, CO, USA

## Creating Peaceful Schools in North America: An Act of Foresight and Courage

School violence is one of the greatest concerns among parents/guardians, students, and educators in North America. Yet, our responses to it are often insufficient. Violence in young people—whether committed against themselves, others, or society—is neither natural nor inevitable, but its sources run quite deep. Violence is an expression of attitudes about the purpose and value we place on our life and the life of others, and of the environments that we create. Violence must be confronted at its roots—by challenging how we think and act within our established cultural norms.

There are many programs that attempt to respond to the challenges of violence and conflict in schools. Generally, there is tendency towards small-scale initiatives primarily focused on reaction and intervention. These programs often focus on the symptoms rather than the underlying

causes of school violence and conflict. While often beneficial in the short term, the focus on addressing violence and conflict, once they arise, typically fails in the long term.

There are fewer programs that target fundamental change and transformation of the vicious cycle of violence by focusing on underlying causes. There are even fewer programs that systematically aim at creating a culture of peace in school communities. The Education for Peace (EFP) Program is one such program. EFP considers conflict and violence to be the symptoms of the absence of conditions of unity and peace. When the focus is not on establishing human relationships in the context of a culture founded on notions of peace and unity in diversity, then violence and conflict become the norm and appear as inevitable realities. However, where a culture of peace takes root, violence and conflict cease to be the norm, and

eventually are viewed by the majority as aberrations.

The challenge of violence is the challenge of peace. To eradicate violence we must construct a culture of peace.

### Education for Peace in North American Schools

Education for Peace for North America Schools (“EFP-NA”) offers a comprehensive and proactive approach to the

challenges of violence and conflict within schools in Canada and the United States. It aims to create a culture within schools in which violence and conflict are aberrant, rare, and not tolerated. By engendering fundamental ideas and practices—including peace, unity in diversity, and responsibility—in all sectors of school life (curricula, systems, policy, leadership, and

**(Continued on page 5)**



Photo source: Luis Alberto Garcia

## Instructor from Boulder Preparatory College Reflects on EFP Training Experience

Perhaps, above all, I recall the word *love*.

My fellow faculty and I work diligently at opening up to our students and expressing our emotions in an honest and healthy manner. Love, nonetheless, remains a delicate subject. Here in the United States, laws and social norms encourage teachers to maintain a certain emotional distance from their students. Parents often avoid love talk with their children for fear of its connection to physical intimacy. Hyper-masculine social influences convince many youths that the expression of love is merely a sign of weakness. Inevitably, many children grow up aware of love, but are desperately undereducated about it.

But something amazing happened when Dr. Danesh addressed our students on the

last day of his visit. At one point during his talk he stopped, his smile turned upward like the letter V, arms gently opening to his audience, and he exclaimed, “Ah, we must talk about love!”

When I’ve initiated discussions about love in class, I’ve experienced a roomful of crossed arms and distant stares. Yet on this day, when they were given the opportunity to examine love through the context of peace, they simply grinned and giggled. Their eyes widened, receptive to that which could bear the fruit of unity.

I could immediately recognize their hunger for love, for unity, for a new worldview that transcends the conflict and interpersonal turmoil of their daily lives. Now, after many weeks, I also feel that same hunger, but feed myself from

the table of my new understanding.

Education for Peace has provided me with a conceptual framework with which to study the world around me. I feel as though I can alter the architecture of my reality without tearing down its walls! In my work as a teacher, my students now take the lead role in developing comparative tools to evaluate their personal growth. Finding the common denominator between two fractions becomes a study of diverse elements coming together, transforming to a higher state of existence. The Scientific Method offers the opportunity to examine universal ethical principles, the universal pursuit of truth, unity, service and justice. Each lesson offers an opportunity to use my new-found knowledge for the advancement of peace. I still struggle to grow beyond

my adolescent worldview, and my days fill themselves with endless questions: How can I “mold” a young mind without creating a power struggle between them and me? How can I encourage an embrace of universal unity when limiting social groups outside our small school demand otherwise? How do we promote the pursuit of personal excellence in such a competitive culture?

These are pedagogical puzzles I once abandoned as unanswerable—questions that troubled me long before I learned about Education for Peace. After our visit from Dr. Danesh, however, I feel inspired to reexamine these questions and am convinced that I will soon find viable answers.

Ron S. Doyle  
Instructor, Boulder Preparatory  
High School  
Boulder, CO, USA

## Education for Peace Integrative Curriculum Series

*The following article describes two ways in which the EFP Integrative Curriculum Series will be made available to educators and the general public.*

EFP-International is pleased to announce that its Education for Peace Integrative Curriculum is now completed and soon will be available for all interested individuals to obtain copies and be trained in its application. The EFP curriculum comprises nine volumes and is the fruit of many years of research and experience on the nature of peace and dynamics of peace education. The EFP Integrative Curriculum provides a peace-based framework that is trans-disciplinary in nature. All subjects—such as literature, history, math, biology, sociology, and music—are explored through this unique peace-based framework.

Two options are offered to those who wish to join the ever growing ranks of educators and leaders concerned with the cause of peace.

Interested educators and leaders can choose to either be trained in the EFP Program and become familiar with the principles of peace, and, utilizing an “Understanding-Oriented” approach in lesson development and classroom instruction, through guided online study (see page 1) or they can independently study the curriculum by ordering the EFP Integrative Curriculum Series.

For details about learning the curriculum through guided online study or on becoming trained as an EFP-Trainer see “EFP Training Programs” document as an attachment to this issue of the EFP Newsletter.

The Education for Peace Integrative Curriculum is

available for purchase reservation at a discounted prepublication rate.

Please place your orders for the purchase of prepublication discount copies of the EFP

Integrative Curriculum by completing the Publication Reservation Form accompanying this issue.

For more information about registering for an EFP Training

Program, please contact EFP-International by e-mail at [academic@efpinternational.org](mailto:academic@efpinternational.org) or call +1-604-639-7910..

Volumes	Topics	Authors	Availability
Volume 1	<b>Education for Peace Curriculum Resource Book</b> (Both print and multimedia formats for both teachers and students)	H.B. Danesh & Sara Clarke-Habibi	January 2007
Volume 2	<b>Peace Moves</b> (Both print and multimedia formats primarily for students, to be studied with the help of teachers, especially in earlier grades.)	H.B. Danesh	Immediately
Volume 3	<b>Fever in the World of the Mind: On Causes and Prevention of Violence</b> (Print format only. For teachers and students in the higher grade students.)	H.B. Danesh	January 2007
Volume 4	<b>The Violence-Free Family</b> (Print format only. For teachers and students in the higher grades.)	H.B. Danesh	January 2007
Volume 5	<b>Conflict-Free Conflict Resolution</b> (Print format only. For teachers and students in the higher grades.)	Roshan Danesh & H.B. Danesh	To Be Announced
Volume 6	<b>Leadership for Peace</b> (Print format only. For teachers, students in the higher grades and leaders at all levels.)	Roshan Danesh & H.B. Danesh	To Be Announced
Volume 7	<b>Youth Peace-builder Network Manual</b> (Print format only. For both teachers and students.)	Roshan Danesh	To Be Announced
Volume 8	<b>EFP Reading</b> (Collection of Articles on EFP) (Print format only. For teachers and students in the higher grades.)	Multiple Authors	January 2007
Volume 9	<b>The Mysterious Case of the IWs</b> (A storybook on how to deal with death and loss for children and their parents/guardians and teachers)	H.B. Danesh	January 2007

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[www.efpinternational.org](http://www.efpinternational.org)

## News In Brief (Cont'd. from Page 2)

ing to implement the EFP Program in their classrooms. Read more about the experience as described by the participants on pages 2 and 3.

**August** EFP-Canada officially registered as an independent charity under Canadian law.

**Coming Soon!** EFP-International will soon be able to accept contributions and donations online at: [www.efpinternational.org](http://www.efpinternational.org).

EFP-International is pleased to announce that registration for four intensive EFP Training Programs will soon be available. Participants can register

for any of the following programs that are scheduled for beginning in January 2007:

**EFP-CF:** Conceptual Foundations of Education for Peace

**EFP-SM:** Skills and Methodologies of Education for Peace

**EFP-PC:** Education for Peace Professional Certificate

**EFP-CT:** Certified Education for Peace Trainer Diploma

More information about these programs can be found on pages 4 and 7 and online at [www.efpinternational.org](http://www.efpinternational.org).

## EFP in North America (Cont'd. from Page 3)

institutional culture) long-term institutional transformation from being violence-prone to violence-free is effected.

EFP-NA, by its focus on the creation of a culture of peace within the school community (instead of focusing on the symptoms of violence), addresses all these issues and provides the necessary conditions for academic excellence, positive identity-formation, and harmonious and creative interpersonal relationships on the part of students. It also provides opportunities for the school staff (administrators, teachers, and support staff) to demonstrate their considerable capacities as educators with respect to their primary tasks—pedagogical innovations and progress.

The EFP-NA Program assists schools to create a culture of peace, a culture of healing, and a culture of excellence within and among their respective schools. A culture of peace is one in which the violence is an aberration and in which creative, consensus-based action is the norm. Individuals in a culture of peace are personally empowered to respond to threats and challenges using non-adversarial methods that prevent potential conflict from becoming violence. A culture of peace is also a place of creativity, action, and unity; and as such it has potent healing capacities. It heals the trauma and wounds of violence

and unlocks the creative potential of human beings while facilitating action that is a service to the community and the world as a whole. Incidences of conflict, violence, and miscommunication are greatly lessened in a culture of peace, and the environment that emerges is one of heightened awareness of each other and a celebration and appreciation of the differences among people.

### Distinguishing Features of EFP-NA

The key distinguishing feature of EFP-NA is its comprehensive approach to the challenges of violence and conflict. In order to address the causes of socially and personally destructive behaviors—as opposed to merely their symptoms such as conflict and violence—EFP-NA is:

- Inclusive of all members of a school community. Students, faculty, administrators, staff, and parents/guardians (to the extent possible) are all necessary participants in addressing the challenges of conflict and violence.
- Integrated into all aspects of the school curriculum.

Engendering the values and meanings of peace, unity in diversity, and responsibility cannot not be done through an additional course on the school curriculum or through extra-curricular activities. These fundamental ideas and practices must be the

framework through which all subjects are taught, so that students experience the realities and possibilities of peace in a complete and holistic manner.

### Responsive to all dimensions of human life

The challenges of violence and conflict must be addressed through our knowledge, feelings, and actions. It is neither enough to teach only skills and strategies, nor is it sufficient to solely respond to emotions and attitudes. Knowledge, skills, and action are all required for a successful and sustainable program of violence prevention and peace education.

### An Invitation for Schools in North America

EFP-NA is a two-year pilot project with the aim of implementation in a small number of elementary and secondary schools representing a cross-section of the school district. At the end of two-years, it is expected that the pilot schools would demonstrate both qualitative and quantitative reductions in conflict and violence. It is also expected that the pilot schools would demonstrate:

- A reduction in interethnic and interracial tension, reflected in an increasingly integrated and harmonious school community;

- A self-sustainable program focused on maintaining a violence-free school;
- A measurable increase in parental participation in the life of the school; and
- A transparent vision of the purposes and objectives of the school shared by all stakeholders including the community, parents/guardians, students, staff, faculty, administration, and political leaders, thus resulting in more accountability.

EFP-NA is based upon the methodologies of Education for Peace (EFP), which have a proven track-record of success and have the potential for creating models from which similar multi-ethnic societies can learn and emulate. Each program would be tailored to meet the contextual realities of the school district in which the program is implemented through consultation and collaboration with local educators and experts.

To learn more about how your school district could host a pilot program or how your school could become an EFP School, please contact:

EFP-International (Canada)  
Tel: +1-604-639-7910

E-mail:

[academic@efpinternational.org](mailto:academic@efpinternational.org)

Website:

[www.efpinternational.org](http://www.efpinternational.org)

## EFP-World Regional Peace Events Demonstrate Effectiveness of E-Learning Program in Creating Unity in Bosnia and Herzegovina

Seven regional EFP Peace Events were held across Bosnia and Herzegovina (BiH) as the final activity of the EFP-World Program that has been implemented in 100 secondary schools across this country since September 2003. On 13 May 2006, students, teachers, administrators, parents/guardians, and community members from more than 60 communities in BiH came together to celebrate the building of a culture of peace within and among these school communities. These events demonstrated the strong bond of friendship that has been built among teachers and students from these school communities regardless of their ethnic or religious orientation. The interethnic borders have been crossed, and long-lasting relationships have been built. This program was a culmination of EFP-World activities made possible by a generous four-year grant from the Swiss Agency for Development and Cooperation (SDC).

Secondary school students from each of the 100 school communities prepared and shared artistic presentations—dance, songs, poetry, drama, artwork—demonstrating their understanding of the principles of peace as discussed in the Education for Peace Program, as well as their application of these principles in their everyday life. Presentations examined the dynamics of love, unity in diversity, friendship, trust, inter-ethnic harmony, democracy, human rights, the



Student Participants in Regional Peace Event

future of Bosnia and Herzegovina, and the role of youth in building a unified country. Students were extremely excited and proud to be able to—one more time—be on stage and put their learning into action. A true demonstration of unity was reflected in the enthusiastic applause given by the students in the audience after seeing their peers' presentations. Regardless of which part of Bosnia and Herzegovina students came from—on that day, they were a part of one community, a community brought together to celebrate the building of a culture of peace in Bosnia and Herzegovina.

In addition to the student presentations, the Regional Peace Event provided an opportunity for EFP Student Clubs from throughout BiH to come together. These EFP Student Clubs, after being trained in the principles and practices of the Youth Peace-builder Network (YPN) have been established in each school as one component of the implementation process in BiH. Each EFP

Club models and promotes the principles of peace in the school community, and initiates and organizes peace-based activities within their school as well as in the wider community. During the Regional Peace Events, each EFP Student Club presented the activities that they had initiated in their respective communities. Activities organized included: In-School Peace Days; visits and volunteer work at orphanages, homes for the aged, hospitals, etc.; EFP media campaigns in the community; visits to their respective city's mayoral office to talk about the importance of the EFP Program, gathering of financial assistance for people in need (i.e., The Red Cross Society of Bosnia and Herzegovina), and many other such activities. Clearly, the introduction of EFP Student Clubs has been welcomed by each school and the wider community as all demonstrated excitement, enthusiasm and activism towards expanding the building of a culture of peace beyond the school community.

Another component of the EFP-World Program included the training of 200 teachers from the 100 school communities through the EFP Professional Certificate Program that began in September 2003. This component officially came to a successful end in May 2006 with each of the 200 teachers receiving Certificates of Completion jointly from the International Education for Peace Institute and the Education for Peace Institute of the Balkans. Each school also received a certificate stating that they had participated in the Education for Peace Program and successfully contributed to its implementation from 2003 to 2006.

Without a doubt, the enthusiasm, vision, and creativity that the schools across Bosnia and Herzegovina have shared and shown through the EFP-World Program has been a source of inspiration to many people involved in the Education for Peace process. It is clear that the school communities have strengthened the spirit of unity in diversity in BiH, while raising the hope that a true and lasting peace can indeed be established in this region. As Jeffery Sachs, the Columbia University economist, ends his book with the following quotation, "Let the future say of our generation that we sent forth mighty currents of hope, and that we worked together to heal the world," EFP Programming in BiH exemplifies this vision.

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

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## EFP Online Training (Cont'd. from Page 1)

information and data in each of their subject areas, and to connect learning in one area with relevant issues in other fields.

The EFP Integrative Curriculum is interdisciplinary in its approach and draws from various fields of study as they apply to the issue of peace at intrapersonal, interpersonal, intergroup, and international levels and is based on:

- Experience and insights gained in the course of six years of implementation of the EFP programs in more than 100 schools;
- Current, cutting-edge research and literature on peace education; as well as
- Insights drawn from the fields of psychology, political science, sociology, law, religious studies, history, conflict resolution,

the arts, and other peace-related fields.

Four intensive EFP Training Programs will be offered by EFP-International through guided online study:

**EFP-CF:** Conceptual Foundations of Education for Peace

**EFP-SM:** Skills and Methodologies of Education for Peace

**EFP-PC:** Education for Peace Professional Certificate

**EFP-CT:** Certified Education for Peace Trainer Diploma

Depending on the program, course participants may take up to one academic year to complete the requirements for each of the courses.

EFP-CF forms the foundation for receiving either an Education for Peace Professional Certificate or a Certified Education for Peace Trainer Diploma and is based on the Education for Peace Integrative Curriculum Resource Book. This book co-authored by Dr. H.B. Danesh and Ms. Sara Clarke-Habibi, originates from the conceptual foundations of the EFP Program and insights learned in the course of six years (2000 - 2006) of implementation of the program in more than 100 public primary and secondary schools in post-war Bosnia and Herzegovina (BiH).

Each of the three programs builds upon the other two, and participants will have access to an EFP-International faculty member via e-mail and regular

online discussion sessions as a mentor to guide their studies. Through ongoing research, seminars, workshops, community-based field studies, and consultation and collaboration with colleagues in various disciplines, the conceptual framework and methodological approach of the EFP Program has evolved to meet the needs and address issues of concern of various sectors of society, in different countries and cultures. Online delivery of these Training Programs is helping to meet the needs and concerns of teachers, everywhere, who wish to receive training in EFP Programs.

For more information about these programs, send an e-mail to [academic@efpinternational.org](mailto:academic@efpinternational.org) or call +1-604-639-7910.

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

## EFP Regional Peace Event with Four Primary Schools across Bosnia and Herzegovina

The first Regional Peace Event was held with the four participating primary school communities of the EFP-JICA Project from 19–20 May at Hotel Terme in Sarajevo. Approximately 180 people, including students, teachers, staff members, administration and parents/guardians, were in attendance at the successful two-day event.

This was the first time that a full delegation from each school community came to a joint event (prior events have only included fewer students and teachers) to celebrate the Education for Peace (EFP) process together. It was clear that all participants really enjoyed being together, getting to know each other, discussing about the EFP process together, and building friendships across borders, as one student exclaimed, “If only the whole world was as joyful as this event.”

In addition, this event clearly demonstrated the successful degree to which all school communities have adopted the EFP Program as part of their school life and learning. One parent remarked, “Thanks to these activities I saw how children are mature and how they were ready for cooperation and have shown amazing creativity, and that is why I liked discussions.” All of the discussions and the presentations in the afternoon clearly demonstrated the principles of Education for Peace and demonstrated the creativity of the students’ activities.

Each day of the Peace Event was divided into different morning and afternoon sessions. During the morning, students were divided into 10 different discussions groups. Each group was given one of the following topics: youth, family, religious leaders, political leaders, business sector, artistic community,

media, science & technology, education/school community, or BiH, the EU, and the World to consult on its relation to “How to create a Culture of Peace.” Teachers who were present at the event facilitated the group discussions. “This program is helping all the participants widen their cognition about themselves, other people and influences, better understanding the fact that we are citizens of this country BiH, citizens of Europe and part of the world as whole,” remarked one teacher. After the discussions and consultations, each group presented their results through drawings and other outcomes. Another teacher discussed how important these activities were in relation to better understanding their students. “These activities help to get a better view of the psychological and sociological state of our students during primary education, which relates to the social questions and problems in BiH.”

In the afternoon, the Peace Event Celebrations were held, with each school community facilitating two peace presentations. These presentations clearly demonstrated how the students have understood and integrated the principles of peace into the everyday learning in the school community. The celebrations were a wonderful proof of the friendships, mutual trust and respect, and the culture of peace that have been built in these school communities through the EFP Program. One parent praised the Regional Peace Event as “[a] wonderful experience. These kinds of events should happen more often.”



## Student Inspired from CFR Course at European University Center for Peace and Conflict Studies

In early April Dr. H.B. Danesh traveled to the European University Center for Peace and Conflict Studies in Stadtschlaining, Austria, where I had the opportunity to learn about Education for Peace (EFP) and Conflict-Free Conflict Resolution (CFCR). The three-day course was an inspiring and stimulating exploration into the potential of humanity to create peace through education and unity-based approaches. The course was an experiential example of what education for peace truly is—the first I have had as a graduate student of Peace Studies. Many professors and lecturers share their perspectives and approaches to peace and education for peace, yet Dr. Danesh is the first who created education for peace in our classroom. The three days

were filled with deep listening, sharing, and dialogue, which not only enriched my learning experience but also my soul.

Despite the complex challenges that we face in our world today, and most likely because of them, people across the globe are searching for more holistic and peaceful means to create change. My brief experience with EFP and CFR revived and confirmed my belief that sustainable and large-scale change is possible and taking place. I see a shift occurring in the world today—some call it the awakening of humanity’s heart, and I agree. Never before have so many made the pursuit of peace their career and life’s work, and they are supported by an ever-growing list of programs and institutions. Education for

Peace is evidence of this beautiful shift that is gaining momentum and mass around the planet.

The unity-based perspective of Education for Peace and Conflict-Free Conflict Resolution speaks to the potential for a shift towards systems of life-enhancing globalization, which exist to connect and enrich all humanity. I believe that the only way to achieve sustainable levels of higher consciousness and peace in the world is through approaches rooted in unity and its constructive power rather than force along with its destructive consequences. My own research is focused on whole systems change and emerging integral, transformative practices for individual, organizational, and global transformation. Dr.

Danesh’s course and his theoretical framework provided a missing link. The unity perspective knits together all of the exceptional and effective transformative practices collaborating to create change and realize the potential of humankind. Approaches and groups with a unity-based core make values-based decisions with the vision of creating oneness and celebrating, what physicist David Bohm referred to as, our “separation without separateness.”

It was a privilege and joy to attend what was one of the most pivotal and inspiring courses in my graduate studies experience.

Brittney Menzel  
MA Student  
EPU, Austria

## Youth Peace-builder Network (YPN) Members from Seattle Present at World Peace Forum-Vancouver

A recently formed group of Youth Peace-builder Network (YPN) from Seattle traveled to Vancouver, B.C., Canada to present a workshop at the World Peace Forum in June 2006. The workshop, entitled "Creating a Youth Peace-builder Network in Your Community" was well attended by youth and adults from B.C. as well as the U.S.

The six members of the Seattle YPN group, with members from



a number of Seattle Eastside schools, received training in YPN in 2005. Isar Mahanian, Sara Maddox, Renee Saedi, Misa Haring, Claire Herting,

### Youth Peace-builder Network

and Vesal Mahanian facilitated the well-received workshop.

The Seattle YPN group has plans for becoming more ac-

tive in Seattle through such activities as expanding the network to more Seattle-area schools, hosting a Seattle Peace Summit, and traveling to Sarajevo to work with YPN members in Bosnia and Herzegovina.

YPN in Seattle is mentored by Andrew Haring, who can be reached at [andrewharing@yahoo.com](mailto:andrewharing@yahoo.com) for more information.

## Submissions from Readers

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

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](http://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](http://www.tlpeace.org.au) for more information.

A new interdisciplinary Peace and Post-Conflict Certificate

was launched at the University of Alberta on 12 April 2006. Visit <http://www.uofaweb.ualberta.ca/peacepostconflict/nav01.cfm?nav01=44845> for more information.

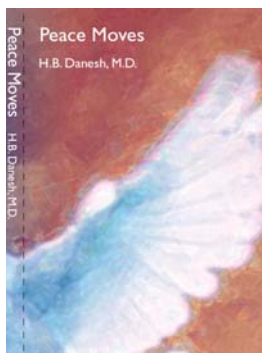
Peace and Justice Studies Association, a national organization of scholars, educators (kindergarten through college) and activists, will be meeting at Manhattan College October 5-8, 2006. Details regarding the conference are available at [www.peacejusticestudies.org](http://www.peacejusticestudies.org).

The 3rd Annual Youth Assembly at the United Nations took place August 16-18, 2006 with a Leadership Training extension August 19-23, 2006. More details about this event and others related to youth and the United Nations are available at [http://www.faf.org/programs/unyouthassembly2006/ya\\_home.htm](http://www.faf.org/programs/unyouthassembly2006/ya_home.htm).

## Send us your comments and questions

EFP-International invites readers to submit their suggestions, comments, and/or questions to [info@efpinternational.org](mailto: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](mailto: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](http://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](http://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-CANADA.

*For more information on Education for Peace programs and activities, please contact:*

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## Visions of Peace

### Challenging the Perception of School Violence in North America

It's the time of year in North America when parents, children, youth, and teachers alike are getting ready for the beginning of a new academic year. This can be a stressful time, and one of the greatest stresses for all is the concern that the children and youth returning to school will be in a safe, violent-free environment. However, in many schools in North America, this is not the case.

A 2004 study by the Canadian Public Health Association and the National Crime Prevention Strategy found "approximately 45% of students in the study experienced bully-victim problems, sexual harassment or racial discrimination at least once during a four-week period, including roughly 10% who were involved as perpetrators and/or victims on a weekly basis." ([http://www.cpha.ca/antibullying/english/backinfo/safe\\_school\\_study\\_final.pdf](http://www.cpha.ca/antibullying/english/backinfo/safe_school_study_final.pdf))

In the United States, students are also greatly affected by bullying and violent behavior. "Student bullying is one of the most frequently reported discipline problems at school: 26% of elementary schools, 43% of middle schools, and 25% of high schools reported problems with bullying in 1999-2000." (<http://youthviolence.edschool.virginia.edu/violence-in-schools/national-statistics.html>)

With a plethora of programs aimed at antibullying, antiracism, antiracism, etc., the problems of school violence and safety are still at the forefront of many school programs. Yet many fail to achieve the goal of creating violence-free schools, as these programs do not actually address the underlying root causes that create the conflict.

There is a tremendous body of literature describing the nature of conflicted school structures and school curricula. And when we reflect on the extent and nature of violence and conflict in our families, places of work, political activities, and the media, we see the same structures and worldviews as those observed in our schools. Thus, conflict and violence have become the norms in our living environments. It is indeed impossible to eradicate conflict and violence in our schools as long as teachers, school administration, and the curricula continue to operate within the same conflict-oriented worldviews that are prevalent throughout the whole society. There is urgent need for a drastic transformation of our approach to

issues of conflict and violence in schools as well as in the family and the community.

An innovative approach is needed to actually achieve the goals of creating violence-free schools and classrooms. This is a challenging approach as there are few models upon which teachers and school administrators can base their programs.

The Education for Peace Program posits this issue at the core of school programming and curricula. It requires the creation of structures that are oriented and framed within worldviews and behaviors that are truly peace based and peace creating. Through instructing teachers, principals, and school administration in the principles, skills, behaviors, and worldviews that are conducive to constructing peaceful classrooms and schools, the entire school community is equipped to build a strong foundation of skills and mindsets that places the creation of peace at the heart of everything that is done in the school community. *This foundation helps students, teachers, and parents/guardians alike to utilize the skills of peacemaking instead of conflict management.*

Students learn these skills, practices, and worldviews through every class in the school. In turn, they become the educators for their parents/guardians, family, and community members through their dedication to action and their involvement in peace events.

The Canada Safety Council advises, "Anti-bullying and harassment programs that are nested within a positive school environment have better outcomes. A whole school community approach founded upon collaboration between students, teachers, parents and community is needed to end peer violence in relationships." (<http://www.safety-council.org/info/community/schools.html>) Education for Peace Programs provide a tested and innovative model of how this can be achieved.

EFP-International (Canada), EFP-Canada, and EFP-America (pending registration) invite schools and educators in North America to explore the opportunity to pilot the EFP Programs in their schools and to become models of peaceful, violence-free schools for others to learn from.

*By Stacey Makortoff*