Educational Peace Institute

Bosnia and Herzegovina to Integrate EFP Curriculum into Formal Education

(Sarajevo) May 2005 brought an unprecedented, significant turn of events for the Education for Peace Institute of the Balkans (EFP-Balkans) and its parent institution, the International Education for Peace Institute (EFP-International), toward sustainability of the Education for Peace program (EFP) in Bosnia and Herzegovina (BiH). An EFP-BiH Advisory Commission, with appointed representatives from the 13 Ministries of Education and 8 Pedagogical Institutes representing all regions of BiH, officially began the process of consultation for the formal integration of Education for Peace (EFP) in Bosnia and Herzegovina’s national educational policy and curriculum.

The first meeting of the Advisory Commission was held 16 June 2005 and opened with remarks from Ambassador Douglas Davidson, Head of the Mission of the Organization for Security and Co-operation in Europe (OSCE), and HM Matthew Rycroft, the UK Ambassador in Sarajevo, as the UK prepared to assume the Presidency of the European Union.

In his opening remarks, Ambassador Davidson commented on the contributions of the EFP Program towards educational reform in BiH and stated that EFP as “a cross-curricular program...engages young people in an in-depth study of the universal principles of peace in every subject of study, so they can apply these principles in their daily lives and in the society at large.” He further commented that “the methodology of Education for Peace enhances the quality of teaching and learning in that it draws on diverse modern, interactive, student-centered and objective-oriented teaching tools that participating teachers are concretely trained to apply in their daily teaching activities.”

The OSCE is the coordinating agency that collaborates with all international agencies and local authorities in implementing strategic reform objectives in the education sector, with the mandate to support and promote efforts that are making an essential and meaningful contribution towards education (Continued on p. 8)

Education for Peace Regional Peace Events in Bosnia and Herzegovina

Education for Peace Regional Peace Events were held 4 June 2005, with delegations from clusters of EFP schools across inter-ethnic and inter-entity lines in seven different locations across Bosnia and Herzegovina. These joint celebrations of a culture of peace provided excellent opportunities for the students and their teachers from different geographical and ethnic communities to come together to share their reflections on and visions for building a culture of peace in Bosnia and Herzegovina.

For many participants, the inter-entity travel was very significant and added to the transformative effect of the EFP Program, in general, and Peace Events, in particular. One Sarajevo teacher, originally from Foca, who had lost many of her family members (Continued on p. 8)
EFP-News in Brief

May, 2005: Members of the Youth Peace-builder Network (YPN) from New York City conducted YPN trainings with youth in Mostar, met with officials at the UN offices in Bosnia and Herzegovina, and also connected Mostar youth with youth from East Sarajevo, Republika Srpska during their regional Peace Event. Look for more details on www.efpinternational.org regarding the International Youth for Peace and Development (YPN) from New York City and their visits to BiH. Founder and Director of the Peace Institute (EFP-Balkans) hosted a regional Peace Event in which participants from all the main ethnic groups from 100 schools came together to consult and share presentations about peace with one another and their communities. More details on page 1.

Dr. H.B. Danesh met with Ryan Androsoff, Special Assistant to the Honourable Aileen Carroll, Minister of International Cooperation, Government of Canada. During this meeting, Dr. H.B. Danesh was invited to meet with various officials at the Canadian International Development Agency (CIDA) in Ottawa-Hull to highlight the work of EFP-International and consult upon opportunities for partnership. This meeting was scheduled for October 2005.

Dr. H.B. Danesh met with the senior officials of the United Nations Economic and Social Council (ECOSOC) to discuss opportunities for collaboration.

(Continued on p. 9)

Pedagogical Institutes Partake in Historic Training Event

(Sarajevo) The Education for Peace Institute of the Balkans (EFP-Balkans) hosted a precedent-setting, pedagogically historic event in Mostar 16-19 September 2005. All eight Pedagogical Institutes of Bosnia and Herzegovina (BiH) met, for the first time since the 1990s war, and participated together in an advanced seminar on the principles of education for Peace (EFP) Program.

Within BiH, the Pedagogical Institutes serve all schools in Republika Srpska and every canton in the Federation of Bosnia and Herzegovina. The objective of the seminar was to launch the initial steps towards integration of the EFP Curriculum and methodology into the educational policy of BiH. Founder and Director of the International Education for Peace Institute (EFP-International), Dr. H.B. Danesh presented the main principles of the EFP Curriculum, and BiH members of EFP-Balkans staff facilitated the workshop sessions of the seminar in which discussions on the conceptual framework and mode of implementation of EFP were conducted.

Over the course of the seminar, the directors and staff of the Pedagogical Institutes commented on the relevance of the EFP Program to the needs of their respective communities and offered practical, thoughtful recommendations on how to introduce the principles of EFP to the schools and incorporate it into their curricula. As well, all the institutes expressed their commitment to this goal and their readiness to begin the process of introduction of the EFP Program to all schools in BiH. Essential contributions were also made by the EFP on-site faculty—a group of ten teachers who previously completed the EFP Professional Certificate Program (PCP) and who were co-facilitators in each workshop at this seminar.

The two-day seminar concluded with all participants expressing enthusiasm and determination to see the plans made set in motion. Among the conclusions of this fruitful weekend was that the EFP Program should be fully integrated within the BiH educational policy because of its uniquely universal approach to communities and its catalyzing effect on interethnic exchange.

Participants from all eight Pedagogical Institutes throughout BiH who participated in two-day training seminar.
EFP-Intensive Project Implementation in Four Primary Schools in Bosnia and Herzegovina

(Sarajevo) In a new partnership between the Japan International Cooperation Agency (JICA) and the Education for Peace Institute of the Balkans (EFP-Balkans), four new primary schools have become involved in the Education for Peace Program. The two-year Intensive Education for Peace Program aims to foster inter-ethnic harmony in four selected primary school communities across the country. The four schools, which were reconstructed by the Grant Aid of the Japanese Government, involve participants from the three main ethnic communities of BiH and are located in East Sarajevo, Mostar, Oštra Luka, and Matuzići. Approximately 2,100 students, 180 teachers, 4,000 parents/guardians, and other community members are involved in this program, which began in January, 2005.

The first semester of implementation of the EFP-Intensive Program in the four participating school communities began with introducing the Education for Peace Program in each of the classrooms. EFP coordinators visited the classrooms during the months of April–May and presented introductory lessons on the principles of EFP and implementation methodology. The aim was to get the students and teachers excited about the EFP Program and inspired to take part fully in bringing the program alive in their school communities.

Students were very open to asking questions about the methodology of the program as well as how the content pertained to them. Many students expressed excitement and happiness to be included in activities such as Student Council and the upcoming Peace Events. One 6th grader, encouraged by the presentations, declared, “What is needed for peace is respecting our differences. All people need to love and respect each other and always help each other. We should not fight and hate each other but build harmony and unity among us. Peace is the most important thing to all of us.”

Another 6th grade student expressed a similar sentiment: “I would like that our culture becomes one where we respect one another, where we love each other and respect the different nationalities, religions, colors of skin and that we don’t fight anymore so that we build a new and better future for us and for our country Bosnia and Herzegovina. And that never again will we have war. Because peace and harmony are the most important things in the world!”

These classroom introductions were excellent beginnings of a relationship between the students and the EFP staff that will be nurtured over the next few years. One of the highlights of these introductory lessons came when the smaller children began to grasp the idea of Unity in Diversity through the metaphor of a garden with many different colored flowers. Each student chose a flower they wanted to be and created an image of their own special garden, while taking care of “the other flowers” and helping each other grow. An actual living plant was included in this metaphor for the class to nurture throughout the year.

One of the main activities for the teachers included workshops centered on learning more about the “Understanding-Oriented Lesson Design” framework designed by the faculty of EFP International. This framework is central to the EFP Program and is a process that enables teachers to explore the integration of the principles of the EFP curriculum into their different subjects and grade levels. The workshops were designed to guide the teachers through learning more about the EFP framework and also facilitated an exploration of examples from their own subject areas.

Many teachers expressed that they were positively challenged to supplement their knowledge based on the “Understanding-Oriented Lesson Design Model.” This transition to a more complete pedagogy is not without challenges. Periods of deep reflection on the part of both faculty and students are needed. One teacher explained, “The EFP program is definitely one of the most important projects our school has ever taken part in, and we are fully committed to making it (EFP) an integral part of our everyday learning environment.”

Another teacher reflected upon how important it is that EFP Programs involve the entire school community. “The EFP Program is one of the first programs I have ever heard of that includes the entire school community (teachers, staff, students) in the implementation of the program. This is absolutely crucial, and I am very impressed that EFP takes this approach.” To support this component of the program, the EFP Student Council Network will be strengthened among the school communities, and parents/guardians will be included more directly in EFP activities.

Implementation of the EFP-Intensive Program in these four school communities is scheduled to continue during the 2005–2006 academic year. Included in this process will be daily in-class activities and the hosting of in-school and regional Peace Events.

Students Implementing Consultation Skills during Group Project

Students in EFP-Intensive Program in JICA-Sponsored School

Students Implementing Consultation Skills during Group Project

Tree Planting Ceremony
Peace as a Developmental Process

From the EFP Curriculum

Humanity is moving into its collective stage of maturity, characterized by peace and unity. There is strong evidence of this shift, such as the universal distress regarding environmental issues and the emerging commitment of world leaders to address issues of global concern such as public health, the rights of women and children, and the eradication of poverty. The next generations of young leaders who will face the task of shaping the future of our society need to be consciously aware of this next stage in order to expedite its advent and be prepared to answer some waxing questions: What should our world be like in its mature state? How do we reach maturity and peace? What is our role in advancing this process?

The establishment of peace, like the emergence of our personal maturity, is a process that requires time and effort. When we, as individuals and societies, begin to replace the competitive, aggressive, individualistic, and self-centred qualities of the adolescent age with those of cooperation, tenderness, universality, and generosity of spirit, we accelerate the process of our growth toward maturity. As we do this, the conditions that create violence and allow conflict to take root in our societies decrease. This transition is a most dramatic transition. It signifies the very important reality that history does not simply “repeat itself,” nor is history the outcome of purely random or arbitrary events.

No human society in the past has been able to move beyond its collective adolescence. The collective movement toward maturity is a new phenomenon in the history of humanity. It is the period of humanity’s coming-of-age—that unique, dramatic, and unparalleled period of transition and change in human life. Our ideas and modes of behaviour; social and political organizations; arts and sciences; and moral, ethical, and spiritual beliefs are all undergoing profound change. No individual or society is exempt; all are involved.

Such a fundamental change is characterized by the processes of integration and disintegration. Our old ways of thinking and behaving, as well as many of the institutions we have created, are breaking down and being rejected. This disintegration is unavoidable. It is the chaos that inevitably comes before a new and higher order is established. In the midst of this chaos, much insecurity develops. If we don’t understand the process of transition that we are experiencing, this insecurity could cause people to prepare for and commit an unimaginable degree of violence. One example of this was the arms–race that the insecurity of the Cold War produced among many of the world’s nations.

As we pass beyond the insecurities of childhood and adolescent minds, a new level of consciousness emerges, and we gain greater confidence to conduct our affairs in the spirit of maturity—unity.

Youth Peace-builder Network–New York City Meets with Youth and United Nations in Bosnia and Herzegovina

Youth Peace-builder Network

(New York) Members of the Youth Peace-builder Network (YPN) Coordinating Committee came from New York to Bosnia and Herzegovina (BiH) 13–29 May 2005 to work on strengthening links with youth in BiH, particularly in Mostar and East Sarajevo.

YPN is an organization of youth who seek to engage and train their peers to contribute actively to the establishment and advancement of a culture of peace. YPN works to connect and engage youth in a creative discourse on peace that culminates in grassroots activities. These discourses and activities take the form of workshops, discussion groups, community development efforts, and artistic and creative endeavors. Youth are encouraged to take the insights that they discover in their study of peace and integrate them in a constructive way in their personal lives, schools, communities, and society at large. YPN is unique in its approach in that it nurtures local grassroots activities within the framework of a larger international network for action, partnership, and support. Youth are members of school councils that address local challenges and engage in community-building initiatives—these various student councils unite to form regional chapters, which address regional/national issues of concern. On the international level, youth members participate in international committees on selected themes thus enabling dialogue and joint peace-building activities.

Representing the YPN Coordinating Committee were six students—three Canadians, two Americans, and an Israeli—who piloted three peace-building and conflict-prevention workshops with approximately 30 primary and secondary school students from Mostar, BiH. These three hour-long presentations were facilitated by the Education for Peace Institute of the Balkans (EFP–Balkans) and engaged students from the following Mostar-area schools: the JICA Primary School, Mostar Gymnasium, and Mostar Economic Secondary School. The workshops emphasized key universal peace-building concepts as developed by the International Education for Peace Institute (EFP–International) and included: “unity in diversity,” creativity, active listening, and the nature of “truth and justice.” Interactive group activities, games, and drama presentations were used during the training to highlight and facilitate the understanding of these concepts.

Youth from Mostar, along with the YPN Coordinating Committee, also attended a Regional Peace Event in East Sarajevo, Republika Srpska, where ties among and between the youth present were further developed.

Previously, YPN members developed workshop activities that were piloted with youth from New York during a training seminar at New York University in January, 2005. In May of 2004, four students—two Canadians and two Americans—facilitated two advanced workshops on conflict-resolution skills at the Mostar International Pavarotti Center. The concepts and skill-sets of these workshops were adapted from the Education for Peace “Conflict-Free Conflict Resolution” curriculum unit. Approximately 50 Mostar secondary students from EFP–Intensive schools participated in these workshops.
Youth Peace-builder Network (Cont’d. from Page 4)

(Continued on p. 5)
During their visit, the YPN team was invited to visit the United Nations–Bosnia and Herzegovina (UN–BiH) Headquarters for a half-day schedule of meetings, where they met with the UN Resident Coordinator, the Advisor of the Office of the UN Resident Coordinator, and the Peace and Development Officer of the Office of the UN Resident Coordinator.

While meeting with representatives of UN–BiH, the YPN Coordinating Committee was invited to share an outline of their activities that included a proposal for an International Youth for Peace and Development Conference scheduled to take place in New York in May, 2006. While the United Nations Development Program’s (UNDP) mandate does not directly address education and peace, the UN Resident Coordinator further outlined how the objectives of sustainable development, capacity building, the promotion of democratic governance, and the empowerment of youth are shared by EFP International, EFP–Balkans, YPN, and UNDP. The YPN Coordinating Committee also met with the United Nations Volunteers (UNV)/United Nations Development Program (UNDP) team. The UNV/UNDP is a project that seeks to empower youth through grassroots volunteer capacity-building and partnerships for community development. The UNV/UNDP team expressed interest in partnering with EFP International, EFP–Balkans, and YPN in future activities, especially in the coordination of the International Youth for Peace and Development Conference and the BiH Youth Peace-builder Network. Through this partnership, UNV/UNDP suggested that the YPN–EFP International Project would help the youth of BiH, as well as youth from around the world, to foster an international identity and take ownership of the Millennium Campaign to achieve the Millennium Development Goals (MDGs). During the consultation, along with several suggestions and recommendations that were made, a more detailed proposal for partnership activities and partnership with the International Youth and Development Conference was invited for submission.

With the YPN Coordinating Committee returning to New York, activities are concentrated around creating a YPN website, further developing and training more YPN members, and further developing the International Youth for Peace Conference, which will be held in May 2006 at Fordham University and the United Nations. More details about the conference will be found at: www.efpinternational.org as they become available. Please submit any inquiries about this event or the Youth Peace-builder Network to info@efpinternational.org.

Making Connections with the Canadian International Development Agency

Excerpt from Peace Moves Multi-media Production

Officials from different departments and branches of CIDA kindly made themselves available for a meeting and several consultation sessions in which the work of EFP–International was highlighted and partnership opportunities were explored. CIDA officials responsible for the organization’s work in Africa and the Americas and those concerned with peace and security, leadership and governance, indigenous peoples, conflict resolution, and youth were involved in these consultations. The meetings generated opportunities for EFP–International to explore a variety of options for further developing partnerships with CIDA. EFP–International has collaborated previously with CIDA in the development of a youth-oriented educational resource known as Peace Moves in multimedia and print formats, as well as the introduction of this resource to teachers and students in 100 secondary schools in BiH. Peace Moves is an absorbing dialogue about peace among a number of young people from around the globe, representing different societies and cultures. The Peace Moves manuscript proved to be one of the most engaging components of the EFP curriculum for students, teachers, and parents/guardians alike during the EFP pilot project conducted from 2000–2002. An interactive media version of Peace Moves is nearing completion in English and Bosnian languages.

As an extension of the Peace Moves dialogue within classrooms, students then created presentations for their schools that demonstrated their reflections on the principles of peace in relation to the subjects they study in school and the issues they face in their lives. These presentations were shared with the community at large during school and regional “Peace Events.” In June 2004, the end of the 2003–2004 academic year, a “Youth for Peace International Peace Event” was held in Sarajevo, Bosnia and Herzegovina, with youth delegates from all the participating 100 secondary schools, as well as teachers, parents/guardians, local and national authorities and media. The event brought together nearly 1,000 people from across BiH to celebrate the building of a lasting culture of peace in the country. This event was also funded through the grant from CIDA.

The meetings in Ottawa with CIDA officials have opened the door for more collaborative opportunities for EFP–International to develop programs that will be relevant for the needs of Africa as well as South America.
Stories of Peace—An Intern’s Evaluation Project with EFP-Balkans

As an Australian researcher who, most recently, has worked on Indigenous conflict management, human rights, and community capacity-building policy and programs for the Australian Federal Government, I have found that the work completed by these non-government organizations—International Education for Peace Institute (EFP-International) and Education for Peace–Balkans (EFP-Balkans)—has been extraordinarily effective. They have, over a short period of time, built the foundations of a peaceful, shared, mutually respectful community in and among more than 100 Bosnia and Herzegovina (BiH) schools. For these reasons, I decided to volunteer as an intern with EFP–Balkans.

My key task, until my internship ends in February 2006, will focus on an alternative form of evaluation in the four EFP–JICA (Japan International Cooperation Agency) funded schools in East Sarajevo, Mostar, Oštira Luka, and Matuzići. This evaluation will aim to gather written narratives from participating students, teachers, school staff, and parents/guardians that focus on describing real life experiences of these participants. The narratives aim to record the subtle and transformational, social and emotional changes undergone by participants in the Education for Peace (EFP) Programs.

Peace building is a slow process; each individual undergoes deep personal change. It is this significant, meaningful change and personal experiences that the evaluation project aims to record. These changes are often not recorded in a regular quantitative evaluation process, and EFP–International and EFP–Balkans aim to record and evaluate such personal transformations.

The information gathered in this evaluation survey will be used to adjust the EFP programs along with the EFP curriculum, and will be used as focused data that records the effectiveness of EFP–International in achieving key objectives.

I believe the uniqueness of the EFP Project, alongside its successful outcomes, can also inform educational policy and curriculum in many other communities in crisis; for example, Indigenous and minority communities. I hope that the outcomes and recommendations resulting from the evaluation may be used to broaden the scope of EFP–International and EFP–Balkan’s work in communities, and help to inform other evaluators and educators about the work of EFP–International.

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.

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 Graduates to conduct research in the area of peace education in post-conflict communities.

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

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

or

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

Please visit www.efpinternational.org or contact info@efpinternational.org for more details about the types of internships and programs available.
There is a direct, significant relationship between peace and development. Peace is the finest fruit of social development, and true sustained development is only possible in the context of a culture of peace. The Peace-Based Development (PBD) Seminar is offered within the framework of these over-arching principles.

The seminar will be held in historic Sarajevo, Bosnia and Herzegovina (BiH), offering an opportunity for the members of governmental and non-governmental organizations involved in the implementation of the Millennium Development Goals (MDGs) of the United Nations an overview of:

- The reciprocal relationship between peace and sustainable development;
- The principles and skills of peace-based leadership;
- The principles and skills of peace-based development; and,
- The application of the above principles and skill to the implementation of MDGs.

Experience and insights gained from the implementation of the EFP Programs in BiH in the course of the past six years are reviewed as a case study and a model for creating other peace-based development programs.

Program Components
- Lectures
- Group Discussions
- Panel Presentations
- School Visits and Student Presentations
- Workshops for designing community–specific PBD programs

Registration Information
- Date: 29–31 March 2006
- Place: Sarajevo, Bosnia and Herzegovina
- Registration Fee: €200 (€100 Students)
- Registration Closing Date: 17 February 2006

Registration for this workshop is open to practitioners in the fields of peace-building, community development, and conflict resolution; staff and leaders from government organizations and NGOs; university students academics; and those interested in learning more about this topic.

The Peace-Based Development Seminar will be conducted by:
- Dr. H.B. Danesh, author of the Education for Peace Program and founder of EFP-International;
- Dr. Roshan Danesh, author of Youth Peace-Builders Network (YPN) and Director of EFP-America;
- Invited guest faculty from UNDP and OSCE and
- Faculty of EFP-Balkans.

Visit: www.efpinternational.org for registration
Contact: academic@efpinternational.org for information
Regional Peace Events (Cont’d. from Page 1)

during the war and had not returned to Foca for a long time, was particularly anxious about returning to her home city. However, after the event, she was so thankful to the hosting organizers—the school from Foca—and very grateful for attending the peace event. At some point before the schools returned to the bus to go home, a group of youth, not involved in the Peace Event, passed by the school singing what was known to be an extremely nationalistic song. This song was overheard by a few people, and that same teacher commented, “This is why we are doing the EFP program and I came to support this process today!”

It was a great success that all 100 school communities organized themselves to come together at seven regional centers, on the same day, at the same time, to demonstrate their commitment to the cause of peace and their commitment to educate their students within the framework of the principles of peace. Educational and civic authorities and school communities were struck by the spirit and quality of these occasions. Federal Minister of Education, Mister Zijad Pašić was present at the Regional Peace Event in Tuzla and expressed his support of the Education for Peace Program in his remarks. Because the school communities themselves organized the events, this large collaborative event provided a strong indication of the level of ownership that has been established thus far in the EFP Program implementation process.

EFP Presented to Union of British Columbia Municipal Leaders

Approximately 40 leaders from communities throughout British Columbia were at the presentation in which the Youth Peace-builders Network (YPN) was highlighted as one way of creating violence-free communities and developing a partnership with EFP-International (Canada).

The goals of developing a province-wide Youth Peace-builders Network include:

- Training of supportive school staff, community and school liaison officers, and community leaders in the YPN program and basics of Conflict-Free Conflict Resolution;
- Developing youth-partnered community events that focus on peace-building, fostering a sense of community, connectedness, and unity-in-diversity;
- Creating a strong base of youth leaders who will eventually become adult leaders within their community;
- Creating opportunities for youth to connect with youth and communities throughout B.C. including all ethnicities, religions, races, and creeds; and,
- Creating a domino-effect of B.C. YPN groups assisting with building other YPN groups in Canada and creating a model of youth-oriented peace leaders in British Columbia.

The municipal leaders attending the presentation stated that they would like to share the presentation with various members of their city councils as well as various groups in their communities in order to build support for such a program. EFP-International (Canada) is currently developing an information package to send to the community leaders who agreed that such a package would be helpful in building support in their communities.

YPN groups have been very active in the United States, Bosnia and Herzegovina, and northern Canada. The First International Youth Peace-builders Network is to be held in New York City in May 2006 at Fordham University and the United Nations headquarters.

Youth Peace-builder Network

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

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Student presentation at Peace Event in city of Ljubuški

EFP Presented to Union of British Columbia Municipal Leaders

(Vancouver) A presentation entitled, “Creating Violence-Free Communities as the Nexus and Foundation of Multi-Ethnic, Integrated, and Progressive Municipalities in B.C.,” was made to the Union of British Columbia Municipal Leaders during their Annual General Meeting in Vancouver, British Columbia, 29 September 2005. Facilitating the presentation were Dr. Danesh, Founder and President of the International Education for Peace Institute (EFP-International), and Ms. Stacey Makortoff, Academic Program Coordinator, EFP-International (Canada).
News in Brief (Cont’d. from Page 2)

Dr. H.B. Danesh visited the United States Institute of Peace (USIP) in Washington, DC and made a presentation on the progress of the longitudinal research project on the Education for Peace Program in BiH. This research project is generously assisted by USIP. The presentation was well received. The research project has already produced two articles that have been accepted for publication and currently, other articles are now in preparation, sharing the findings of the project.

September, 2005: Dr. H.B. Danesh and Ms. Stacey Makoroff were invited to make a presentation to the Union of British Columbia Municipal Leaders (UBCM) on 29 September 2005. More details on page 8.

October, 2005: Dr. H.B. Danesh traveled to Ottawa where he made a presentation and held several meetings with various officials at CIDA to consult with them about partnership opportunities. Read more about this on page 5.

Coming Soon!
The British Government, through its Embassy in Sarajevo has given a generous grant to EFP-Balkans to hold the Second International Peace Education for Peace Program (EFP) International. This congress is organized by the Service and Research Foundation of Asia on Family and Culture (SERFAC) Chennai, India, an NGO in special Consultative Status with ECOSOC of the United Nations.

The Journal of Peace Education has accepted an article written by Dr. H.B. Danesh for its Spring 2006 issue. “Towards an Integrative Theory of Peace” will be made available in March 2006 in an issue that will be a focus of the Peace Education Commission meetings at the Conference of the International Peace Research Association in Calgary, Canada, in early July.

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, 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.

Soka Gakkai International (SGI) is a Buddhist association with more than 12 million members in 190 countries and territories worldwide. Every year, their honorary president, Daisaku Ikeda, submits a peace proposal to the UN. The peace proposal submitted in 2005 can be read at the following address: http://www.sgi.org/english/President/peaceproposal/peace2005.htm

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

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.

VISIT OUR WEBSITE!
www.efpinternational.org
Education Policy Reform (Cont’d. from Page 1)

Further, HM Ambassador Rycroft referred to the main reason why the EFP program deserves support: “We support Education For Peace and its presence in curriculum and its efforts to improve critical thinking of young people. The culture of peace is our final destination, and it requires the most modern techniques of teaching; and I know that your collective leadership is very important in achieving this goal.”

The OSCE and the in-coming EU Presidency is providing invaluable support for the Government of BiH in this courageous and unique endeavour, as the Government of BiH sets an example of how a nation’s educational system can be truly reformed through the adoption of a peace-based curriculum for the standard education of every new generation. The EFP-BiH Advisory Commission will provide guidance for this process through its twin mandate:

- To review and provide input on the framework for formal integration of the EFP Curriculum into BiH education reform policy;
- To undertake the function of bringing the integration process into its implementation phase.

The overall feedback from the Advisory Commission was a demonstrated commitment towards institutional partnership with EFP-Balkans to take this policy process forward and its marked enthusiasm for inclusion of the EFP Program as a model of peace education in BiH Educational Policy in the future.

BIH POLICY INTEGRATION COMPONENTS

1) Integration of “Education for a Culture of Peace” as a guiding principle in the educational vision and mandate of BiH;
2) Adoption of the EFP Program as a cross-curricular framework for the design of teaching and learning strategies in all subject areas by each teacher;
3) Inclusion of EFP-focused lessons in “homeroom” class schedule for all students;
4) Formalization of in-service and pre-service training of all teachers in the EFP conceptual framework and methodology;
5) Integration of “Peace Week” and “Peace Day” in the formal calendar of schools on an annual basis.

Give a Gift of Peace!

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Visions of Peace

Unity-Based Worldview and the Millennium Development Goals of the United Nations

The Eight Millennium Development Goals (MDGs) are integrative in nature. While there exist specific indicators for each of the goals, achievement of any of the goals is interrelated with and partially dependent upon the achievement of the other goals.

This integrative nature of the MDGs illustrates a particular worldview. The MDGs, embody the understanding that humanity is fundamentally one and indivisible; that its oneness is expressed in diverse ways; and that an aspect of this diversity is that each individual human being and each distinct group be helped to live in conditions that allow them optimal development along physical, psycho-social, and spiritual axes. MDGs further assert that it is the collective challenge and responsibility of all nations of the world to ensure the fulfillment of these goals with the aim of improving the conditions of all members of human society in the immediate future.

Implementation of the MDGs thus poses a realistic, but unique, challenge: To ensure the complete, considerate, just, and sustained implementation of each of the goals in a manner appropriate to the specific conditions and requirements of each participating community. This requires the participating agencies of the United Nations (UN), Non-Government Organizations (NGOs), and Governments working to achieve the goals do so in a manner that reflects and engenders the worldview of the MDGs, while also having the necessary capacities and skills to meet the indicators.

EFP-International has given the issue of how to accomplish this task considerable thought and attention. In doing so, two senior faculty members of EFP-International have designed a curriculum and training program that can be implemented in any country and has at its core:

- An integrative, peace-oriented worldview based on the principle of unity in diversity;
- An ability to introduce universal concepts within the specific contexts of each community, while safeguarding their respective sanctity;
- An ability to mobilize a large volunteer base composed of a diverse group of youth and young adults who will be taught the skills for implementing the MDGs;
- An ability to train a large number of UN, NGO, and government employees, at various levels, as MDG consultant experts who would then be able to create the necessary motivation and to dispense required knowledge and skills to the implementation and monitoring volunteer groups discussed above; and most importantly with,
- An ability to provide all groups identified above with the knowledges and skills required to exercise effective and creative peace-based leadership in their respective areas of responsibility while ensuring the sustainability of the program.

Such an integrative approach will assist the leaders, those who are implementing MDG programs, and the participants in these programs to build the necessary skills and capacities that are essential for the realization of these visionary goals.

Dr. H.B. Danesh is the founder and director of the International Education for Peace Institute. Dr. Roshan Danesh is the author of Youth Peace-Builders Network (YPN) and Director of EFP-America.