

EURED

European peace education

UNESCO/EURED
In-Service Teacher Training Course
»Human Rights and Peace Education in Europe«
First Cycle 2004 – 2006



UNDER THE AUSPICES OF UNESCO AND THE AUSTRIAN COMMISSION FOR UNESCO

Centre for Peace Research and Peace Education
KLAGENFURT UNIVERSITY, AUSTRIA

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1. The UNESCO / EURED course – overview

The UNESCO/EURED University Course »Human Rights and Peace Education in Europe« is a pioneer project in in-service teacher training in Peace and Human Rights education. It is organised by a network of European peace educators, called EURED, with its headquarters at the *University Centre for Peace Research and Peace Education* at Klagenfurt University, Austria.

The UNESCO/EURED course is open to all teachers, educators and teacher trainers in the whole of Europe, inside and outside the EU. Europe is part of the curriculum as a topic, an aim, and a »method« of peace and human rights education. The aim is to promote peace and human rights education as content as well as method, through the choice of issues, the commitment and pedagogical skills of trainers and experts, and the creativity in learning methods. The UNESCO/EURED course is developed as a well balanced, complete unit. The basic concept and philosophy of UNESCO/ EURED course programme is available in a print version as a brochure and in the internet at <http://www.aspr.ac.at/eured.htm>.

The course was taught for the first time 2004 – 2006 and lasted two years, during which five seminars took place, with practice work and e-learning between the seminars. The course was offered to teachers and educators from all European countries, in the form of a University Course accredited by Klagenfurt University.

The course was officially recognised and supported by UNESCO, Paris. (Please find further information on the websites: <http://www.uni-klu.ac.at/frieden> and <http://www.aspr.ac.at/eured.htm>.)

What is EURED?

EURED is the co-operation of an international group of scholars, educators, teacher trainers and peace activists who want to contribute to a culture of peace in Europe. The occasion for their cooperation was the proclamation by UNESCO of the year 2000 as the Year for the Culture of Peace and Nonviolence, and the United Nations' declaration of the years 2001–2010 as the UN Decade for a Culture of Peace and Nonviolence for the Children of the World.

Initiated by professor Werner Wintersteiner from Klagenfurt University (Austria), a working group was formed of ten persons from eight European countries: Austria, Croatia, France, Germany, Hungary, Italy, Netherlands, and Spain. An Israeli educator was also involved to integrate a perspective from outside Europe. This working group elaborated a curriculum for an in-service teacher training course which became the UNESCO/EURED University Course.

Why a European course?

The philosophy of EURED is European education as peace education. European education is necessary as together we have to shape Europe as not only a monetary union, but as a power for peace where all its citizens can live in a decent society. The shaping of the European Union itself is an example of a peace project. If Europe wants to continue to be a »force for peace« it is necessary to develop a »culture of peace«. In our continent there are rich traditions of peace-making, reconciliation, peacekeeping, non-violent conflict resolution, of living together and of achieving unity in diversity and this also has an important impact in the field of education.

The UNESCO/EURED course – What was new? What was special?

EURED («European Education as Peace Education») is a pioneering project in in-service teacher training in Peace and Human Rights Education, and this for several reasons. The UNESCO/EURED course provides in-service teacher training on human rights and peace education:

- Not as a single activity, but as a comprehensive curriculum, in the form of a course (in-service teacher training): a set of seminars and activities for the same group of participants.
- Not for a single country, but for the whole of Europe, which means not only the countries of the European Union, but all European countries.
- The European dimension is one of the main principles for the construction of the course and it is present in all elements: the composition of the group of participants, the choice of trainers and experts, the working languages, the contents, the topics, and the venues.
- Not for a special group of teachers, but for all teachers and teacher trainers (all subjects and all school levels) as well as for informal education.
- The group of participants and the community as a resource for learning.
- Human rights and peace education are considered as a cross-subject educational principle, to be implemented in each school subject as well as in interdisciplinary school projects. Peace is seen as a content as well as a principle involving the whole school culture and local and global communities.

The features of the UNESCO/EURED course

- University course offered by the University of Klagenfurt/Austria
- 40 ECTS credits
- Duration: two years
- Five seminars (3–5 days)
- Each seminar in another European country
- Two practice assignments
- E-learning during the inter-seminar periods
- Specialised study on a selected topic
- Working language: English, the use of other languages is encouraged
- Two course directors accompany the participants during all seminars, with additional experts for various topics

The seminars and practice assignments were facilitated by two international course directors, **Diane Hendrick** from UK/Austria, a free lance consultant, trainer and researcher in conflict transformation, and **Mireia Uranga Arakistain** from the Basque Country/Spain, a free lance consultant, trainer and researcher on peace culture and peace education.



The EURED course seminars

The first two seminars were introductions to Peace and Human Rights education. Between seminar I and II, participants carried out an observation assignment (PA1) in their own work environments, and following seminar II, they carried out a peace education project (PA2) in their schools. After this first year, seminar III gave an opportunity for specialisation according to participants' needs and interests. Following this seminar, they chose one field of peace education and undertook literature-based research on their specialisation topics (PA3a), and, in the final period of the course, participants carried out a practical application of the theoretical insights thus gained (PA3b). The assignments were monitored by the course directors and presented during the seminars. The reports of the assignments were placed on the Internet for all participants to read and comment on.

TIME	ACTIVITIES		VENUE / COUNTRY
Summer 04	SEMINAR I	Human rights, peace, peace education and culture of peace: Basic knowledge	Gernika, Spain
Winter 04/05	NETWORKING, E-LEARNING, PRACTICE ASSIGNMENT I		
Spring 05	SEMINAR II	Human rights and peace education: Theory, policy and practice	Magdeburg, Germany
Spring 05	NETWORKING, E-LEARNING, PRACTICE ASSIGNMENT II		
Summer 05	SEMINAR III	Human rights and peace education: Methodology of teaching and specialisation	Budapest, Hungary
Winter 05/06	NETWORKING, E-LEARNING, SPECIALISED STUDY		
Spring 06	SEMINAR IV	Specialisation – selected topics	Brixen/Bressanone, Italy
Spring 06	NETWORKING, E-LEARNING, SPECIALISED STUDY		
Summer 06	SEMINAR V	Approaching human rights and peace education	Stadtschlaining, Austria

The idea of using Europe as a »method« was reflected in the careful choice of venues for the seminars in different parts of Europe, which were then used as an educational tool during the course. Europe is a continent where many conflicts took place, were resolved and sometimes continue today. During the seminars participants gained insights into the factors that escalate or de-escalate local conflicts.

- The first seminar of the course took place in **Gernika, Spain** (July 2004), where participants gained deeper understanding of the reconciliation process between Gernika and Germany as well as of the Basque conflict and of the transformation of a destroyed town into an international workshop for peace.
- The second seminar in **Magdeburg, Germany** (February 2005) focused on the consequences of the re-unification of East and West Germany.
- In the third seminar in **Budapest, Hungary** (July 2005) the problem of discrimination against Roma people and other ethnic minorities was part of the programme.
- In the fourth seminar in **Brixen/Bressanone** in the Süd-Tirol/Alto Adige region, **Italy** (February 2006), participants learned about the specific approach to handling the conflict between several minority groups in the area (German speaking former Austrians).
- The fifth and last seminar was held in **Stadtschlaining, Austria** (July 2006), a region demonstrating how minorities (Croats, Hungarian, Roma) and the majority (German speaking Austrians) can live together in a peaceful way. The venue, the Peace Center Burg Schlaining, which is accommodated in a castle, provided an example of how a building meant for defence and war has been transformed into a space for peace with a broad influence.

Key persons of the UNESCO/EURED course



Prof. Werner Wintersteiner, Ph.D.
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Centre for Peace Research and Peace Education
Klagenfurt University, Austria



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Course co-director
Free-lance peace researcher and trainer
Vienna, Austria



Mireia Uranga Arakistain, M.A.
Course co-director
Free-lance peace educator and trainer
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Course documentation
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Ursula Gamauf, M.A.
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Austrian Study Centre for Peace and Conflict Resolution
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Rüdiger Teutsch, Ph.D.
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Director of the Intercultural Centre
Vienna, Austria



Gabriele Eschig, M.A.
Secretary-general of The Austrian Commission for UNESCO
Vienna, Austria



Prof. Betty Reardon, Ed.D.
Doyenne of the peace education scientific community
Teachers College, Columbia University
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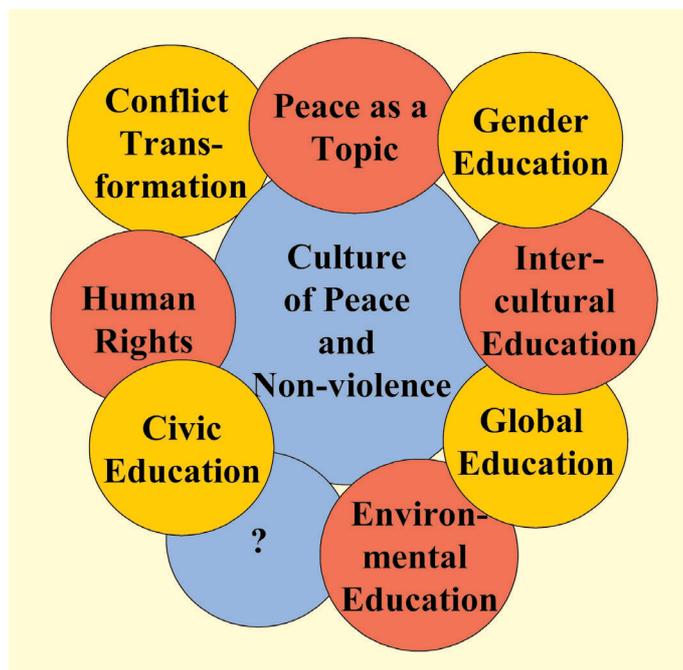
»We must now not only expect that teachers will transmit the values of a culture of peace. We must urge that they be intentionally, explicitly and systematically prepared to do so. It is the education of educators that is the most important sector in higher education with respect to the possibilities for the emergence of a culture of peace.«

Prof. Betty Reardon



Definition, fields and tasks of peace education

The EURED Approach



Peace education is a field of the theory and practice of education related to the idea of promoting knowledge, values, attitudes, and skills conducive to peace and non-violence, and to an active commitment to the building of a cooperative and caring democratic society. It is targeted towards the empowerment of an individual and the promotion of social well-being through the protection of human dignity for all, the promotion of social justice, equality, civil responsibility and solidarity, and the accepting of a dynamic global perspective, by utilising the concepts and practices of peaceful conflict-resolution and non-violence.

Starting from this definition, EURED has developed a perspective on peace education in terms of a multifaceted and integrated concept leading to a »Culture of Peace«. The development of the culture of peace is the key concept that gives meaning and orientation to any kind of human action, including education. The abolition of war and the reduction of all kinds of violence presuppose changes in cultural, social, political and other relations. Seen in this way, peace education is the outcome of different educational approaches that are linked together in the concept of the culture of peace. The question mark in the empty box means that our list is not exhaustive and that other approaches can be added that might appear in the future. (For further details, see »The EURED Teacher Training Programme. Curriculum of a European Peace Education Course«. Klagenfurt 2002.)

2. The course seminars in detail

Seminar 1 (Spain): Introduction to human rights and peace education

The first seminar was run as an open seminar, offered also to those participants who were not able to participate in the whole course.

With 34 participants – mainly teachers, teacher trainers, representatives of school authorities and NGO members – from 15 European countries and the USA, the UNESCO/EURED course started successfully. The first seminar of the two year course took place in the historic venue of Gernika, Basque Country/Spain (July 2004). For one week, the intercultural seminar group was facilitated by two international course directors, Mireia Uranga Arakistain and Diane Hendrick.

Additionally, excellent international and local trainers presented the audience different introductory aspects of the main topic of peace and human rights education:

- Betty REARDON concentrated in her interactive lecture on the connections between **human rights and peace education**, using practical methods to underline scientific theories.
- Juan GUTIÉRREZ gave the participants deeper insights into the **Basque conflict**, explaining the theoretical background as well as political connections to the politics of the European continent.
- Werner WINTERSTEINER lectured on the **European dimension of peace and human rights education** and the chances for Europe to act as a force for Peace.
- Iratxe MOMOITO introduced the **Museum** which is constructed and used as a pedagogical tool itself, based on a modern conception of peace, including local and global issues.
- Maria OIANGUREN IDIGORAS explained the work of the **peace centre Gernika Gogoratuz** and what it contributes to a culture of peace on local, national and international level.
- Nieves FERNÁNDEZ presented the **teaching-learning strategies** of her school which is one of the UNESCO Linguapax network schools.

Based on the vision of European peace education, seminar 1 concentrated on providing basic knowledge, values and skills of peace and human rights education, interactively elaborating methods of action research, and providing deeper insights on activities in the main field. As the venue is also used as a resource for learning, the **Basque conflict** and the educational responses to the local problems were explored, as well as the region's history: Gernika was destroyed by the German Condor Legion, in collaboration with Franco, during the Spanish Civil War, but afterwards went through an extraordinary reconciliation process. Above all, the importance of the development of European peace education as an ultimate goal was analysed, as well as the unique historic chance for Europe to become a force for peace.

Immediately, the EURED project influenced important events: For the first time, a special course on peace education was offered in the yearly Basque Country summer university, supported by EURED members acting as trainers, and under the auspices of the Basque Minister of Education. Furthermore, in the autonomous region of Friuli-Venezia-Giulia/Italy, a network of teachers working for peace education projects was created by one of the UNESCO/EURED course participants. The network is sponsored by the regional Government and supported with the know-how of EURED. In other countries, course participants were working on the creation of special peace education projects using international co-operation, based on the EURED vision and knowledge. »A huge success«, commented EURED chairman Werner Wintersteiner on EURED's immediate positive impact on developments in the field of peace and human rights education.

Seminar 2 (Germany): Human rights and human rights education

Magdeburg, the venue of the second seminar (February 2005), is a city in the former GDR, which still feels the consequences of the re-union with West Germany. The seminar in Magdeburg was organized by the EURED working group in cooperation with the peace center in Siegen and the University of Magdeburg.

Apart from the topics of Human Rights and Peace Education such as law, research and nonviolent education, the seminar was dedicated to presentations of the projects participants had worked on between the seminars and on planning for future networking and school practice work.

The international experts elaborated on various aspects of Human rights education:

- Karl Peter FRITZSCHE framed his lecture as a list of questions relating to the idea of HR, the task of HR education and the effects of terrorist attacks on Human Rights, in order to spark a critical discussion on HR in Europe in the context of the war against terrorism.
- Dietmar FRICKE elaborated on the question »**Do we need Research for Peace Education?**«. He emphasised that educators should not give solutions, but teach different ways of thinking.
- Karen SCHLÜTER explained »**The European Court for Human Rights**«, how it is organised and works, and how it can be used.
- Armin TORBECKE introduced participants to various methods of »**Nonviolent Communication**«.
- Dragan JOVANOVIĆ presented the SPUN Project (**Pupils Simulation of United Nations**) which aims to make pupils familiar with the UN system.
- Bernhard NOLZ engaged participants in **interactive practices of Human Rights Education and Peace Education** as used in Germany.
- »**Experiences in the fight against right-wing extremism** and supporting civil society in Saxony-Anhalt« were shared by the NGO »Miteinander« (»Together«).
- EURED participants were invited to a public lecture at the Otto-von-Guericke University Magdeburg on »**Terrorism and Human Rights in Europe**« by Wolfgang HEINZ.
- A **classical music concert**.

To explore the venue's history, participants made an Excursion to the »**Gedenkstätte Moritzplatz**« (former STASI-prison). The visit made participants realise how a strongly controlled state makes citizens become fearful and depressed, and how we always have to be alert in order to protect Human Rights, even in a democracy.



Seminar 3 (Hungary): Methodologies of human rights and peace education and specialization

»This seminar touched my teacher's soul«, with this statement, one of the participants described the third seminar of the UNESCO/EURED course and expressed the deep impact the continued course had for her. The satisfaction with the seminar, which all participants confirmed, was for the organisers another proof of the effectiveness of the EURED format and methodology.

Budapest, the venue of the third seminar, is a city in former Eastern Europe, where the unsatisfactory human rights situation of minorities causes many conflicts. The seminar in Budapest was organised by the EURED working group in co-operation with the Foundation for Human Rights and Peace Education.

Seminar 3 provided the opportunity to specialise according to the interests of the participants, going deeper into the branches of peace education. The seminar focused on methodologies for Peace and Human Rights education around four topics, chosen by the participants in Magdeburg: Human Rights, Conflict Transformation, Intercultural Education and Spirituality & Psychology.

Sessions included:

- **Peace Education by Peaceful Means**; theoretic and pedagogical frames, Culture of peace, Teacher habitus and methodology, by Werner WINTERSTEINER.
- **Conflict transformation – conflict culture; theory and practice**, by Janne POORT – VAN EEDEN.
- **Drama workshop**, led by Aniko KAPOSVARI.
- **Minorities and Migration – complex instruction for heterogenous classroom status treatments**, promoting equity, by Eva NAGY.
- **Intercultural Education**, by Dietmar LARCHER.
- **Peace and the Other**; a philosophical approach, by Werner WINTERSTEINER.
- **Peace and Re-linking, a psychological approach** by Mireia URANGA ARAKISTAIN.
- **Teaching peace and being peace**; psycho-spiritual resources for teaching and learning by Diane HENDRICK.
- **Human Rights in school textbooks – the Turkish Case**, by Ayse EZRAN.

Excursion: The seminar group visited the **European Roma Rights Center**, with an introduction by the Programme Director Claude CAHN. A tourist tour around Budapest and a boat ride over the Danube to Szentendre were also part of the program.

Methodologies for Peace and Human Rights education are meant to liberate the learners and support their development. That is why the methods demand self-responsibility and the active participation of the group. Participants highly valued the balance between theoretical input, the use of interactive methods and their practical applicability.



Seminar 4 (Italy): Specialisation and research

»The educational challenge is to transfer the rich EURED experience into another way of teaching.« This conclusion of the course organisers summarised the outcomes of the last but one seminar in the EURED course. It provided a deep insight in the South-Tyrol/Alto Adige (Italy) conflict situation and allowed exchanges of experiences between participants.

The seminar in Italy was organized by the EURED working group in cooperation with Walter LORENZ of the Free University Bozen/Brixen.

Seminar 4 was mainly meant as an opportunity for participants to present their research papers and discuss their findings. The assignments were monitored by the course directors. The reports of the assignments were placed on the Internet for all participants to read and comment on.

Of course, an important part of the seminar input was the information about the regional conflict. Two other topics were introduced: Gender and Arts in education. A first preparation of Seminar 5 was also part of the programme.

Sessions included

- Explanation of the background of the **South Tyrol** conflict, by Siegfried BAUR.
- Presentations of **participants' findings in their literature research**, clustered in the topics: Curricular aspects, Games, Psychological concepts, and the Multicultural Approach.
- **Gender in Peace and Human Rights Education**, by Janne POORT – VAN EEDEN and Vivian CASSAR.
- **Using Literature and Art in Education**, by Diane HENDRICK and Mireia URANGA ARAKISTAIN.
- **South Tyrol Conflict** as represented in Art and Literature, by Georg MAIR.
- Visit to a **primary school**, Grundschule Neumarkt, with a presentation of peace projects by school director Irmi VON GUGGENBERG.

Excursion: a field trip to Bolzano, and a presentation of the **Alexander Langer Foundation**.



Seminar 5 (Austria): Practice of human rights and peace education

The 5-day seminar in Austria was organized by the EURED working group in cooperation with the Austrian Study Center for Peace and Conflict Resolution (ASPR) in Stadtschlaining, a co-sponsor of the course. The 17 participants came from all over Europe: Armenia, Austria, Germany, Greece, Hungary, Italy, Luxemburg, Malta, Spain and Switzerland, and one participant was from the USA.

At the final seminar, participants presented their specialised studies (PA3) to their peers and to a group of selected experts. Other sessions were dedicated to different examples of best practice in peace education, and the seminar gave ample space for discussions with experts from different disciplines, who were invited to comment on the presentations.

For the presentations, participants were divided into two groups, one group for classroom based activities, and the other group for activities in a broader educational setting. The presentations showed a great variety in activities and working methods. Through this exchange of experience participants were able to realize that the obstacles that they face in their work reflect common challenges in peace education practice. The questions of the invited experts and the attendant discussions placed participants' experiences in a wider context and showed the importance of their efforts for society as a whole. (For a list of topics, see below, chapter 3.)

Other sessions included:

- Two **panel discussions** with the invited experts, one on **best practice examples** from different countries, the other on the **political dimension of peace education**. Each gave a short overview of the work they are involved in, together with some examples from their practical work, which was very useful for participants' own practice.
- **Peace & Human Rights Education**, a lecture by Betty REARDON, with the core message that real Peace Education educates students and teachers together towards the creation of a society where Human Rights are fully integrated for all members of the community.
- **Gender and Peace & Human Rights Education**, a lecture and workshop by Betty REARDON, showing that gender inequality is a Human Rights abuse from which not only women but also men suffer severely.
- **Literature in Peace and Human Rights Education**, by Werner WINTERSTEINER. Elaborating on four important dimensions of literature: it can envisage Utopia, bring catharsis, arouse empathy and provide criticism. Following a power point introduction, participants were invited to choose one of the different forms of literature and explore how this might be used in the classroom.
- **Using History for Peace**, by Eva BORBÉLY NAGY, dealing with the history of the peace movement in Hungary.
- **Collective thinking, a dialogue approach**, by Rüdiger TEUTSCH. In order to help participants to gather the collective wisdom gained during the EURED course, they were invited to join in a session of »thinking together«. Participants sat in a circle, with everyone in the same position, teachers as well as students. A stick lay in the middle of the circle; one could only speak with the stick in the hand, according to a few strict rules. The central question was: Which are the significant learnings connected with the EURED course? All statements together gave a broad – and positive – idea of the impact of the EURED programme.

Excursion: Field study: »**Ethnic Minorities in Burgenland**«, consisting of a visit to the Open House Oberwart, a forum for intercultural exchange; a short performance from Roma Youth Group; a presentation of the Project for Roma Youth »Break-dance« followed by discussion. Together with the visit to the Schlaining Castle/Peace Museum and a dinner at a traditional Wine Tavern, participants gained some interesting perspectives on life in this part of Austria.

Appeal for a European Initiative for peace education

The appeal had been discussed at Seminar IV, and participants had been given the opportunity to make corrections and comments between seminars. They then approved and signed the joint statement intended for European politicians and opinion leaders to encourage them to strive for an integration of peace education in all educational settings in all European states. (See below, p. 20.)

The course was officially closed with participants receiving a certificate from Klagenfurt University at the final closing ceremony!

Conclusion

»This is the end of the beginning.« This often repeated statement about the fifth and last seminar in the EURED course marks participants' determination to continue with the implementation of Peace Education in their professional and personal lives. All participants feel that their intensive work during and in between seminars has brought them new knowledge and skills, and deeply influenced their attitudes concerning teaching, community building and peace. Their increased professionalism was recognised by presentation of the peace educator certificate from Klagenfurt University, Austria.

Both EURED staff and participants declared the EURED course a success. Participants felt that they had learned to be better peace educators, and are committed to further integrate peace education in their work. They gained skills for a more peaceful personal life. The course directors and organizers are convinced of the great impact the course can have as a model for peace education teacher training in Europe. However, the conditions under which the course had to be organized – mainly drawing on the enthusiasm, commitment and professional skills of staff and organizers but with a chronic lack of resources – would have to be changed in order to be able to continue with the EURED project. Following an evaluation meeting and scientific assessment of the experience, decisions will be made about possible follow-up courses.



3. Outcome of the course

How to evaluate the results of the course? Peace education is a long term transformation of attitudes and a never ending development of knowledge and skills. However, here are three indicators that the UNESCO/EURED »method« works:

1. Satisfaction of participants and trainers

All oral and written evaluation showed that participants and staff were very satisfied with the results of this pilot project. See, for example, the statements below.

2. Outcome of the course

Below, you will find reference to two of the outcomes of the course: the list of the final assignments produced by the participants and the contents list for a tool-box to which some participants contributed.

3. Achievements of participants

There were outstanding participants with considerable achievements in human rights and peace education. The course encouraged them on their way and furnished them with important insights and tools. Here some examples:

- The two Armenian teachers have managed to make a contract with their Ministry of Education that authorises their NGO to give teacher training in conflict resolution in the whole region.
- A German participant is preparing the foundation of a inter-faith based private school with peace education as a main feature.
- The Italian participant succeeded in creating a Centre for Peace Research at his university.

4. Contributions to a European peace education network

- Contribution to better connected local peace education networks, through the collaboration for the organization of each seminar.
- The organization of the 25th International Institute of Peace Education in Europe, through a collaboration of a EURED member and Columbia University of New York, contributing to the incipient peace process in the Basque contry of Spain.
- We have a deeper reflexion on Peace Education and Human Rights issues in Europe, a more experienced group of international trainers and more questions and areas of the field that need further exploration and research.



Personal Transformation, Change of Habitus, Approaches to Peace Education

How the participants experienced the course

- I learnt to »explore« myself, to understand my own complexity, to deal with my conflicts and so to deal with conflicts in general.
- Difficult to say that I have been transformed as a person. At least on a personal level I have reflected more on my behaviour and I recall some of the learning in EURED in my personal life.
- I can use my very personal source as a working instrument.
- I use now more participatory ways of teaching, I experiment with the pupils and I try that my students are creative. I don't hold the outcome of the process in the hand ...
- Not accepting the status quo especially where human rights and entitlement is challenged in everyday things where I can make a difference.

- Traditional ways of teaching are certainly an impediment for peace education projects at school but one has to be brave and try to introduce »dangerous stuff« even if the circumstances are not helping.

Where and how are you going to use this?

- In every day life as a family person, as colleague at work and with students. In private and professional fields.
- Definitely in my way of being with others and in treating others.
- I intend to use the acquired knowledge in order to improve my communication tactics as a person and as a teacher.
- In my school, in order to drag my colleagues out of their safe world.
- Try perhaps to show to other teachers the possibilities that peace education opens. Maybe dare to do a teacher training in my school (or even a teacher network in my country?)

Learning about Europe

What did you learn, or how did you change?

- It was a very enriching approach. I liked to see the social problems and ways of dealing with them in Spain, Hungary, East Germany, Italy and Austria.
- More respect and understanding. Openness.
- Wider knowledge on issues of history, geography etc. is crucial in order to act in an effective way.

Where and how are you going to use this?

- Personal relations, in international relations, curiosity to learn more and look for further information about different countries.
- Not many opportunities on a experiential level with classes but knowledge based discussions will be enriched by the course input.
- More critical media reading.
- The range of examples and the vividness of them in my memory are a stimulus to investigate similar situations elsewhere when I happen to be or to get in contact with.

All quotations form the EURED evaluation report.

The EURED tool box For peace and human rights education

Another outcome of the first UNESCO/EURED course: The participants developed a tool box with tried and tested exercises and teaching units. This box includes:

- *Armine Mikayelyan and Gohar Markosyan (Armenia)*. Peer-To-Peer Education.
- *Despina Chronaki (Greece)*. What are the benefits of conflicts? Non-violent conflict resolution.
- *Kepa Mallea and Begoña Varona (Spain)*. Cooperative Games.
- *Laura Garcia Marques (Austria)*. Fighting Against Discrimination: Pictures And A Legal Case Study.
- *Nicoletta Mantziara (Greece)*. Intercultural education and human rights education (games, collages, interviews, role-playing).
- *Vivien Cassar (Malta)*. Being a girl, being a boy. Exploring gender bias and behaviour. Class intervention and intervention with parents.



EURED Graduates 2006 and their final papers

Graduates worked very hard to fulfil the EURED standards. They had to do both – research on the theoretical backgrounds of their selected topic as well as empirical research. Here are the titles of their final papers (specialised studies):

- **Arlette de Bourcy-Lommel, Luxemburg.** Using a Memorial Place to Educate for Peace, Freedom, Democracy and Human Dignity.
- **Howard Bullard, USA.** An International Development Worker's Response to Math Anxiety Using Peace Education.
- **Vivien Cassar, Malta.** Socialisation, Gender Bias and Behaviour.
- **Despina Chronaki and Ourania Pothitaki, Greece.** Non-Violent Conflict Resolution through Discovering the Other.
- **Armine Makayelyan and Goharik Markosyan, Armenia.** Peace and Conflict Resolution Education at Schools of Shirak Region.
- **Nikoletta Mantziara, Greece.** Intercultural Education and Human Rights Education.
- **Laura García-Marqués, Austria.** Fighting against Discrimination in Austria: Legal Aspects.
- **Barbara Jost, Switzerland.** We and the Others. About Cooperation.
- **Nino Kadagidze, Georgia.** The Right to Education.
- **Heidi Mangold-Renner, Austria.** Teaching English in a Human Rights and Peace Education Context.
- **Francesco Pistolato, Italy.** Peace Education in Italy – An Outline.
- **Gerda Rui Keller, Switzerland.** Using Puppet Theatre in the School – The Right of the Child to Freedom of Expression.
- **Birgit Scheffel, Austria.** Children's Rights: How Games Can Be Used as a Tool of Peace Education.
- **Begoña Varona and Kepa Mallea, Basque Country, Spain.** Towards Peace, Collaboration and Solidarity Culture through Cooperative Games.
- **Sabine Woggon-Schulz, Germany.** Founding an International Peace School in Cologne.



4. Facts and figures

The first UNESCO/EURED In-Service Teacher Training Course on »Human Rights and Peace Education in Europe« was implemented from 2004 to 2006. Throughout this period, all in all 36 people participated in the various seminars. A very committed core group of 18 participants participated in all seminars, submitted all practice assignments and presented their projects at the final conference seminar before an expert group. The additional 18 people participated in various seminar as guests, mainly at seminar 1.



The group of participants was guided through the intensive learning process by the core group of trainers including the two course directors, the EURED director, the EURED reporter as well as EURED members of the respective host country. As well as the latter facilitating the group's learning process, there was a variety of resource persons – practitioners as well as theorists – who enriched the course with their respective experience and expertise. Thanks to this broad variety of personalities and topics, the course was able to expand the borders of human rights and peace education, touching various related topics as well as the specific regional history context of the respective venues in which the seminars took place. Therefore, the EURED group expresses its special thanks to them.

List of all trainers

NAME	CITIZENSHIP	PRESENT POSITION	SEMINAR
HENDRICK, Diane	UK	Freelance Consultant, Trainer and Researcher in Conflict Transformation; EURED Course Director	SE 1, 2, 3, 4, 5
URANGA ARAKISTAIN, Mireia	Spain	Teacher trainer on Peace Education all over Spain since 1995, head of the department of peace education of Gernika Gogoratuz Peace Research Center, EURED course director	SE 1, 2, 3, 4, 5
POORT VAN - EEDEN, Janne	The Netherlands	Education officer of the International Fellowship of Reconciliation's Women Peacemakers Program (IFOR); Teacher/teacher trainer; EURED-group, documentation	SE 1, 2, 3, 4, 5
WINTERSTEINER, Werner	Austria	Professor of didactics at the Austrian Educational Competence Centre at Klagenfurt University and member of various peace initiatives; EURED Director	SE 1, 3, 5

NAME	CITIZENSHIP	PRESENT POSITION	SEMINAR
BAUR, Siegfried	Italy	University of Brixen	SE 4
BORBÉLY NAGY, Éva	Hungary	Director of the Foundation for Human Rights and Peace Education; EURED-group	SE 2, 3, 5
ECKERT, Reinhard	Austria	Ludwig Boltzmann Institute for Human Rights	SE 5
ESCHIG, Gabriele	Austria	Secretary General of the Austrian National Commission of UNESCO	SE 5
EZRAN, Ayse	Turkey	Professor of Physics/Istanbul Technical University	SE 3
FERNANDES, Nieves	Spain	coordinator of the peace program in the Artxandape School	SE 1

FRICKE, Dietmar	Germany	Department of Political Science, Otto-von Guericke University Magdeburg	SE 2
FRITZSCHE, Karl Peter	Germany	UNESCO Chair Human Rights Education, Institute for Political Science, Otto-von-Guericke University Magdeburg	SE 2
GAMAUF, Ursula	Austria	Project Co-ordinator for EU and OSCE-related Projects, Austrian Study Centre for Peace and Conflict Resolution (ASPR); EURED co-ordinator	SE 5
GUTIÉRREZ, Juan	Spain	facilitator in efforts to resolve the Basque conflict, founder of the Peace Centre Guernika Gogoratuz	SE 1
HIPFL, Brigitte	Austria	Professor of Media Studies, and Director of the Centre for Peace Research and Peace Education at Klagenfurt University	SE 5
JOVANOVIC, Dragan	Germany	Head of the Project SPUN = Schüler-Planspiel (United Nations), Kirchvers/Bonn/Germany	SE 2
KAPOSVARI, Aniko	Hungary	Trainer, Mediator and Practitioner of Playback Theatre	SE 3
LARCHER, Dietmar	Austria	University of Klagenfurt, researcher on intercultural education	SE 3
MAIR, Georg	Italy	Journalist and literary critic of weekly magazine »FF«	SE 4
MESSNER, Evelin	Austria	Vice President, ASPR	SE 5
MILLNER, Michele	Canada/Korea	Programme Manager Dankook University Seoul and Teachers College, Columbia University	SE 5
MOMOITO, Irtaxe	Spain	Director of Guernica Peace Museum	SE 1
NOLZ, Bernhard	Germany	Teacher Trainer, Researcher, Centre for Peace Culture at Siegen University; EURED-group	SE 1, 2, 5
OIANGUREN IDIGORAS, Maria	Spain	Director of the Peace Centre Gernika Gogoratuz	SE 1
ORTHOFER, Hanna	Austria	Peace Education Programmes, ASPR	SE 5
REARDON, Betty	USA	Founding director of the Peace Education Programme of Columbia University Teachers College, and co-founder of the Global Campaign for Peace Education	SE 1, 5
RONNEBERG, Roman	Germany	Secretary of NGO »Miteinander – Netzwerk für Demokratie und Weltoffenheit in Sachsen-Anhalt e.V.« , Magdeburg	SE 2
SCHLÜTER, Karen	Germany	Institute for Political Science, Otto-von-Guericke University Magdeburg	SE 2
TEUTSCH, Rüdiger	Austria	Director of Interkulturelles Zentrum (IZ); EURED co-director	SE 5
TORBECKE, Armin	Germany	Mediator, Trainer for Nonviolent Communication; Bund für Soziale Verteidigung BSV, Minden/Germany	SE 2
VON GUGENBERG, Irma	Italy	Director of primary school, Grundschule Neumarkt; EURED group	SE 4

Only the combination of experienced resource persons and committed participants, enriched by the support of partners and sponsors provided the fertile ground for the EURED project to flourish!



5. Sponsors & partners

To turn the EURED vision into reality, the support of sponsors and partners was invaluable. EURED received special support by its main partner and sponsor, the Austrian National Commission of UNESCO, as well as a list of additional partners and sponsors, for the respective seminars. Therefore, very special thanks from the EURED group goes to our sponsors and partners!

Sponsors

- Austrian Study Centre for Peace and Conflict Resolution (Austria)
- Federal Ministry for Education, Science and Arts (Austria)
- Federal Ministry of Foreign Affairs / Austrian Development Agency (Austria)
- Alpen-Adria University Klagenfurt (Austria)
- Intercultural Centre Vienna (Austria)
- Basque Ministry for Education (Spain)
- UNESCO (France)
- Austrian Commission for UNESCO (Austria)

Partners

- Austrian Study Centre for Peace and Conflict Resolution (Austria)
- Alpen-Adria University Klagenfurt (Austria)
- Centre of Peace Culture Siegen (Germany)
- Foundation for Human Rights and Peace Education (Hungary)
- Intercultural Centre Vienna (Austria)
- Austrian Commission for UNESCO (Austria)
- Otto-von Guericke University Magdeburg (Germany)
- Peace Centre Gernika Gogoratuz (Spain)
- University of Bozen (Bolzano)/Brixen (Bressanone) (Italy)



6. EURED group & advisory board

The EURED group's vision together with the commitment of the international Advisory Board built the common ground for the project to be successfully put into practice.

EURED

NAME	CITIZENSHIP	PRESENT POSITION
BORBÉLY NAGY, Éva	Hungary	Director of the Foundation for Human Rights and Peace Education
ESCHIG, Gabriele	Austria	Secretary General of the Austrian National Commission of UNESCO
NOLZ, Bernhard	Germany	Teacher Trainer, Researcher, Centre for Peace Culture at Siegen University
POORT VAN – EEDEN, Janne	The Netherlands	Education officer of the International Fellowship of Reconciliation's Women Peacemakers Program (IFOR); Teacher/teacher trainer
RABENSTEIN-MICHEL, Ingeborg	France	Institut Universitaire de Formation des Maîtres (IUFM) de Lyon
SPAJIĆ-VRKAŠ, Vedrana	Croatia	Filozofski fakultet/Zagreb University
TEUTSCH, Rüdiger	Austria	Director of Interkulturelles Zentrum (IZ); EURED co-director
URANGA ARAKISTAIN, Mireia	Spain	Teacher trainer on Peace Education all over Spain since 1995, head of the department of peace education of Gernika Gogoratuz Peace Research Center; EURED course director
VON GUGENBERG, Irma	Italy	Director of primary school, Grundschule Neumarkt
WINTERSTEINER, Werner	Austria	Teacher of didactics at the Institute for German Studies at Klagenfurt University and member of various peace initiatives; EURED Director

International advisory board

Jelena ACA, Yugoslavia; Brigitta BUSCH, Austria; Peter FILZMAIER, Austria; Irma GHOSN, Lebanon; Peter GSTETTNER, Austria; Juan Gutierrez, Spain; Anne HALVORSEN, Norway; Yaacov IRAM, Israel; Marc JOSET, Switzerland; Dieter KINKELBUR, Germany; Anke KOOKE, The Netherlands; Dietmar LARCHER, Austria; Walter LORENZ, Italy; Gerald MADER, Austria; Betty REARDON, USA; Gavriel SALOMON, Israel; Verena TAYLOR, Council of Europe; Vesna TERŠELIC, Croatia; Maja UZELAC, Croatia; Lennart VRIENS, The Netherlands; Edgar WEISS, Germany.





The Centre for Peace Research and Peace Education at Klagenfurt University was created in 2005. It is based within the Faculty of Cultural Sciences, but colleagues of all the three faculties of the university are working alongside students. The centre is not a department in itself and does not aim at exclusiveness on any level. It is understood as an open and interdisciplinary platform where everyone has the opportunity to cooperate in the field of academic peace projects and realize them together. The centre acts according to the following principles:

- Long-lasting contribution to the development of a special profile for the Alpen-Adria-University of Klagenfurt, Austria
- Combination of research and teaching
- Creating an internal network for staff of the university in order to cooperate with all interested departments
- Involving students
- International networking: contact and cooperation with peace research institutions and organizations (NGO's) in Austria and abroad.

The centre has a regular course programme for students, organises special events, conducts research (project »Culture and Conflict«) and edits a »Yearbook on Peace Culture«.

Director: Prof. Brigitte Hipfl, Ph. D.



Appeal

A European Initiative for Peace Education

In order to combat the culture of violence that pervades our society, the coming generation deserves a radically different education - one that does not glorify war but educates for peace, non-violence and international cooperation.

The Hague Appeal for Peace

We, the participants and teachers of the first European in-service teacher training course »Human Rights and Peace Education in Europe« (2004 - 2006), sponsored by UNESCO, EURED and Klagenfurt University, Austria, are convinced that European integration is an important step towards a long lasting peace order both within the continent and with its neighbours. With the peaceful unification and voluntary partial delegation of sovereignty from the member states to central bodies, Europe has gone a new way radically different to other »powers« that were founded through war and conquest. What is true for Europe's domestic relations should also hold for its behaviour towards its neighbours and other parts of the world: wealth, democracy, security and peace can no longer be reached at the expense of others, but should be recognized as common goals and shared »property«. Especially in times of growing international tensions, terrorism and wars, it is crucial that the European Union develops politics with peace as the guiding principle.

If Europe wants to be a *force for peace* - as its leading politicians always contend - it is necessary to develop a *culture of peace*. In our continent there *are* rich traditions of peacemaking, reconciliation, peacekeeping, non-violent conflict resolution, of living together and of achieving *unity in diversity*. There is no other continent with so many different cultures within such a small territory.

Education for peace is a cornerstone of any culture of peace, since education is the way to prepare new generations to continue and to renew the values and the traditions of the elders. Peace education is a participatory, holistic process that includes teaching for and about democracy and human rights, non-violence, social and economic justice, gender equality, respect for different religions and cultures, environmental sustainability, disarmament, conflict transformation, traditional peace practices, and human security.

It is time to take action for a European initiative for a culture of peace and education for peace. We call upon the European Union to take seriously its responsibility for world peace and to take the necessary measures to establish a culture of peace. As there is no peace without peace research and peace education, we propose that the European Union takes the needed measures (e. g. drafts the appropriate laws) and creates the necessary structures in order to make peace research and peace education an essential part of the identity of the »common European house«.

As a first, practical and symbolic step, we propose a *European Declaration for Peace Education* that embodies for our continent the »Declaration« (Geneva, Switzerland, 1994) and the »Integrated Framework Of Action On Education For Peace, Human Rights And Democracy« (Paris, France, 1995) of UNESCO that was signed by almost all European states, followed by a *European Action Plan for Peace Education* that should include at least the following points:

- The integration of Peace Education into all pre-school, primary and secondary school systems, tertiary institutions, and teacher training programmes in all European States;
- The establishment of a European Fund for peace research and peace education;
- The creation of a European Peace University, with the support of all existing academic institutions and initiatives;
- Pilot projects for European-wide peace education at different levels;
- Systematic cooperation in peace education especially with the neighbour countries at the borders of the European Union, in the Mediterranean, in the Middle East.

Education is the benchmark to prove whether or not we take peace seriously. There can be no peace without peace education!

Stadtschlaining and Klagenfurt, July 2006

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The EURED publications to order:

THE EURED PROGRAMME

EURED. The EURED Teacher Training Programme. Curriculum of a European Peace Education Course. Klagenfurt 2002. 48 pages. EUR 3,00 and shipping.

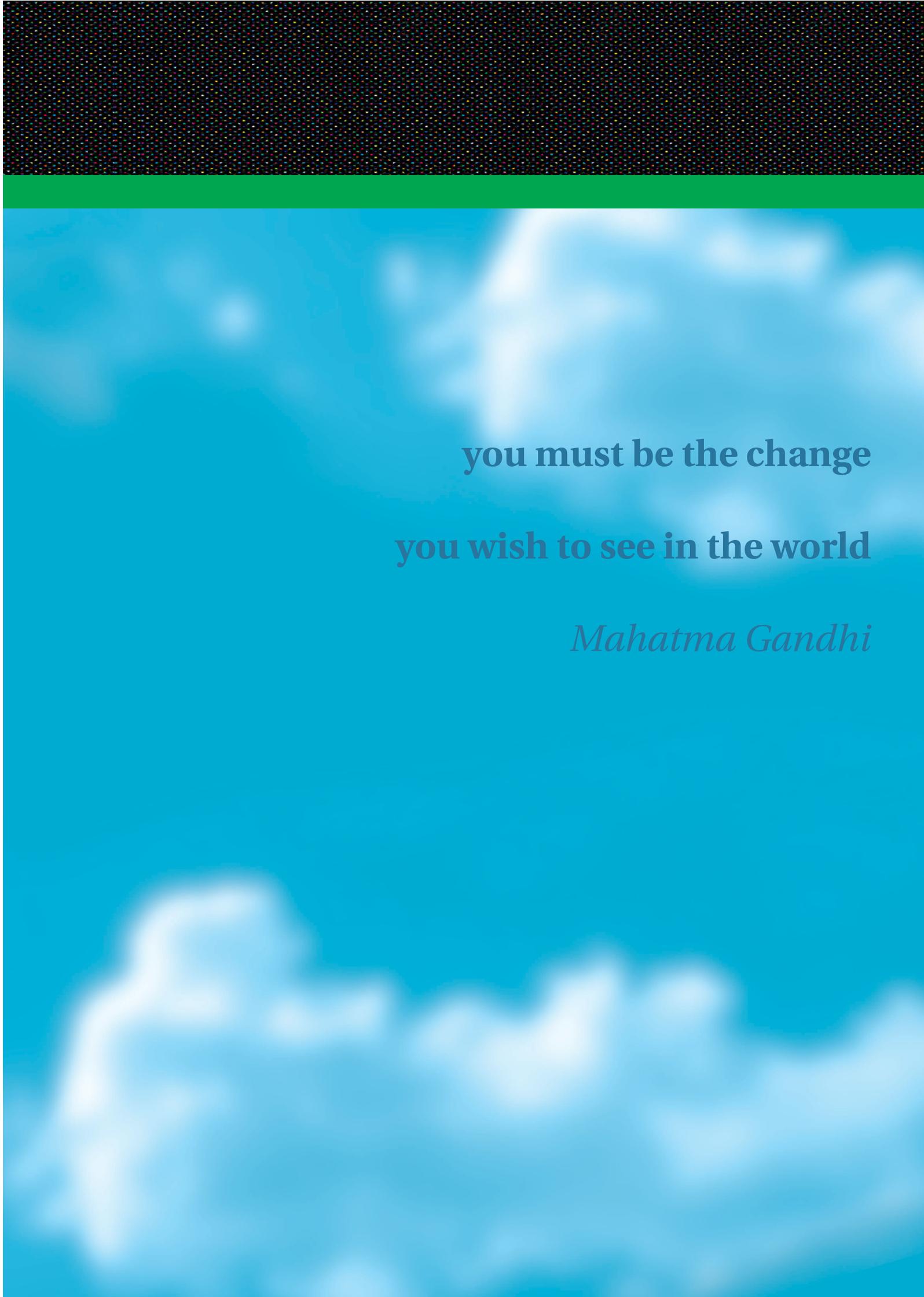
THE EURED HANDBOOK

Wintersteiner Werner / Vedrana Spajić–Vrkaš / Rüdiger Teutsch (eds.). Peace Education in Europe. Visions and experiences. Münster: Waxmann 2003 (= European Studies in Education, 19). 360 pages. EUR 15,00 and shipping.

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**you must be the change
you wish to see in the world**

Mahatma Gandhi