

Educational



INNOVATION

INTERNATIONAL BUREAU OF EDUCATION
P.O. BOX 199
CH-1211 GENEVA 20

and Information

A CULTURE OF PEACE

Within the framework of UNESCO's Programme for a Culture of Peace, the International Bureau of Education (IBE), in its role as an international centre for the content of education, has increasingly been concerned throughout the 1990s with human rights, democracy and international understanding. It is in conformity with this role that we publish in this issue of *INNOVATION* a curriculum framework for peace education. It has been prepared by a group of teachers applying the proposed curriculum framework in their schools in six different countries.

Although we may have some reservations about certain elements of the framework, we believe that it contains useful material and ideas for those—especially teachers—concerned with educating the young in the spirit of tolerance, mutual respect and co-operation. This is particularly important as 2000 has been proclaimed as 'the International Year for the Culture of Peace' by the General Assembly of the United Nations.

UNESCO's statement 'The road to peace' says: *Let it be a school of values, of attitudes, above all of practical action so that we learn to obtain justice through non-violence and ensure that all human rights become a living reality for every person.* The following text suggests how this school might be achieved.

This text does not describe the outcomes of the project. We may, in a future issue, publish an evaluation of this experience. In the meantime, readers are encouraged to send us accounts of their own activities in this domain. The most interesting of these experiences may be recorded in our INNODATA databank and eventually published in our INNODATA monograph series (see page 8).

Dear Reader,

In December 1998 we sent out a questionnaire to which you were invited to reply. At the time of writing (August 1999), we have received over 1,200 responses from readers in 123 countries.

The survey showed that by far the largest group of our readers consists of university faculty (55%).

*It is interesting to note that, among 740 respondents (62%) who reported having regular access to the Internet, only 119 (16% of this number) have actually read *INNOVATION* on it. At the same time, 552 (46% of the total) respondents expressed their desire to have such a possibility, while continuing to receive the printed version as well.*

The replies received also reminded us of the diversity of our audience: from an American professor for whom 'downloading from the Internet is the only acceptable way of reading periodicals' to a primary schoolteacher from Togo who asked what the word 'Internet' meant.

*We were glad to learn that our real audience is much larger than that reflected in our mailing list: 16 people (1%) reported being the sole readers of their copy of *INNOVATION*, while 333 respondents (27%) share it with over 10 other people. The most pleasant surprise came from a principal of a teacher's college in Papua New Guinea—his copy is read by more than 300 colleagues and students.*

We wish to thank all those who took the time to reply and for their kind words of support.

INTERNATIONAL EDUCATION SYSTEM PILOT PROJECT—IESPP

Schools participating in the Pilot Project subscribe to a common philosophy based on a belief in the role of education in providing permanent solutions to the major problems and challenges facing our global society. The programme is committed to educating active world citizens who:

- Are determined to promote peace, human rights and democracy;
- Recognize the right of access to opportunities fostering their full intellectual, aesthetic, emotional, physical and moral potential;
- Accept the interdependence of human beings within a global framework, the need to educate responsible citizens respectful of other cultures and the need to resolve conflicts peacefully;
- Are aware of their responsibility towards their social and physical environments to ensure a world with a sustainable future;
- Have developed a critical conscience towards technological and social change and the possible consequences of such changes;
- Have adopted attitudes, work habits and standards ensuring a lifelong capacity to learn;
- Have the self-confidence, independence and respect—as well as the willingness—to take wise, considered decisions.

The schools involved are as follows:

- ARGENTINA: St Catherine's Moorlands, Buenos Aires.
- AUSTRALIA: Mercedes College, South Australia; Xavier College, Victoria.
- CANADA: École Internationale de L'Outaouais; Le Petit Séminaire de Québec.
- CHILE: Colegio Internacional SEK—Santiago; Santiago College.
- FINLAND: Oulun Lyseo Lukio with: Maikkulan Yläaste and Madekosken ala-aste.
- GERMANY: Munich International School.
- GHANA: SOS-Hermann Gmeiner International College.
- JORDAN: Amman Baccalaureate School.
- MEXICO: Instituto Educativo Olinca.
- NETHERLANDS: International School of Amsterdam; Het Rijnlands Lyceum, Oegstgeest
- PORTUGAL: St Dominic's International School, Paredo.
- RUSSIA: Krasnoyarsk Experimental School; Linguistic School 1531, Moscow.
- THAILAND: The New International School of Thailand.
- UNITED KINGDOM: City Technology College, Kingshurst.
- UNITED STATES: Nogales School District, Arizona; United Nations International School, New York; Washington International School.

A CURRICULUM FRAMEWORK FOR PEACE EDUCATION

In 1996, the **International Education System Pilot Project (IESPP)**, launched by the International Schools Association (ISA, see box), became operational. One of the outcomes has been a **curriculum framework for peace education**.

IESPP was established with the ambitious aim of testing the feasibility of creating an international education system. Thus, it would incidentally contribute to an improvement in peace education through a small-scale project involving schools from diverse cultures. These schools would adopt a common philosophy and purpose, using harmonized curricula and pedagogical standards. The pilot project was based on the belief that education is uniquely placed to provide lasting solutions to some of the major problems facing the world today: warfare, disease, poverty, racism, destruction of the environment and other fundamental issues threatening peaceful co-existence. These issues cross natural and political boundaries, afflicting human beings everywhere.

The Pilot Project currently consists of twenty-two schools (seven State, eight independent and seven international, see box) in fifteen countries. All have chosen to use, or are in the process of adopting, the programmes made available by the International Baccalaureate Organisation (IBO, see box). To date, these schools are co-operating in the development of two important core curricula: the first one is the theme of this newsletter, 'Education for peace'; the second one will be 'Education for sustainability'. It is suggested that these frameworks would offer schools all over the world a means of reviewing their programmes in favour of peaceful co-existence, and enabling their professional staff to develop a collegial responsibility for commitment to the concepts of peace and sustainability.

One major premise underlying the project is that peace education is not to be seen as a separate discipline within the curriculum. The project schools feel that the teachers of all subjects have a role to play. The framework thus serves as a guide for teachers to plan their activities in favour of an effective programme of peace education, and has already profoundly affected life in the schools carrying out the pilot project. We invite other schools to use it during the year 2000—the Year for the Culture of Peace.¹

¹ www.unesco.org/cpp/2000/2000frame.htm

THE INTERNATIONAL SCHOOLS ASSOCIATION

The International Schools Association (ISA), based in Geneva, was established at UNESCO in Paris in 1951, as a non-governmental international organization for the development of co-operation among its member schools and with all those interested in promoting international understanding. Its aims are:

1. To encourage co-operation among international or internationally-minded schools through consultation on teaching and administrative questions.
2. To facilitate or undertake the study of educational problems of interest to such schools.
3. To encourage the creation of new international schools.
4. To nurture interest in national schools for international matters as a means of improving international understanding.
5. To establish curricula and educational norms for international schools.
6. To publicize the aims and principles of international schools and promote international understanding among national schools.

More information on the ISA can be found at :
<http://www.ecis.org/isa/index.htm>

THE INTERNATIONAL BACCALAUREATE ORGANISATION

The International Baccalaureate Organisation (IBO), a non-profit educational foundation based in Switzerland, offers its Diploma Programme for students in the final two years of secondary school, the Middle Years Programme (MYP) for students in the 11-16 age range, and the Primary Years Programme (PYP) for students aged 3 to 12 years.

Founded in 1963 by a group of teachers at the International School of Geneva, the first IBO diplomas were awarded in 1970. Today, 840 schools in 99 countries offer the IBO diploma programme. Nearly half of these are State schools.

In addition, 145 schools offer the MYP. The recently launched PYP is attracting much interest and authorization of schools is in progress. There is a waiting list of schools wishing to attend PYP training sessions.

More information on the IBO can be found at: www.ibo.org

Education for peace

Over the past fifty years, global events and human experience have given the quest for peace a new urgency. At the close of the twentieth century, peace is no longer considered as the absence of war, but has come to mean harmony at all levels of human endeavour. The United Nations and its specialized agencies have adopted clear statements concerning human rights that recognize peace as an essential condition for human survival. Participants in the International Education System Pilot Project see education as the principal vehicle for developing and inculcating the habits of peace in school-age children.

‘Education for peace’ is then a framework from which schools may devise a programme transmitting universal values and enduring attitudes, as well as developing skills that will enable students to become active citizens in the modern world. This framework is guided by the following principles:

1. Each member of society is bound by values relating to human welfare, such as justice, liberty, responsibility, equality, dignity, security, democracy and solidarity.
2. Each member of society can be an active participant in a local community and should, in turn, be committed to harmony on a global scale, while accepting the diversity of humanity.
3. Each member of society must act individually and communally to protect our world, guaranteeing the right to a sustainable future for generations to come.

The implementation of these principles recognizes the need for the existence of peaceful relations at all levels: personal, familial, communal, inter-cultural and global. It implies a process of people—through education—acquiring particular knowledge and building particular skills that will affect the behaviour of individuals and groups. Thus, it provides a model for the formal and informal curriculum of the school. ‘Education for peace’ should permeate all aspects of school life, with implications for learners, teachers and administrators. It extends beyond the school to include society as a whole.

The curriculum framework is summarized in Figure 1. At its base are the guiding principles, which lead naturally to the values and attitudes we believe are fundamental to peace education. These values are outlined in greater detail in the following text, together with the skills to be inculcated. The contents of a peace education programme are then dealt with under the section ‘Essential learning themes’.

THE GUIDING PRINCIPLES

The curriculum framework presented on the following pages describes those elements that we feel are fundamental to

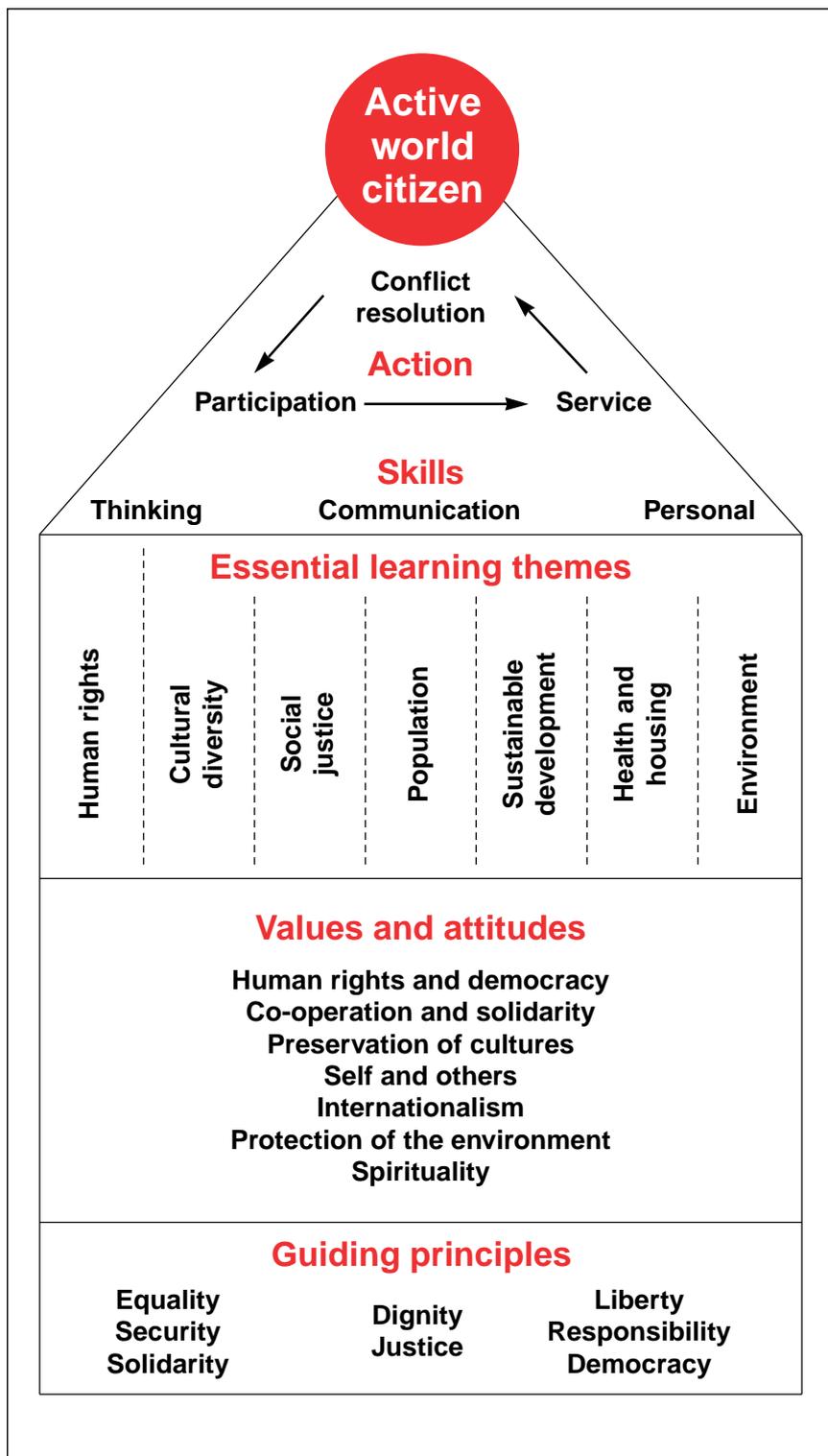


FIGURE 1. Education for peace: the curriculum framework

teaching and learning in the area of peace education. We are guided in this judgement by Article 26.2 of the Universal Declaration of Human Rights, which states that:

Education shall be directed to the full development of the human personality and

to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial and religious groups, and shall further the activities of the United Nations for the maintenance of peace.

We can identify eight keywords—central to the ‘education for peace’ programme—that give direction to teaching and learning. These words appear frequently in the covenants and agreements produced by the international community over the last fifty years. They are: **dignity; equality; liberty; justice; security; responsibility; solidarity; democracy.**

Schools are encouraged to explore and analyse these principles within their communities so that they are accepted as the foundation for building a culture of peace. They indicate the place of values and attitudes in our schools and identify broad themes that can be used in the school curriculum in different ways for different age groups to improve understanding of the guiding principles.

The end product is a person who should be an active world citizen ready to embrace his/her responsibility for building a more harmonious, just and peaceful world. In order to judge a school’s effectiveness, we offer indicators to identify a ‘human rights’ school (see ‘Assessment’, page 7).

VALUES AND ATTITUDES

Human values are sets of belief or principles of behaviour accepted by individuals or groups. The core values and attitudes listed in the next section are chosen because they are deemed to be universally acceptable and desirable. They may best be described as ‘international humanism’ and are embodied in such documents as the Universal Declaration of Human Rights, the Convention on the Rights of the Child, on Women’s Rights, etc.

Consistent with such values are attitudes which should be encouraged in the learning process and which themselves strongly influence the process, quality and outcomes of both learning and assessment in the school.

Core values and attitudes

In keeping with the general philosophy of ‘education for peace’, it is not expected that the seven groups of ‘Core values and attitudes’ listed below should be delivered dogmatically by the teacher in the classroom. Students should adopt a participatory approach and examine their own standards and behaviour, as well as those of others, to arrive in their own way at a set of values which best creates a culture of peace. Likewise, the attitudes we wish to see developed begin with the individual and then, through a process of discussion and reflection, are examined within the group, in the community, at the national level and ultimately on a global scale.

Two vital components in this process of acquisition are the role of community service and the willingness to take action. We

wish to see our students develop self-reliance and confidence in their actions and, above all, to acquire the belief that these values transcend local and national concerns in the quest for universal solidarity.

1. Values and attitudes related to human rights and democracy

- Dignity;
- Equality;
- Justice;
- Protection of the rights of all peoples;
- Freedom of participation;
- Freedom of speech and expression;
- Freedom of religious belief.

2. Values and attitudes related to co-operation and solidarity

- The belief in peace and harmony;
- Interdependence of all people;
- Conflict resolution by peaceful means;
- Mutual understanding, co-operation and respect among individuals and societies;
- A culture of peace and co-operation.

3. Values and attitudes related to the preservation of cultures

- Respect for the family and all of its members;
- Appreciation of one’s own culture;
- Appreciation of the world’s cultural heritage and human achievement;
- Awareness of social and cultural change.

4. Values related to the self and others

- Self-awareness, self-reliance, self-esteem and self-discipline;
- Respect and empathy towards others; a considerate and caring attitude;
- Moral courage;
- Open-minded, trustworthy, truthful, tolerant, self-possessed and reconciliatory;
- Inquisitive and creative.

5. Values and attitudes related to internationalism

- Awareness of the rights and duties of citizenship;
- Respectful of equality among nations;
- Harmony between nationalism, regionalism and internationalism;
- Awareness of global issues and their peaceful resolution.

6. Values and attitudes related to the protection of the environment

- The interdependence of people and nature;
- Appreciation and commitment to maintenance and improvement of the environment so as to favour the survival of all species;
- Promotion of a sustainable environment.

7. Values and attitudes related to spirituality

- Aspiring to inner-peace;
- Freedom of thought, conscience and creed;

- Freedom of religious practice;
- Mutual respect for the religious observances of others;
- Equality of treatment of religions by the State.

Skills and attitudes

It is expected that students will develop the skills and attitudes necessary to be active and effective peacemakers. These skills can be summarized under the headings of ‘Thinking skills’, ‘Communication skills’ and ‘Personal skills’. Those skills especially significant for ‘education for peace’ are the following:

Thinking skills

- *Critical thinking*: the ability to distinguish among fact, opinion and belief; to recognize bias and prejudice; to identify true issues and problems, as well as personal assumptions employed in an argument; to reason correctly.
- *Information handling*: to be able to form a hypothesis and to put it to the test; to know where to look for answers and how to select and reject information; to weigh up evidence; to hypothesize about eventual outcomes and consequences in order to choose the most appropriate action.
- *Creative thinking*: to seek novel solutions and answers; to think ‘laterally’ and to approach problems from multiple perspectives.
- *Reflection*: to stand back from a problem and identify its component parts; to understand thought processes and produce appropriate strategies for dealing with any particular problem.
- *Dialectical thinking*: thinking about more than one point of view; understanding points of view other than one’s own; being able to construct an argument from either point of view—sometimes contradictory—based on knowledge about the other.

Communication skills

- *Presentation*: to be able to explain ideas to others in a clear and coherent manner.
- *Active listening*: to listen carefully, and to understand and acknowledge the views of others.
- *Negotiation*: to recognize the role and limitations of compromise as a tool for the cessation of conflict; to conduct a productive dialogue towards the resolution of a dispute.
- *Non-verbal communication*: recognizing the meaning and significance of body language.

Personal skills

- *Co-operation*: to work effectively with others towards a common goal.

- *Adaptability*: to be prepared to change one's opinion in the light of evidence and reason.
- *Self-discipline*: the ability to conduct one's self appropriately in different contexts and to manage time effectively.
- *Responsibility*: to begin and complete tasks in an appropriate manner; being willing to assume one's share of the responsibility.
- *Respect*: listening carefully to others; making decisions based on fairness and equality; recognizing that others' beliefs, views and ideas may differ from one's own.

ESSENTIAL LEARNING THEMES

The intention of this section is to provide teachers with ideas for exploring some key issues about developing a culture of peace for all levels of education. Issues chosen to illustrate these themes—we have provided some suggestions—should reflect the principle of *think globally, act locally*. Teachers will be able to identify points where the themes of 'education for peace' connect with their own subject areas.

By incorporating these themes in an appropriate manner into the teaching of different subject areas, it is possible to develop a greater understanding of some of the issues of peace education and how they relate to traditional subject matter. At the same time, the essential skills outlined earlier may be acquired (see 'Skills and attitudes', page 4).

An examination of the ways in which conflicts can and have been resolved should also be included in appropriate lessons, drawing examples from the school community, and national and international levels.

While some subject areas lend themselves to coverage of these themes more than others, all teachers can contribute. A useful exercise would be for teachers to identify and make explicit 'points of entry' into peace themes that can be outlined in a document summarizing a school's curriculum.

In approaching all of these themes, teachers can have the confidence that they are based on covenants, declarations and agreements, internationally negotiated, that have been almost universally ratified. Thus, teachers should take care 'to avoid imposing their personal conviction on their pupils and involving them in ideological struggles' [Council of Europe Recommendation R(85)7]. At the same time, the teacher, as a role model, is undoubtedly a key player in the living expression of peaceful behaviour; the 'peace classroom' is a model to which we should all aspire.

Human rights

Human rights and fundamental freedoms allow us to develop and use our human qualities, our intelligence, our talents and our conscience and to satisfy our spiritual and other needs. They are based on mankind's increasing demand for a life in which the inherent dignity and worth of every individual will receive respect and protection.

The denial of human rights and fundamental freedoms is not only a personal tragedy, but also creates conditions for social and political unrest, sowing the seeds of violence and conflict within and between societies and nations. As the first sentence of the Universal Declaration of Human Rights states, respect for human rights and dignity 'is the foundation of freedom, justice and peace in the world.' (Teaching human rights, Geneva, United Nations Centre for Human Rights, 1989).

The broad spectrum of human rights encompasses several themes some of which, such as economic, social and cultural rights (Articles 22–27, Universal Declaration of Human Rights), are dealt with separately in other learning areas dealing with social justice and development. This section highlights personal rights, rights in relationships between people, and our public freedoms and political rights.

In our work on human rights, the opportunity exists to examine the relationship between rights and responsibilities, and the tensions that can occur when personal rights impact on those of the family, communities, the nation and those of the global community. The value of these rights is often best illustrated in studies, which examine cases where rights are violated. Issues should include:

- *Personal rights*: the right to live in freedom and safety; protection under the law; the right to citizenship; the condemnation of slavery.
- *Rights in relationships between people*: family rights; children's rights; minority rights; property rights.
- *Public freedom and political rights*: freedom of expression; freedom of association; democratic rights; freedom of movement; religious freedom.

Social justice

A sense of peace and security fosters the development of full human potential. *Social justice* plays an important role in providing security and in ensuring that the benefits and burdens of society are shared. Social justice recognizes the critical role that the whole community has, through its own government, in forging a more equitable society. An investigation of social, political and economic tensions creates an opportunity for students to develop clear, informed analyses. Topics could include:

- the provision of welfare services;
- equal access to education;
- affirmative action policies in favour of the disadvantaged;
- poverty;
- unemployment;
- social justice at work (e.g. attitudes towards child labour, rest and leisure, equal work/equal pay, and equitable pay scales);
- trade unions.

Development

The need for sustainable development, with a balance among economic growth, the protection of the environment and a fair distribution of material wealth, is a critical factor in achieving a peaceful society. Considering ways in which it is possible to achieve this balance is an appropriate and challenging activity for peace education. Topics could include:

- inequalities in wealth and income distribution between nations and within nations;
- the impact of individual choice on the production and consumption of goods;
- alleviating poverty;
- the role and impact of international agencies and agreements;
- the role of multi-national corporations;
- the responsibilities of developed nations;
- trade and development;
- appropriate technology and technological transfer;
- the way the quality of life is measured.

Population concerns

Issues relating to the growth, movement and general state of the global population are the frequent cause of tension. Historically, the patterns of change in population are the same all over the world, and produce a variety of topics and issues for students to examine. Topics could include:

- population dynamics: growth and movement of populations;
- migration;
- ethnicity;
- refugee issues;
- structural demographic change;
- the effect of natural disasters;
- urbanization.

Health and habitat

Every person has the right to a standard of living that ensures access to adequate housing, water, food, health care and fundamental social services, taking into consideration environmental and economic conditions. Topics can include:

- an adequate living space;
- the homeless;
- a nutritious diet;

- access to pre-natal, child, adult and geriatric health care;
- provisions for the disadvantaged and handicapped;
- provision for the control of epidemics, famine and other natural disasters, whether national or transnational.

The environment

Because we share one environment, its protection and management is an issue for which all nations, communities and people must share responsibility. It is evident that the impact of people on the environment means that we should achieve environmental sustainability to ensure the present and future well being of all people and living things. Topics could include:

- the green-house effect and climatic changes;
- land/water/air pollution;
- recycling of household and industrial waste;
- alternative energy sources;
- water conservation and management;
- the state of the oceans and marine life;
- nuclear waste and its management;
- sharing natural resources;
- rainforests, de-forestation and desertification;
- the impact of war-related hazards, such as land mines;
- dams and their ecological impact;
- the need for studies on environmental impact;
- biological diversity;
- noise pollution;
- industrial disasters.

Unity in cultural diversity

Changing patterns of national and international migration, and political and social transformation have given cultural diversity a new importance. Cultural diversity is an issue which hinges on human rights, one's self-image, and the recognition of the rights and contributions of various cultures and minority groups to human diversity.

The principles of equality, justice and solidarity are central in our appreciation of cultural diversity. Each culture has its own value, reflected in the unique achievements of a group within a wider world heritage. We should understand that, due to different cultural and social backgrounds, situations might be interpreted in ways that, in turn, call for recognition, respect and empathy.

The list of issues related to cultural diversity ranges from those that influence the daily life of people in their immediate surroundings to global issues that contribute to or threaten world peace. Topics could include:

- identity;
- comparisons among cultures;
- cultures influencing each other: bridges and boundaries;

- contributions of cultures to the world heritage;
- cultural contributions to enhancing world peace.

ACTION

Active world citizens participate in the communities in which they live. As the Primary Years Programme of the IBO (see box, p. 2) describes (*Making it happen in the classroom*):

International education must extend beyond intellectual attainment to include not only responsible attitudes but also thoughtful and appropriate action. Schools can and should meet the challenge of offering all learners the opportunity and the power to choose their actions, to act on and reflect on these actions in order to make a difference to the world.

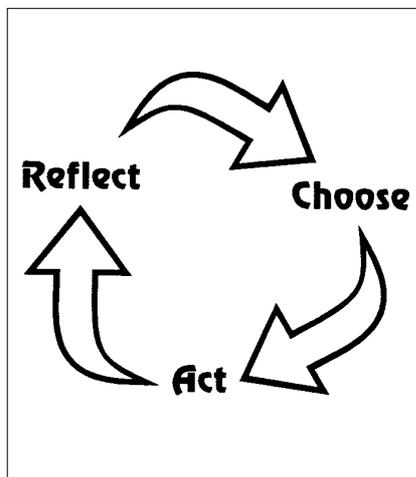


FIGURE 2. *The action cycle*

Community service is a component of all International Baccalaureate programmes. Service should be interpreted broadly to include small acts of participation as well as larger ones. The school has a responsibility to provide a range of appropriate opportunities and the necessary guidance to students.

Some activities have particular relevance to education for peace. **Conflict resolution** requires a wide range of skills and knowledge, in addition to a disposition to act. The school community should teach appropriate conflict resolution strategies and encourage children to use them in practice.

Appropriate civic activities should be available to the whole school community so that all groups participate and play a meaningful role in decision making.

METHODOLOGY

This 'Education for Peace' Programme can be incorporated into school curricula in

several ways. However the IESPP supports the philosophy, methodologies and strategies promoted by the International Baccalaureate Organisation's (IBO) Diploma Programme, its Middle Years' Programme and Primary Years' Programme. These methodologies are also evident in many national systems of education and are also used in many independent schools throughout the world.

The IBO programmes promote a constructivist approach to learning. Teachers recognize that students bring prior knowledge to any learning situation and will come into contact with the curriculum through activities designed by the teacher. The students make sense of their experiences to construct meaning.

As part of the process of constructing meaning, learners should be given the opportunity to reflect on their learning. As students absorb what they have learned, they are expected to act on their learning.

The formal curriculum

Within the context of this methodology, and recognizing the far-reaching nature of the subject themes of an 'Education for Peace' Programme, it is possible for schools to integrate these themes into the formal curriculum in several, varied ways.

After accepting the value of peace education as an essential element of the curriculum (reflection), schools already familiar with cross-curricular and inter-disciplinary planning will see the issues highlighted in an 'Education for Peace' Programme as opportunities for the creation of thematic units to be delivered over a set time period: a day, a week, a term, a year (choice). These units often culminate in the presentation of students' work or activities, which involve a wider community (action).

Schools may also choose to examine their present curricula and identify those areas where themes and elements of peace education already exist. Through a shift in emphasis in a given lesson plan, the teacher can assist the students in identifying these issues and in learning more about them through discussion and research. The student can then carry these learning experiences through to a greater appreciation of the need for peaceful behaviour in the every day life of society.

The informal curriculum

Themes and elements of an 'Education for Peace' Programme can also be promoted through the extra-curricular or co-curricular activities of the school. For instance: the participation of students and teachers in United Nations Associations, Conflict Resolution Programmes, etc.; their membership in external agencies active in the field, such as the Associated Schools Project of UNESCO, Amnesty International,

the Red Cross, UNICEF, Greenpeace, etc.; and in the full range of activities that supplement the action and service elements of school programmes. Student government/participation councils, advisory programmes and pastoral care programmes can also provide opportunities in the extra-curricular and co-curricular life of the school to advance principles of peaceful co-existence.

The 'hidden curriculum'

The use and practice of this methodology will also address the far-reaching 'hidden curriculum' of the school. Inherent school-wide goals of improved communication, inclusion, acceptance, encouraged interaction between and among diverse groups, and the creation of a general climate of tolerance and respect can be enhanced and identified as precepts of peace education. Continuation and further development of communications skills on the individual level, intra- and inter-school levels will naturally further the goals not only of peace education but of the mission of schools as a whole.

The role of staff development

Because the teachers deliver the programme, staff development is an integral part of this process. Few teachers have received formal training in education for peace. However, it should be axiomatic that the teaching staff should also exhibit the values, attitudes and skills already identified as desirable among students. The whole climate of personal and professional relationships within a school must be in keeping with the goals of international understanding, democracy and peace.

Schools committed to giving 'education for peace' a central place in their programmes may need to reassess staff development needs to increase the impact of staff behaviour in this area. The International Schools Association (see box, p. 2) can recommend working specialists who could help extend expertise in this area, but much can be done internally. Any of the following models and instruments may be useful for addressing staff development needs:

- Schools may choose to allocate at least one staff meeting to an annual review of the way the school is implementing its education for peace programme.
- A staff member might be identified to co-ordinate education for peace activities on a permanent basis.
- Team teaching has been found to be effective in generating a collaborative approach. Teachers concerned by a particular age range can meet to generate ideas, co-ordinate activities and expose teachers to the themes of peaceful co-existence. Many schools already use this

type of forum to incorporate peace themes into existing curricula. The purpose of these meetings could be expanded: (a) to define peace education aims, strategies and goals for each grade; (b) to raise the level of awareness amongst teachers about peace education; (c) to monitor progress.

Having reflected on what peaceful co-existence means in their own subject area for a particular year/group, ideas can be shared and recorded. This can lead to increased co-operation between colleagues and departments.

In teaching style, teachers in schools developing an education for peace programme seek to fully incorporate basic procedural values, such as open-mindedness, fairness, respect for the truth and respect for reasoning. We recognize that open-minded inquiry flourishes best in a peaceful learning environment. A tolerant, warmly supportive, caring learning environment is just as important as the question of content. A peace perspective is as much about how teachers teach as what they teach.

ASSESSMENT

The need to evaluate a school's effectiveness in educating students to be active global citizens is essential to the success of an education for peace programme. A culture of peace expresses itself in the domain of affective learning, which can be measured but not in a strictly quantitative form. In recognition of this, the effectiveness of the education for peace programme in influencing students and the school community as a whole can be evaluated through the presence of the following indicators.

In the school's mission statement: there should be an aspiration to peaceful co-existence and to the values and skills outlined earlier. The whole school community should periodically review to what extent it has satisfied its mission.

At the personal level, there should be evidence of: tolerance; respect; equality; effective communication; openness; reconciliation; solidarity.

At the classroom level, there should be evidence of: recognition of diversity and disparity; co-operative group work; open and respectful student/staff relationships; seeking peace education.

At the school level, there should be evidence of: a secure and non-threatening climate; fair school rules; supportive pastoral care; representation; forums; inclusion of appropriate educational activities related to peace; staff development programmes in fields relevant to peaceful co-existence.

At the community level, there should be evidence of: service programmes; outreach programmes; demonstrating leadership; awareness of problems and contribution to solutions; exchanges; partnerships with other schools.

At the global level, evidence of: relationships with institutions and agencies concerned with international peace issues, e.g. UNESCO, Amnesty International, the Red Cross, UNICEF, etc.

This article has been written by:

David Evans, United Nations International School, New York, USA.

Richard Laryea, SOS Hermann Gmeiner International College, Ghana.

Aida Mahadeen Rawajfeh, Amman Baccalaureate School, Jordan.

Kate Meenan-Waugh, Washington International School, USA.

Paul Neary, St. Dominic's International School, Portugal.

Tristian Stobie, International School of Amsterdam, Netherlands.

Further information can be obtained from :

Philip Thomas (Convenor), International School of Geneva, 62, route de Chêne, 1208 Geneva, Switzerland.

E-mail: pthomas@ecolint.ch

Tel.: (41) 22-787.24.00

Fax: (41) 22-787.24.10

GLOBAL CAMPAIGN FOR PEACE

A culture of peace will be achieved when citizens of the world: (a) understand global problems; (b) have skills to resolve conflict constructively; (c) know and live by international standards of human rights, gender and racial equality; (d) appreciate cultural diversity; (e) and respect the integrity of the Earth. Such learning cannot be achieved without intentional, sustained and systematic education for peace.

A campaign to facilitate the introduction of peace and human rights education into all educational institutions was called for by the Hague Appeal for Peace Civil Society Conference in May 1999. This is an initiative of individual educators and non-governmental organizations committed to peace. Its activities are carried out through a global network of educational associations, as well as regional, national and local task forces of citizens and educators. The goal of the campaign is to ensure that all education systems throughout the world will educate for a culture of peace.

The Hague Appeal for Peace, c/o WFM, 777 United Nations Plaza, New York, NY10017, United States of America. <http://www.haguepeace.org>

FREE PUBLICATIONS AVAILABLE FROM THE IBE

Publications Unit, IBE, P.O. Box 199, 1211 Geneva 20, Switzerland

<http://www.ibe.unesco.org>

- ❑ Aguilar, P.; Retamal, G. **Rapid educational response in complex emergencies.** 48 p.

Now available in English, French and Spanish, this brochure describes how to set up recreational and educational facilities for children involved in emergency situations. Also available on the IBE's web site (see above).

- ❑ Baxter, P.; Fisher, J.; Retamal, G. **Mine-awareness education.** 32 p.

Available in English, French and Spanish, this brochure provides source materials on mine awareness for teachers involved with primary schoolchildren in high-risk areas.

- ❑ Noor Nkaké, L.-M. **Education for international understanding.** 48 p.

First published in 1996, this brochure is designed for teachers and students with the objective of describing progress in creating an education system for world citizens capable of living together without resorting to violence and aggression. Available in English and French in printed form and on the IBE's web page (see above).

- ❑ Batelaan, P.; Coomans, F. **The intercultural basis for international education, including anti-racist and human rights education.** 40 p.

The second edition of this 40-page brochure presents a selection of articles from relevant documents adopted by the United Nations, UNESCO, OSCE and the Council of Europe on intercultural, anti-racist and human rights education. Also available on the IBE's web site (see above).

INNODATA (See web site above)

- ❑ Sultana, R.G. **The Secondary Education Certificate and Matriculation Examinations in Malta: a case study.** 32 p.

Describes how an indigenous system of examinations at the secondary and post-secondary school levels was set up in Malta.

- ❑ Adey, P. **The science of thinking and science for thinking: a description of Cognitive Acceleration through Science Education (CASE).** 40 p.

Cognitive Acceleration through Science Education (CASE) aims to improve children's thinking processes by accelerating progress towards higher-order thinking skills. It is now widely applied to pupils aged 11 to 14 years in the United Kingdom.

- ❑ Giordmaina, J. **Systems of Knowledge: a case study of curriculum innovation in Malta.** 40 p.

Systems of Knowledge implies the transferability of intellectual skills, and the ability to analyse and argue logically.

- ❑ **World data on education.** CD-ROM.

The third edition of *World data on education* (WDE) contains the profiles of 144 national education systems. The CD-ROM includes more than 700 tables concerning individual countries, as well as over 90 figures, and consists of more than 2,800 standard pages. The graphic presentation of the databank is entirely new. It also contains an annotated list of hyperlinks to over 300 Web pages, giving access to a wide range of additional resources. Both the list (Web resources) and the Internet version of *World data on education* are also available for consultation on the IBE's Web page (see above).

EDUCATIONAL PRACTICES

- ❑ Brophy, J. **Teaching.** 36 p.

Published jointly by the International Academy of Education and the IBE, this booklet summarizes twelve fundamental practices for good classroom teaching. Also on the IBE's web site (see above).



MEETING REPORTS

- ❑ **Final report of the International Meeting on Educational Reform and Educational Research: New challenges in linking research, information and decision-making, 4-14 September 1995.** 131 p.
- ❑ **Final report and case studies of the workshop on Educational Destruction and Reconstruction in Disrupted Societies, 15-16 May 1997.** 64 p.
- ❑ **Rapport final du colloque sur le thème Apprendre à vivre ensemble grâce à l'enseignement de l'histoire et de la géographie, 12 juin 1998.** 62 p.