Inter-Agency Peace Education Programme

Skills for Constructive Living

Analytical Review of Selected Peace Education Materials
Inter-Agency

Peace Education Programme

Analytical Review

of Selected Peace Education Materials
Printed in 2005 by the UNESCO, United Nations Educational, Scientific and Cultural Organization
Education Sector, Division for the Promotion of Quality Education
Section of Education for Peace and Human Rights
7 Place de Fontenoy
75352 Paris 07 SP - France
http://www.unesco.org/education
Printed in France

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Education Sector

Acknowledgements
The research included a fundamental part of the “Inter-Agency Peace Education Technical Support Programme”, financed by the Norwegian Ministry of Foreign Affairs whose contribution is gratefully acknowledged.

Special thanks are extended to Beatriz Gonzalez-Galvez, Barbara Barnes, Jamil Simon and Melanie Seto, who contributed to the composition and creation of this document.
ED-2005/WS/64 //cld 24868
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Annex 1: Complete List of Individual Records with Detailed Analytical Information

UNESCO ED/PEQ/PHR  Analytical Review of Selected Peace Education Materials
1. Introduction and Overview

Our world is divided and unequal. It is riddled with conflicts, many arising from competition over an increasingly uneven distribution of wealth, power, and resources. Violence is pervasive and few escape its impact. Adults, lacking understanding or skills for handling conflicts peacefully, often default to violence over economic, religious, political and ecological differences. And children modeling the behavior they learn from adults may in turn behave violently towards each other. Many educators and civic leaders recognize that teaching children and adults effective, non-violent ways to resolve conflicts can put a brake on this spiraling cycle of violence. There is a crying need for education for peace.

Peace Education involves teaching skills such as active listening, critical thinking, creative problem solving, and cooperation. It also requires the development of attitudes of tolerance and understanding, self respect and respect for others. A goal of peace education is to teach about the economic and social forces, which to a large extent generate the injustices, that fuel so many conflicts in today's world. Another goal is to figure out how to live in harmony with the natural environment as well as in a human society. Finally peace education looks to human rights as a foundation to guide its work in creating that peaceful world.

There is a growing international demand for programme to teach peace education to young people, with an emphasis on conflict resolution skills and respect for differences. As natural resources, like water and land, become more scarce relative to demand, there is also a need to teach conflict resolution skills to adults. Groups throughout the world are currently producing valuable educational materials to support this goal. However, there has not been a worldwide, coordinated effort to collect, codify, share, and then adapt these resources on a regional or country-by-country basis. This document, with accompanying list of resource materials and annexes, is a first step to overcome this deficit.

This document presents a compilation of resource materials in Peace Education, based on an investigation of peace education materials and resources conducted from Paris (consultations and research included UNESCO Headquarters, IIEP\(^1\), IBE\(^2\), INEE\(^3\),

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\(^{1}\) UNESCO International Institute for Educational Planning
\(^{2}\) UNESCO International Bureau of Education
\(^{3}\) INEE is the Interagency Network for Education in Emergencies. This network endorsed the UNHCR Peace Education Programme (PEP) as being the most comprehensive programme available for
UNICEF, The Hague Appeal for Peace and Internet research) and New York (consultations and research included the UN, UNICEF, two Peace Education Libraries: Columbia University's Teachers College and Educators for Social Responsibility, NYC, two personal collections of Susan fountain and Barbara Barnes as well as internet research) during fall 2004/spring 2005.

The purpose is to give an overview of materials used by practitioners, and provide references for those searching materials. The list includes documents ranging from publications by international organizations for global application to publications by small associations for use in very specific contexts.

The research included also the INEE kit, as a fundamental part of the “Inter-Agency Peace Education Technical Support Programme”, undertaken by UNESCO and UNHCR in 2004-2005, financed by the Norwegian Ministry of Foreign Affairs through a Funds-in-Trust activity. It concerns in general, a profile analysis of peace education materials, with special attention given to countries and regions in crisis as well as developing countries. The result is presented in a document entitled “Suggested Elements for the Review of peace Education Components in the INEE Kit”, which is included here as Annex 2. These elements, though specifically dealing with the INEE kit, are to give general suggestions for the review of peace education materials, in order to facilitate the categorization of materials and programmeme as advocacy, system reform, curriculum or programmeme materials and their level of appropriateness for various educational settings.
II. A Note on the Compiled Resource Materials

The particularity of this resource overview is its analytical nature. Each reference contains analytical information pertaining to its nature and use. In addition to the bibliographical data, such as title, author(s), affiliated organization, date of publication, ISBN, and the URL, it provides information on the country or area(s) it is designed to serve, the general purpose of the resource, the level or category of formal or informal education the material is applicable to, the general type of intervention and the duration of the programme. The analysis also includes information on the major didactic approach used in each resource, such as cooperative learning, structured activities, or written publication, and addresses the method of assessment of evaluation. It provides information on the context areas, such as human rights, citizenship, or programme design, and lastly on the context or circumstances where the resource might be best used, such as dealing with inter-group tensions or entering a post-conflict phase of reconstruction.

**Areas covered**

Peace Education is a broad field, including many topic areas. For the purpose of this document the resources have been categorized in the following areas:

1. Conflict Resolution
2. Ecology, the Environment and Health
3. Economic and Social Justice
4. Ethnic and Cultural Differences
5. Human Rights, and
6. Peace Pedagogy
7. Visual Media (additional non-topical, but didactic category, see paragraph below)

Following a short description and the significance of each category within the area of peace education:

**Conflict Resolution**

Conflict resolution education (CRE) is grounded in several premises: first, conflict is natural; second, we have choices in how we handle conflict; third, peaceful options can be learned through cooperation and skill-building; and fourth, conflict resolution education encourages new ways of thinking, better communication, appreciation of different points of view, and creative solution building.
Within the peace education arena a great deal of work has been done in the area of violence prevention and non-violent conflict resolution education, more commonly referred to as simply conflict resolution education. Reflecting that fact, the preponderance of research conducted for this database focuses on the same area, resulting in a large number of entries for CRE resources.

Cultural and Ethnic Differences
This area includes work on the concepts of cultural and ethnic difference, bias and discrimination. The purpose of this area of peace education is to enable people of different cultural backgrounds and traditions to interact with each other in positive and constructive ways. Attention is given to the attitudes, perspectives, and knowledge necessary to achieve these goals. It is important not only to work to reduce tension and discriminatory practices (negative peace), but also to find avenues for engaging across cultures in ways enriching to all (positive peace).

Ecology, the Environment and Health
An important goal for education in the areas of ecology, the environment and health is to learn about threats to the global environment, the deterioration of local environments, and inter-relationship between the two. Local action components and participatory learning are often components of this education with students encouraged to explore and practice environmentally friendly initiatives and behaviours. Investigating the links between poverty and illness and poverty and environmental degradation as well as looking at the effects of war preparations and war itself on environmental and health practices are negative peace aspects of the curriculum. Education for sustainable ecological development and human health would comprise a positive peace approach.

Economic and Social Justice
This area includes education about economic and social development using both negative peace and positive peace frameworks. Negative peace is the absence of direct violence between individuals and groups and entails overcoming obstacles to peace. Applying this framework to economic and social justice means looking at how economic and social decisions can lead to inequities and injustices for citizens within countries and for whole nations or areas of the world. Positive peace is more than the absence of violence. It entails the construction of culture of peace based on justice and other peace values. Through this framework, economic and social justice means exploring alternative possibilities for using economic and human resources to meet all people's basic needs as well as fostering their full rich human development.

Human Rights
Human rights education grows out of a deep concern for potential and actual crises in social relations as seen in political repression, socio-economic deprivation, racism, and sexism. It emphasizes international standards grounded in documents such as the Universal Declaration of Human Rights. Human rights education gives attention to the fundamental concept of human dignity and the challenges of interpreting that concept within various cultural traditions and legal systems.

Peace Pedagogy
Peace pedagogy comprises an approach to teaching and learning that is learner-centered, interactive and experiential. It is also query-based, open-ended, and engages students in critical and creative thinking. The broad sweep of its content addresses both negative
peace, which means overcoming obstacles to peace, and positive peace, which entails working to construct a culture of peace based on justice and other peace values. While most of the reference materials employ a peace pedagogical approach, a good number deal explicitly with the pedagogy.

**Visual Media**
The additional category of “Visual Media” was distinguished, though not topical, but didactic in nature, listing those resources from the first six categories, which are visual media for easy reference due to the increasingly important role that multimedia approaches play in peace education (see also “The need for Multimedia Resources” in chapter III.).
III. Advancing Peace Education

Peace education is an evolving field. Educational and training materials are continually being produced and revised. This document intends to contribute to the growth of peace education by providing educators with a central analytical base of materials that identifies available resources in the field.

It is designed to streamline access for educators interested in knowing what resources are available to them. The listed materials offer information on the content focus, pedagogical methods, and intended audience of each resource as well as assisting educators in identifying what materials they can draw from to develop activities and programmes applicable to their own contexts and cultures. It informs educators of effective training approaches for teaching the values, concepts and skills associated with conflict resolution education.

An on-going challenge to professionals in the field of peace education and non-violent conflict resolution is to develop teaching materials and strategies that are appropriate for diverse cultures and different age groups. This resource is a step toward meeting this challenge. However, it is best to view the database as a dynamic “work-in-process,” that will be expanded continuously as new materials are either discovered or developed.

The Need for Multi-Media Resources

From this investigation it is apparent that most peace education materials and resources are developed and disseminated in print form. Curriculum materials, teacher guides and books are the main information sources for educators in the field of Peace Education. On the other hand, video, DVDs, CD ROMs and other media have not yet been used to any significant degree in peace education and non-violent conflict resolution education. This is unfortunate since the use of multi-media materials would likely improve and accelerate skills transfer in this critical field.

Visual media is a powerful communication tool. With its ability to illustrate through pictures, it is especially valuable for communicating affective information. Video has long been the used to enhance training programmes because of its capacity to communicate and model behavioral information. Video also excels in delivering basic knowledge and skills training. When it comes to teaching CRE techniques that are often unfamiliar to teachers in many parts of the world, video makes it easier by allowing the viewer to see how it is done.
Video can be a powerful tool for peace education and non-violent conflict resolution skills training:

- Videos can create a “virtual classroom” for educators. Many teachers who want to bring conflict resolution skills to their students often have no training in this area; they are unclear as to what this type of teaching actually looks like in practice. Videos can illustrate how effective conflict resolution education techniques are practiced in schools and classrooms much like their own.

- Videos can provide visual examples of activities, curriculum and programmes. Watching other educators in action will help teachers-in-training to adapt or develop activities for their classrooms, or visualize a curriculum to integrate with their programme. The videos can also demonstrate that peace education activities can be done simply and with limited resources.

- Videos can share cross-cultural ideas. Teachers can “visit” other classrooms from different countries and culture to see how peace education affects their people, in particular, the children. A deeper global sense can improve an educators’ knowledge base and in turn help enhance their teaching.

- In classrooms, videos can enrich students’ learning experience. Seeing other children participate in peace education activities can motivate students to model similar behavior. It can also show them cultures and communities they may otherwise never discover.

With the advances in technology, there are now many ways of delivering video information to viewers: through streaming-web-casts, on CD-ROMs, and on DVDs. DVDs are an especially powerful delivery system, as they are able to carry an enormous amount of video and data in a compact form and they do not require computers to access the information, they only require a DVD player and an ordinary TV monitor. DVD players have now become quite inexpensive, even in developing countries. With their enormous capacity, DVDs can include additional information, such as accompanying teacher guides and downloadable documents, and they can present multi-lingual versions of the same video.

The Need for Multi-Lingual and Multi-Cultural Resources
There is a growing international demand for programmes to teach conflict resolution skills and respect for differences. The fact that most existing peace education resources and CRE teacher training materials are in English makes them inaccessible to a large population of the world’s educators. Moreover, these are often educators in developing countries, where people are experiencing the most violence. Educators in many countries feel there is a critical need to expand and improve training in peace education.

There needs to be a concerted attempt to make peace education materials and resources readily available to teachers around the world. Existing books, curriculums and teacher guides need to be translated into a larger variety of languages. Even more important, training programmes should be adapted to address different cultural traditions, societal norms and possibly even country-specific conflicts. Furthermore, these resources need to be more widely disseminated, making their way into the hands of teachers in areas...
where peace education is crucial. To accomplish this, materials should be designed and systems should be established to facilitate worldwide distribution.

For the greatest impact, however, there needs to be a coordinated effort to make effective practices developed in a variety of cultural contexts readily available to teachers around the world. There should also be a systematic way of encouraging adaptation of existing materials to different cultural contexts, or sharing of new teacher-created techniques across international borders.

Should the production of media-based peace education resources increase, they would also have a positive impact on disseminating teacher training, skills and knowledge. Visual training materials are not as language dependent and therefore can be more useful in transcending language and cultural barriers in the non-English-speaking world.
IV. Bibliographical Overview

| Conflict Resolution | p. 13 | (p. 1) |
| Cultural and Ethnic Differences | p. 23 | (p. 96) |
| Ecology, the Environment and Health | p. 25 | (p. 108) |
| Economic and Social Justice | p. 26 | (p. 118) |
| Human Rights | p. 29 | (p. 140) |
| Peace Pedagogy | p. 32 | (p. 163) |
| Visual Media | p. 38 |

This chapter gives a bibliographical overview of the resource materials. The information is sorted by category as shown in the above table of contents. Beyond this categorization, the lists are sorted by affiliation and date of publication (starting with the most recent publications). The order of the resource materials is identical with that in the complete list containing all reference materials and their analytical information in Annex 1. For easy reference the page numbers in brackets above indicate the corresponding category in the annex. As mentioned in the previous chapter it should be noted that this compilation is neither exhaustive nor final, but a comprehensive analytical overview of existing materials at this point in time, which can and should be added on as peace education evolves and further publications testify to the topical, didactic and other developments in this area.
Conflict Resolution

Learning to Live Together: Preventing Hatred and Violence in Child and Adolescent Development
Author(s): D. and B. Hamburg, Md

The Power of Non-violence: Writings by Advocates of Peace
Author(s): Howard Zinn, ed.

A Powerful Peace: The Integrative Thinking Classroom
Author(s): W. and R. Heyenberk

Because We Can Change the World
Author(s): Mara Sapon-Shevin

Getting to Peace: Transforming Conflict at Home, at Work, and in the World
Author(s): William Ury

How Children Understand War and Peace: a Call for International Peace Education
Author(s): Amiram Raviv Louis Oppenheimer Daniel Bar-Tal, eds

Educating for a Peaceful Future
Author(s): David Smith T. R. Carson

Resolving Identity-Based Conflict in Nations, Organizations, and Communities
Author(s): Jay Rothman

Pathways to Peace: 40 Steps to a Less Violent America
Author(s): Victor Lacerva

Preparing for Peace: Conflict Transformation Across Cultures
Author(s): John Paul Lederach

Justice Without Violence
Author(s): Paul Wehr Heidi Burgess Guy Burgess, eds.

Teaching Students to be Peacemakers
Author(s): David W. Johnson Roger T. Johnson
Learning the Skills of Peacemaking: An Activity Guide for Elementary Age Children on Communicating, Cooperation and Resolving Conflict
Author(s): Naomi Drew

I Can Make My World a Safer Place: A Kid’s Book about Stopping Violence
Author(s): Paul Kivel
ISBN www.paulkivel.com

Oasis of Dreams: Teaching and Learning Peace in a Jewish-Palestine Village in Israel
Author(s): Grace Feuerverger
ISBN
ASCD - Association for Supervision and Curriculum Development

Adult Conflict Resolution (40 min.)
Author(s):

Association for Conflict Resolution

Conflict Resolution in the Schools: A Manual for Educators
Author(s): Kathryn Girard Susan J. Koch

Association for Conflict Resolution, CREnet

Does it Work? The Case for Conflict Resolution Education in our Schools
Author(s): Tricia S. Jones Daniel Knitta, eds

CASEL; The Laboratory for Student Success (LSS)

Safe and Sound: An Educational Leader’s Guide to Evidence-Based Social and Emotional Learning (SEL) Programs
Author(s):

Center for Nonviolent Communication

Non-Violent Communication: A Language of Compassion
Author(s): Marshall B. Rosenberg

Community Boards Program, San Francisco, CA

Peer Mediation for Middle Schools: an Implementation and Training Guide
Author(s):

Community Boards Program, San Francisco, CA

Author(s):

Community Boards Program, San Francisco, CA

The Conflict Management Program: Peer Mediation for High Schools
Author(s):

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- 14 -
Community Boards Program, San Francisco, CA
**The Conflict Management Program: Conflict Resolution Lessons for Grades 3-5 - An Introductory Curriculum**
Author(s):  

Community Boards Program, San Francisco, CA
**Conflict Resolution: A Middle and High School Curriculum**
Author(s): Jim Halligan  

Community Boards Program, San Francisco, CA
**Peacemakers of the Future**
Author(s):  

Conflict Resolution Network Schools Development
**Implementing Conflict Resolution and Peer Mediation Skills into the School Community: A Whole School Approach**
Author(s): Christina McMahon  
1996 ISBN -

Conflict Resolution Program of Friends School of Minnesota
**Eye to Eye: Integrating Conflict Resolution into the Elementary School Community (Video 35 min.)**
Author(s): Laughlin and Associates  
1995 ISBN -

Creative Response to Conflict
**CCRC's Friendly Classrooms and Communities for Young Children: A Manual of Conflict Resolution Activities and Resources**
Author(s): Priscilla Prutzman Judith Johnson Susan Fountain  

Creative Response to Conflict
**Discovery Time for Cooperation and Conflict Resolution**
Author(s): Sarah Pirtle  

Creative Response to Conflict
**The Friendly Classroom for a Small Planet**
Author(s): Priscilla Prutzman  

Creative Response to Conflict - Cincinnati Branch
**Sharing Power for Peaceful School**
Author(s):  

Eastern Mennonite University, Harrisburg, Virginia - Conflict Transformation Program
**The Journey Towards Reconciliation**
Author(s): John Paul Lederach  

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- 15 -
Educator Development Center, Inc.

Violence Presentation: A Guide to the Cause (54 min.)
Author(s): Deborah Prothrow-Stith
1987 ISBN -

Educators for Social Responsibility, Peter Yarrow Productions, Operation Respect, Inc.

Don't Laugh at Me: Creating a Ridicule-Free Classroom (incl. Video: “Don't Laugh at Me”) 
Author(s):  

Educators for Social Responsibility: National

Teaching Young Children in Violent Times
Author(s): Diane E. Levin 

Educators for Social Responsibility: National

Partners in Learning: From Conflict to Collaboration in Secondary Schools
Author(s): Carol Lieber

Educators for Social Responsibility: National

Conflict in Context: Understanding Local to Global Security
Author(s): Gayle Mertz Carol Lieber

Educators for Social Responsibility: National

Conflict Resolution in the Middle School: Student Work Book and Journal
Author(s): William Kriedler Rachel Poliner

Educators for Social Responsibility: National

Early Childhood Adventure in Peacemaking
Author(s): William Kriedler Sandy Whittall

Educators for Social Responsibility: National

Before Push Comes to Shove: Building Conflict Resolution Skills with Children
Author(s): Nancy Carlsson-Paige Diane E. Levin

Educators for Social Responsibility: National

Conflict Resolution in the High School
Author(s): Carol Lieber

Educators for Social Responsibility: National

Linking Up Guide
Author(s): Sarah Pirtle
Educators for Social Responsibility: New York Metropolitan Area
The Four R's: Reading, Writing Respect, and Resolution - Six (6) Teaching Guides and Learning Kits, Kindergarten through 5th Grade
Author(s): Tom Roderick Maxine Phillips

Educators for Social Responsibility: New York Metropolitan Area - Responding Creatively to Conflict Programme
Resolving Conflict Creatively: A Teaching Guide for Grades Kindergarten through Six
Author(s): Tom Roderick Linda Lantieri

Friends of Conflict Resolution Program
The Mediator's Handbook
Author(s): Jennifer E. Beers

George Mason University - Centre for World Religion, Diplomacy and Conflict Resolution
Healing the Heart of Conflict: Eight Crucial Steps to Makeup Peace with Yourself and Others
Author(s): Marc Gopin

Inter-Change Consultants
Peace in Everyday Relationships: Resolving Conflicts in Your Personal and Work Life
Author(s): Sheila Alson Gayle Burnett

National Association for the Education of Young Children
Early Violence Prevention
Author(s): Ronald Slaby et al

National Crisis Prevention Institute
Breaking Up Fights: Non-violent Crisis Intervention for the Educator
Author(s): 
1990 ISBN -

Oakland Men's Project
I Can Make My World a Better Place
Author(s): Paul Kivel

Oakland Men's Project
Making the Peace: A 15 Session Violence Prevention Curriculum for Young People
Author(s): Paul Kivel Allan Creighton

Oakland Men's Project
Men's Work: How to Stop the Violence that Tears Ours Lives Apart - A Complete Counseling Plan for Breaking the Cycle of Male Violence
Author(s): Paul Kivel
Oakland Men's Project

**Helping Teens Stop Violence**

Author(s): Paul Kivel Allan Creighton

Ohio Department of Education - Ohio Commission on Dispute Resolution and Conflict Management

**School Conflict Management: Guide for Grades 7-12**

Author(s):

Ohio Department of Education - Ohio Commission on Dispute Resolution and Conflict Management

**School Conflict Management: Evaluating your Conflict Resolution Education Program: A Guide for Educators and Evaluators**

Author(s): Tricia S. Jones

Peace Education Foundation

**Peacemaking Skills for Little Kids (pre k to 2nd Grade)**

Author(s): Sandy Tavlin Rizzo Doris Berkeli Karen Kotzen

Public Affairs Television, Inc. - Films for the Humanities and Sciences

**Facing the Truth with Bill Moyers: Reconciliation and Forgiveness in South Africa (2 part documentary, Videos 60 min. each)**

Author(s): Bill Moyers

Responding to Conflict

**Working with Conflict: Skills and Strategies for Action**

Author(s): Simon Fisher Dekha I. Abdi Jawed Ludin

School Mediators Association

**Students Resolving Conflicts: Peer Mediation in Schools**

Author(s): Richard Cohen

Southern Poverty Law Center - Teaching Tolerance

**Starting Small Video with Companion Text**

Author(s):
ISBN www.teachingtolerance.org

Suracuse University Violence Prevention Project

**Preventing Violence in Schools: A Challenge to American Democracy**

Author(s): Joan Burstyn et al.

The Association for Conflict Resolution

**Kids Working it Out: Stories and Strategies for making Peace in our Schools**

Author(s): Tricia S. Jones Randolph O. Compton

*UNESCO ED/PEQ/PHR* Analytical Review of Selected Peace Education Materials
The National Center for Conflict Resolution Education - National Peaceable Schools Project
Peer Mediation: Conflict Resolution in Schools: Program Guide and Student Manual, Part 1
(Procedure Guide)
Author(s): Fred Schrumpt, Donna Crawford, Richard Bodine

The National Center for Conflict Resolution Education - National Peaceable Schools Project
(Student Manual)
Author(s): Fred Schrumpt, Donna Crawford, Richard Bodine

The National Center for Conflict Resolution Education - National Peaceable Schools Project
Creating the Peaceable Classroom: A Comprehensive Program for Eaching Conflict Resolution,
Program Guide and Student Manual (Part 1: Program Guide)
Author(s): Fred Schrumpt, Donna Crawford, Richard Bodine

The National Center for Conflict Resolution Education - National Peaceable Schools Project
Creating the Peaceable Classroom: A Comprehensive Program for Teaching Conflict Resolution:
Program Guide and Student Manual (Part 2: Student Manual)
Author(s): Fred Schrumpt, Donna Crawford, Richard Bodine

U.S. Department of Justice and U.S. Department of Education - Conflict Resolution Education Project
Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth Serving
Organizations and Community and Juvenile Justice Settings
Author(s): Donna Crawford, Richard Bodine
1996 ISBN -

UNESCO, Peace Education Programme
Bonnes pratiques de résolution non-violente de conflits en milieu éducatif formel et non-formel
- quelques exemples
Author(s):
2003 ISBN -

UNICEF
Education for Development: A Teacher’s Resource for Global Learning
Author(s): Susan Fountain

UNICEF - Aceh Peace Education Program
Kurikulum Pendidikan Damai (Peace Education Curriculum)
Author(s): Dr. Darni M. Daud, Curriculum Cttee Chair
2002 ISBN - Peaceeduaceh@yahoo.com

UNICEF - Education for Development Section
Education for Conflict Resolution - A Training for Trainers Manual
Author(s): Susan Fountain
1997 ISBN -
Global Education: Making Basic Learning a Child-Friendly Experience
Author(s): Graham Pike David Selby
ISBN -

Education for Conflict Resolution: Teachers' Guide for Primary Grades
Author(s): 1995 ISBN -

 Za Svmire: Peaceful Conflict Resolution Workshops for Primary and Secondary Schools
Author(s): Maja Uzelac 2001 ISBN 9953-9724440-

Author(s): Prof. Dr. Rosandic Ruzia 1996 ISBN 86-7184-004-2

Author(s): Prof. Dr. Rosandic Ruzia 1996 ISBN 86-7184-005-0

Training Manual of Conflict Resolution, Reconciliation and Peace
Author(s): Barry Hart Joe Gbaba 1993 ISBN -

Words are Windows or They’re Walls: Non-violent Communication Programme
Author(s): Nada Ianiatic Marshall Rosenberg 1996 ISBN -

Children Working for Peace

Is There No Other Way: The Search for a Non-violent Future

Mediation in School Communities: Creative and Constructive Approaches to Conflict
Author(s): Dawn Alley 2000 ISBN - ccrweb.uct.ac.za

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University of Washington - Peace and Strategic Studies Program

**Approaches to Peace: A Reader in Peace Studies**

Author(s): David Barash

US Institute for Peace

**Building Peace: Sustainable Reconciliation in Divided Societies**

Author(s): John P. Lederach

WNET Thirteen New York - Peaceful Solutions

**Peaceful Solutions: Conflict Resolution and Violence Prevention Strategies**

Author(s):
Cultural and Ethnic Differences

Handbook of Intercultural Training, 3rd edition
Author(s): Dan Landis  Janet M. Bennett  Milton Bennett

Exploring Culture: Exercises, Stories, and Synthetic Cultures
Author(s): Gert Jan Hofstede  Paul Pederson

Open Minds to Equality: A Sourcebook of Learning Activities to Affirm Diversity and Promote Equality
Author(s): Nancy Schniedewind  Ellen Davidson

Just a Little Dot
Author(s): Mitra Sen
Video, 35 min.

Roots and Wings: Affirming Culture in Early Childhood Education
Author(s): Stacy York

National Association for the Education of Young Children - ABC Task Force (Anti Bias Curriculum)

Anti-Bias Curriculum: A Tool for Empowering Young Children
Author(s): Louise Derman-Sparks
1989  ISBN  0-935989-20-x

Network of Educators on the Americas - Teaching for Change
Beyond Heroes and Holidays
Author(s): Enid Lee  Deborah Menkart  Margo Okazawa-Rey

Project Adventure
Diversity in Action: Using Adventure Activities to Explore Issues of Diversity with Middle School and High School Age Youth
Author(s): Sharon Chappelle  Lisa Bigman

Research Action Council (PRR AC) - Teaching for Change and Poverty and Race
Putting the Movement Back in the Civil Rights Movement
Author(s): Deborah Menkart  Alana Murray  Jenice L. View, eds.

Stir-Fry Productions
The Color of Fear: About the Pain and Anguish of Racism
Author(s): Mun Wah Lee
2004  ISBN  -
Video: 90 min.
Teaching Tolerance

The Shadow of Hate: A History of Intolerance in the US
Author(s): Charles Guggenheim
Video, 40 min.; linked to the book "Us and Them"

Teaching Tolerance

Us and Them
Author(s): Charles Guggenheim
Ecology, the Environment and Health

War and Public Health
Author(s): Barry Levy Victor Sidel

Center for Ecoliteracy
The Edible Schoolyard and Getting Started: A Guide for Creating School Gardens as Outdoor Classrooms
Author(s): Fritjof Capra Alice Waters Wes Jackson

Center for Ecoliteracy
Ecoliteracy: Mapping the Terrain
Author(s): Zenobia Barlow Fritjof Capra Jeanette Armstrong

Educators for Social Responsibility: National
Trash Conflicts: An Integrated Science and Social Studies Curriculum on the Ethics of Disposal
Author(s): Amy Ballin

Green Teacher, New Society Publishers
Teaching about Climate Change
Author(s): Tim Grant Gail Littlejohn

Harvard University - Victims of Violence Program, Cambridge
Trauma and Recovery: The Aftermath of Violence - from Domestic Abuse to Political Terror
Author(s): Judith Lewis Herman, MD.

Project on Ecological and Cooperative Education
Learning Peace: The Promise of Ecological and Cooperative Education
Author(s): Betty Reardon Eva Nordland, eds.

UNICEF, WHO, UNDP
Children in the New Millennium: Environmental Impact on Health
Author(s):

University of Tennessee, Education for Sustainable Development Toolkit and Energy, Environment and Resources Center
The Education for Sustainable Development Toolkit
Author(s): Dr. Rosalyn McKeown

World Hunger Year
Finding Solutions to Hunger: Kids Can Make Difference
Author(s): Stephanie Kempf

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Economic and Social Justice

American Friends Service Committee - Praxis/Economic Justice Project

Economics Education: Building a Movement for Global Economic Justice
Author(s): Mary Zerke, ed.

Education Development Project, Croatia

Education for Development
Author(s): Renata Miljevic-Ricick Dubrevka Males Majda Rijavec
1999 ISBN 953-191125-8

Hampshire College, Amerst, MA, USA; Population and Development Program

Population in Perspective: A Curriculum Resource
Author(s): Mary Lugton Pheobe McKinney

Highlander Research and Education Center

A Very Popular Economic Education Sampler
Author(s):

Institute for Elimination of Poverty and Genocide - Project South, Atlanta, GA, USA

Today's Globalization
Author(s):

Institute for Policy Studies

Field Guide to the Global Economy
Author(s): Sarah Anderson John Cavanagh Thea Lee

ISEC International Society for Ecology and Culture, Rethinking Schools: Ladakh Project

Ancient Futures: Learning from Ladakh
Author(s): John Page
linked to ISBN: 0-942951-28-5; visual media: 60 min.

Learning Corporation of America

The Fable of He and She
Author(s):
ISBN 0-388014024
visual media: 11:05 min.; distributor: coronet/Mti Film & Video, 420 Academy Drive, Northbrook, IL 60062, USA

National Labor Committee - Labor Committees for Worker and Human Rights

Child Labor is not Cheap
Author(s): Amy Sanders Meredith Sommers
incl. video: "The Child Behind the Label"
National Labor Committee - United Students Against Sweatshops

**Something to Hide**

Author(s): 

National Network for Immigrant and Refugee Rights

**Bridges: Building a Race and Immigration Dialogue in the Global Economy**

Author(s): Eunice Cho Francisco Arguelles Paz y Puente
Hyunhye

Further authors: Miriam Ching, Yoon Louie, Sasha Khokha; other purpose of programme: for immigrants, refugees and allies to dialogue, build community, and work for justice across difference

National Network for Immigrant and Refugee Rights

**Uprooted: Refugees of the Global Economy**

Author(s): Sasha Khokha Ulla Nilsa Jon Fromer

Further author: Francisco Herrera; Video: 28 min.

No More Sweatshops Coalition

**The Hidden Face of Globalization: What Corporations Don't Want to Know**

Author(s): 

Project South, Atlanta, GA, USA

**Anatomy of a Movement: the Zapatistas**

Author(s): 

Project South, Atlanta, GA, USA

**The Roots of Terror: Yesterday's Struggles, Today's Lessons, Tomorrow's Visions**

Author(s): 

Project South, Atlanta, GA, USA

**Popular Education for Movement Building, Vol II**

Author(s): 

Public Broadcasting Corporation USA: 'A Force More Powerful' series

**A Force More Powerful: A Century of Non-violent Conflict**

Author(s): Peter Ackerman Jack Duvall

Rethinking Schools

**Rethinking Globalization: Teaching for Justice in an Unjust World**

Author(s): Bill Bigelow Bob Peterson
Rethinking Schools

**Trinkets and Beads: Oil Companies and the Rain Forests**
Author(s): Bill Bigelow Joe Kane

**Searching for Peace: The Road to TRANSCEND**
Author(s): Johan Galtung Carl G. Jacobsen Kai Frith

**Peace by Peaceful Means: Peace and Conflict Development and Civilization**
Author(s): Johan Galtung

UNICEF, Mauritian Institute for Education, Reduit

**Education for Development: A Teacher's Manual - Primary and Secondary**
Author(s): Roshan Maudho
1999 ISBN -
Human Rights

Human Rights Education in the 21st Century
Author(s): George J. Andreopoulos Richard P. Claude

Amnesty International - Human Rights Educators Advocacy Network
Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights
Author(s): Nancy Flowers, ed.

Amnesty International, Africa - Human Rights Education Team
Siniko: Towards a Human Rights Culture in Africa - A Manual for Teaching Human Rights
Author(s): ISBN www.amnesty.org

Amnesty International, UK
Our World, Our Rights: Teaching the Rights and Responsibilities in the Primary School - A Handbook for Learning About the Universal Declaration of Human Rights
Author(s): Margot Brown, ed.

Circle of Rights: Economic, Social and Cultural Rights Activism - A Training Manual
Author(s): 2000 ISBN 0970770006

Centre for the Study of Human Rights
The Design and Evaluation of Human Rights Education Programs
Author(s): J. Paul Martin

Columbia Teachers College, Centre for the Study of Human Rights, Peace Education Programme
Educating for Human Dignity: Learning about Rights and Responsibilities
Author(s): Betty Reardon

International Education
Guidelines for Curriculum and Textbook Development in International Education
Author(s):
1991 ISBN
part of the UNESCO Kit “The Practice of Citizenship”; Purpose of Programme: Capacity Building at the national level for curriculum development

People’s Movement for Human Rights Education
A Call to Justice Resource Packet: Providing a Human Rights Framework to Empower the Work of NGO’s, Community Workers and Others
Author(s):
People's Movement for Human Rights Education
Passport to Dignity: Connecting the 12 Areas of Concern of the Beijing Platform for Action (BFFA) to the Human Rights Framework for the Fulfillment of Human Rights of Women of All Ages Worldwide
Author(s):  

UNESCO
All Human Rights - Manual for Human Rights Education
Author(s):  
1998 ISBN 92-3-103512-6
part of the UNESCO Kit "The Practice of Citizenship"

UNESCO
Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy
Author(s):  
1995 ISBN -

UNESCO - Peace Programme
Tolerance in Films - Keys to the Language of Motion Pictures in Schools
Author(s):  
1997 ISBN -
part of the UNESCO Kit "The Practice of Citizenship"

UNESCO - Section for Human Right, Democracy and Peace (Education sector)
Human Rights - Questions and Answers
Author(s): Leah Levin  
1996 ISBN -

UNESCO Santo Domingo, Facultad Latino Americana de Ciencia Sociales
Guia de Educacion en Derechos Humanos
Author(s): Monisha Bajaj  
ISBN

UNESCO, Associated Schools Programme
Culture of Democracy: A Challenge for Schools
Author(s): Patrice Meyer-Bisch, ed.  
1995 ISBN 92-3-103093-0
part of the UNESCO Kit "The Practice of Citizenship"

UNICEF - Education for Development Section
It's Only Right: A Practical Guide to Learning about the Convention on the Rights of the Child
Author(s): Susan Fountain  

United Nations, New York; Centre for Human Rights, Geneva
ABC Teaching Human Rights - Practical Activities for primary and Secondary Schools
Author(s):  
1989 ISBN -
part of the UNESCO Kit "The Practice of Citizenship"
University of Minnesota, Human Rights Resource Centre


Author(s): Nancy Flowers


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University of Minnesota, Human Rights Resource Centre

**Economic and Social Justice: A Human Rights Perspective**

Author(s): David Shipman


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University of Minnesota, Human Rights Resource Centre - The Circle for the Child Project

**Raising Children with Roots, Rights, and Responsibilities: Celebrating the UN Convention of the Rights of the Child**

Author(s): Lori Dupont Joanne Foley Annette Gagliardi


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University of Natal, Department of Education

**School Effectiveness and Education for Democracy and Non-violence**

Author(s): Chris Harber

1997 ISBN -

*part of the UNESCO Kit "The Practice of Citizenship"

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World Health Organization, WHO's Global School Health Initiative

**Violence Prevention: An Important Element of a Health-Promoting School (WHO information series on school health - document 3)**

Author(s): 

1999 ISBN -

*part of the UNESCO Kit "The Practice of Citizenship"
Peace Pedagogy

Peace Education, 2nd edition
Author(s): Ian Harris Mary Lee Morrison

I'd Rather Teach Peace
Author(s): Coleman McCarthy

Fighting to Learn
Author(s): John Hammond

The Kid's Guide to Social Action
Author(s): Barbara A. Lewis
1998 ISBN 1-57542-038-4

The Paulo Freire Reader
Author(s): Ana Maria Araujo Freire Donald Macedo

Freire for the Classroom
Author(s): Ira Shor, ed.

Centre d'Estudis de L'Esplai
En Clau de Pau - un programa pedagògic per al nou millenni (The Key for Peace - a Pedagogical Programme for the new Millennium)
Author(s):

Columbia University Teachers College - Peace Education Program
Education for a Culture of Peace in a Gender Perspective
Author(s): Betty Reardon
2001 ISBN 92-3-103811-7 www.tc.edu/peaceed/

Doris Marshall Institute for Education and Action
Educating for a Change
Author(s):

European Centre for Conflict Prevention, Europen Centre for Common Ground, IMPACS
The Power of the Media - A Handbook for Peacebuilders
Author(s): Ross Howard Francis Rott Hans van de Veen
2003 ISBN 90-77145-02-8 further author: Juliette Verhoeven; purpose of programme: best practices and lessons learned
Health Communications, Inc.

**Living Values: An Educational Program - Activities for Children Ages 8-14**
Author(s): Diana Tillman Diana Hsu
series of 5 publications: "Living Values: An Educational Program"

Health Communications, Inc.

**Living Values: An Educational Program - Activities for Children Ages 3-7**
Author(s): Diana Tillman Diana Hsu
series of 5 publications: "Living Values: An Educational Program"

Health Communications, Inc.

**Living Values: An Educational Program - Activities for Young Adults**
Author(s): Diana Tillman
series of 5 publications: "Living Values: An Educational Program"

Health Communications, Inc.

**Living Values: An Educational Program - LVEP Educator Training Guide**
Author(s): Diana Tillman Pilar Quera Colomina
2000 ISBN 1-55874-879
series of 5 publications: "Living Values: An Educational Program"

Health Communications, Inc.

**Living Values: An Educational Program - Parent Groups: A Facilitator’s Guide**
Author(s): Diana Tillman
series of 5 publications: "Living Values: An Educational Program"

INEE, UNHCR Office, Nairobi, Kenya - Peace Education Programme

**The Inter-Agency Network for Education in Emergencies - Technical Kit No. 3 Peace Education Programme: Peacemaker - The Peace Education Newsletter issue No 2: Encounter with a Young Specialist of Peace**
Author(s):
2001 ISBN -
INEE: Inter-Agency Network for Education in Emergencies

INEE, UNHCR Office, Nairobi, Kenya - Peace Education Programme

**The Inter-Agency Network for Education in Emergencies - Technical Kit No. 3 Peace Education Programme: Youth Manual**
Author(s):
2001 ISBN -
INEE: Inter-Agency Network for Education in Emergencies

INEE, UNHCR Office, Nairobi, Kenya - Peace Education Programme

**The Inter-Agency Network for Education in Emergencies - Technical Kit No. 3 Peace Education Programme: Booklets for a Culture of Peace Extract from a Mini-library of Peace Education Materials**
Author(s):
2000 ISBN -
INEE: Inter-Agency Network for Education in Emergencies
The Inter-Agency Network for Education in Emergencies - Technical Kit No. 3 Peace Education Programme: Story Book
Author(s):
ISBN
INEE: Inter-Agency Network for Education in Emergencies

The Inter-Agency Network for Education in Emergencies - Technical Kit No. 3 Peace Education Programme: Effective Peacemaking - a Booklet for Facilitators
Author(s):
ISBN
INEE: Inter-Agency Network for Education in Emergencies

The Inter-Agency Network for Education in Emergencies - Technical Kit No. 3 Peace Education Programme: Facilitator Resource Notes
Author(s):
ISBN
INEE: Inter-Agency Network for Education in Emergencies

The Inter-Agency Network for Education in Emergencies - Technical Kit No. 3 Peace Education Programme: Facilitator Training Manual
Author(s):
ISBN
INEE: Inter-Agency Network for Education in Emergencies

The Inter-Agency Network for Education in Emergencies - Technical Kit No. 3 Peace Education Programme: Teacher Activity Book
Author(s):
ISBN
INEE: Inter-Agency Network for Education in Emergencies

The Inter-Agency Network for Education in Emergencies - Technical Kit No. 3 Peace Education Programme: Teacher Resource Notes
Author(s):
ISBN
INEE: Inter-Agency Network for Education in Emergencies

The Inter-Agency Network for Education in Emergencies - Technical Kit No. 3 Peace Education Programme: Teacher Training Manual
Author(s):
ISBN
INEE: Inter-Agency Network for Education in Emergencies

International Institute for Education Planning (IIEP)/ UNESCO
Co-ordinating Education during Emergencies and Reconstruction - Challenges and Responsibilities
Author(s): Marc Sommers
2004 ISBN

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - 34 -
International Institute for Educational Planning (IIEP)/UNESCO

Learning Independence - Education in Emergency and Transition in Timor-Leste since 1999
Author(s): 
2004 ISBN -

International Institute for Educational Planning (IIEP)/UNESCO
Parallel Worlds - Rebuilding the Education System in Kosovo
Author(s): Marc Sommers Peter Buckland
2004 ISBN -

International Institute for Educational Planning (IIEP)/UNESCO
Never Again - Education for Reconstruction in Rwanda
Author(s): Anna Obura
2003 ISBN -

International Institute for Educational Planning (IIEP)/UNESCO
Surviving School - Education for Refugee Children from Rwanda 1994-1996
Author(s): Lindsay Bird
2003 ISBN -

International Institute for Educational Planning (IIEP)/UNESCO
Planning Education in and after Emergencies
Author(s): Margaret Sinclair
2002 ISBN -

L'Espai Catalan Foundation
Peace Education in Out of School Care - Examples of Good Practice in Three Countries
Author(s): 
1999 ISBN -

Rethinking Schools
Rethinking Our Classrooms: Teaching for Equity and Justice, Vol. II
Author(s): Bill Bigelow Bob Peterson Linda Christensen

Rethinking Schools
Teaching about Social Justice and the Power of the Written Word
Author(s): Linda Christensen

Rethinking Schools
Rethinking Our Classrooms: Teaching for Equity and Justice, Vol I
Author(s): Bill Bigelow Bob Peterson Linda Christensen

The Hague Appeal for Peace, Columbia University Teachers College - Peace Education Program
Learning to Abolish War: Teaching Toward a Culture of Peace, Book I: Rational and Approaches to Peace
Author(s): Betty Reardon Alicia Cabezudo et al.

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials
- 35 -
Education for a Culture of Peace from a Gender Perspective
Author(s): Betty Reardon
2001 ISBN 92-3-10381167

All Human Beings
Author(s):
2000 ISBN 92-3103512-6

The Culture of Peace - A Beginning: Memory of the Future
Author(s):
1999 ISBN 92-3-103619-x
first published in 1995, then in 1999

The Culture of Peace - A Beginning: Science Power
Author(s):
1999 ISBN 92-3-103618-1
first published in 1995, then in 1999

The Culture of Peace - A Beginning: The New Page
Author(s):
1999 ISBN 92-3-103617-3
first published in 1997, then in 1999

Tolerance: The Threshold of Peace - Unit 2: Primary School Resource Unit
Author(s): Betty A. Reardon
1997 ISBN 92-3-103377-8

Tolerance: The Threshold of Peace - Unit 3: Secondary School Resource Unit
Author(s): Betty A. Reardon
1997 ISBN 92-3-103378-6
UNESCO
Tolerance The Threshold of Peace - Unit 1: Teacher Training Resource Unit
Author(s): Betty A. Reardon
ISBN 92-3-103376-x

UNESCO - Asia Pacific Center of Education for international Understanding
Education for a Culture of Peace: Source Book for Teacher Training

UNESCO New Delhi
Learning the Way of Peace - A Teachers’ Guide to Peace Education
Author(s): 2001 ISBN -

UNESCO, Associated Schools Project Network (ASPnet)
UNESCO Peace Package for Elementary School Teachers - a Teacher’s Handbook
Author(s): 2000 ISBN -

UNESCO, Associated Schools Project Network (ASPnet)
UNESCO Peace Package for Elementary School Teachers - Colouring Book on Life of Mahatma Gandhi
Author(s): 2000 ISBN -

UNESCO, Peace Education Programme
De la non-violence education
Author(s): Jean-Marie Muller 2002 ISBN -

UNESCO, University of Brazilia - UNIPAX Programme
The Art of Living in Peace - Guide to Education for a Culture of Peace
Author(s): Pierre Weil 2002 ISBN 92-3-103804-4

UNESCO, Associated Schools Project: Young People's World Heritage Education Project
World Heritage in Young Hands: To Know, Cherish, and Act, chp 6: "World Heritage and a Culture of Peace"
Author(s): Susan Fountain 2002 ISBN 92-3-103843-5

UNICEF, CARE and Croatian Ministry of Education - The Health of Children in War Zones
School-based Healing and Peace Initiative: Trauma Healing and Peaceful Problem Solving for Primary Schools in Western and Eastern Slavonia
Author(s): Barry Hart ISBN
Visual Media

ASCD - Association for Supervision and Curriculum Development

Adult Conflict Resolution (40 min.)
Author(s):

CASEL: The Laboratory for Student Success (LSS)

Safe and Sound: An Educational Leader’s Guide to Evidence-Based Social and Emotional Learning (SEL) Programs
Author(s):
CASEL: Collaboration for Academic Social and Emotional Learning

Conflict Resolution Program of Friends School of Minnesota

Eye to Eye: Integrating Conflict Resolution into the Elementary School Community (Video 35 min.)
Author(s): Laughlin and Associates
1995 ISBN

Creative Response to Conflict - Cincinnati Branch

Sharing Power for Peaceful School
Author(s):

Educator Development Center, Inc.

Violence Presentation: A Guide to the Cause (54 min.)
Author(s): Deborah Prothrow-Stith
1987 ISBN -

Educators for Social Responsibility, Peter Yarrow Productions, Operation Respect, Inc.

Don’t Laugh at Me: Creating a Ridicule-Free Classroom (incl. Video: “Don’t Laugh at Me”)
Author(s):

Educators for Social Responsibility: National

Linking Up Guide
Author(s): Sarah Pirtle

National Crisis Prevention Institute

Breaking Up Fights: Non-violent Crisis Intervention for the Educator
Author(s):
1990 ISBN -
Vol. 1: How to Safely Defuse Explosive Conflicts; Vol. 2: The Disruptive Adolescent; Vol. 3: the Assaultive Student)

Public Affairs Television, Inc. - Films for the Humanities and Sciences

Facing the Truth with Bill Moyers: Reconciliation and Forgiveness in South Africa (2 part documentary, Videos 60 min. each)
Author(s): Bill Moyers
Starting Small Video with Companion Text

Author(s):  
ISBN: www.teachingtolerance.org

The National Center for Conflict Resolution Education - National Peaceable Schools Project

Peer Mediation: Conflict Resolution in Schools: Program Guide and Student Manual, Part 1  
(Program Guide)  
Author(s): Fred Schrumpt Donna Crawford Richard Bodine  

(Stuent Manual)  
Author(s): Fred Schrumpt Donna Crawford Richard Bodine  

Creating the Peaceable Classroom: A Comprehensive Program for Eaching conflict Resolution, 
Program Guide and Student Manual (Part 1: Program Guide)  
Author(s): Fred Schrumpt Donna Crawford Richard Bodine  

Creating the Peaceable Classroom: A Comprehensive Program for Teaching Conflict Resolution: 
Program Guide and Student Manual (Part 2: Student Manual)  
Author(s): Fred Schrumpt Donna Crawford Richard Bodine  

WNET Thirteen New York - Peaceful Solutions

Peaceful Solutions: Conflict Resolution and Violence Prevention Strategies  
Author(s):  

contains 4 videos, 30 min. each - Prog. 1: Community Service Learning, Model UN; Prog. 2: Bias Awareness, Media Literacy; Prog. 3: Communication Skill Building, Academnic Controversy; Prog. 4: Changing Habits of Thought, Mediation

Just a Little Dot  
Author(s): Mitra Sen  

Video, 35 min.

Str-Fry Productions

The Color of Fear: About the Pain and Anguish of Racism  
Author(s): Mun Wah Lee  
2004 ISBN -  
Video: 90 min.

Teaching Tolerance

The Shadow of Hate: A History of Intolerance in the US  
Author(s): Charles Guggenheim  

Video, 40 min.; linked to the book “Us and Them”
Ancient Futures: Learning from Ladakh
Author(s): John Page
linked to ISBN: 0-942961-28-5; visual media: 60 min.

Learning Corporation of America
The Fable of He and She
Author(s):
ISBN 0-388014024
visual media: 11:05 min.; distributor: coronet/Mti Film & Video, 420 Academy Drive, Northbrook, IL 60062, USA

National Labor Committee - Labor Committeee for Worker and Human Rights
Child Labor is not Cheap
Author(s): Amy Sanders Meredith Sommers
incl. video: "The Child Behind the Label"

National Labor Committee - United Students Against Sweatshops
Something to Hide
Author(s):

National Network for Immigrant and Refugee Rights
Uprooted: Refugees of the Global Economy
Author(s): Sasha Khokha Ulla Nilsa Jon Fromer
Further author: Francisco Herrera; Video: 28 min.

No More Sweatshops Coalition
The Hidden Face of Globalization: What Corporations Don’t Want to Know
Author(s):

Public Broadcasting Corporation USA: 'A Force More Powerful' series
A Force More Powerful: A Centure of Non-violent Conflict
Author(s): Peter Ackerman Jack Duvall

Rethinking Schools
Trinkets and Beads: Oil Companies and the Rain Forests
Author(s): Bill Bigelow Joe Kane
linked to ISBN: 0-942961-28-5

UNESCO - Peace Programme
Tolerance in Films - Keys to the Language of Motion Pictures in Schools
Author(s):
1997 ISBN -
part of the UNESCO Kit "The Practice of Citizenship"
Annex 1:

Complete List of Individual Records with Detailed Analytical Information
Category: Conflict Resolution

Title: Learning to Live Together: Preventing Hatred and Violence in Child and Adolescent Development

Bibliographical Data:
Affiliation: D. and B. Hamburg, Md
Date of Publication: 2004 ISBN: 0-19-515779-6 URL:

Analytical Data:

I Target Region/Country: 

II Purpose of the Programme:
☐ Enhancement of positive behaviour
☐ Decrease in negative behaviour
☐ Other

III Target Groups:
☐ Early Childhood ☐ Extra/co-curricular
☐ Primary ☐ Youth Groups
☐ Secondary ☐ Community Groups
✓ Tertiary
✓ Teacher Training

IV Types of Intervention/Programme:
☐ Advocacy ☑ Structured programme
☐ Teacher internalisation ☑ discreet
☐ Occasional interventions ☑ formal ☐ non-formal
☐ Training of teachers ☐ embedded
☐ other structure

V Special Skills required:
✓ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours ☐ several year
☐ several days ☐ school year
☐ several weeks ☐ Structured cyclic curriculum
☐ several months ☐ Occasional un/semi-structured curriculum

X Context:
✓ Normal circumstances ✓ Entering a post-conflict/reconstruction phase
✓ Inter-group tensions ✓ Facing possibility of armed conflict
☐ Experiencing armed conflict ☐ Participants with a post-conflict trauma

VII Major Didactic Approaches:
✓ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
✓ Diagnosing skills
☐ Skills, values and attitudes
☐ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
✓ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1
Category: Conflict Resolution

Title: The Power of Non-violence: Writings by Advocates of Peace

Bibliographical Data:

Affiliation: Howard Zinn, ed.
Date of Publication: 2002 ISBN: 0-8070-1407-9 URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:

☐ Enhancement of positive behaviour
☐ Decrease in negative behaviour ☐ Other

III Target Groups:

a) Formal Education:
☐ Early Childhood
☐ Primary
☐ Secondary
☑ Tertiary
☐ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/Programme:

☑ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers

☑ Structured programme
☐ Discreet
☐ Formal
☐ Non-formal
☐ Embedded
☐ Other structure

V Special Skills required:

☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:

☐ Several hours
☐ Several days
☐ Several weeks
☐ Several months

☐ Several year
☐ School year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:

☐ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:

☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:

☐ Diagnosing skills
☑ Skills, values and attitudes
☑ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/needs identification
☐ Programme design
☐ Teaching/facilitation of skills-building

X Context:

☑ Normal circumstances
☑ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☑ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: A Powerful Peace: The Integrative Thinking Classroom

Bibliographical Data:
Affiliation: W. and R. Heyenberk
Date of Publication: 2000 ISBN: 0-205-29360-3 URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- ✓ Enhancement of positive behaviour
- ✓ Decrease in negative behaviour
- □ Other

III Target Groups:
  a) Formal Education:
  - □ Early Childhood
  - ✓ Primary
  - ✓ Secondary
  - □ Tertiary
  - ✓ Teacher Training
  b) Non-formal Education:
  - □ Extra/co-curricular
  - ✓ Youth Groups
  - □ Community Groups

IV Types of Intervention/ Programme:
- ✓ Advocacy
- □ Teacher internalisation
- □ Occasional interventions
- □ Training of teachers
- ✓ Structured programme
  - ✓ Discreet
  - □ Formal
  - ✓ Non-formal
  - □ Embedded
  - □ Other structure

V Special Skills required:
- □ Higher Education
- □ Experience with interactive training methods

VI Duration of Programme:
- ✓ Several hours
- □ Several days
- □ Several weeks
- □ Several months
- □ Several year
- ✔ School year
- □ Structured cyclic curriculum
- □ Occasional un/semi-structured curriculum

X Context:
- ✓ Normal circumstances
- ✓ Entering a post-conflict/reconstruction phase
- □ Experiencing armed conflict
- □ Inter-group tensions
- ✓ Facing possibility of armed conflict
- □ Participants with a post-conflict trauma
- □ Self report
- □ Structured observation
- ✓ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- □ Structured interviews

IX Content Areas:
- ✓ Diagnosing skills
- ✓ Skills, values and attitudes
- □ Human rights
- □ Citizenship
- □ Associated areas of peace-building
- □ Curriculum planning
- ✓ Evaluation/ needs identification
- □ Programme design
- ✓ Teaching/ facilitation of skills-building

VII Major Didactic Approaches:
- ✓ Written publication
- □ Visual media
- □ Lectures
- ✓ Simulation/role play
- ✓ Structured activities
- ✓ Games (with peace skills agenda)
- ✓ Co-operative learning

VIII Methods of Evaluation:
Category: Conflict Resolution

Title: Getting to Peace: Transforming Conflict at Home, at Work, and in the World

Bibliographical Data:
Affiliation: William Ury
Author(s): William Ury
Date of Publication: 1999
URL: www.penguininputnam.com

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour
☐ Other

III Target Groups:
a) Formal Education:
☐ Early Childhood
☐ Primary
☑ Secondary
☐ Tertiary
☑ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☑ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy
☑ Structured programme
discret.
☐ formal
cy non-formal
☐ embedded
☐ other structure

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☑ several hours
☑ several days
☐ several weeks
☐ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☑ Occasional uni/semi-structured curriculum

X Context:
☑ Normal circumstances
☑ Entering a post-conflict/reconstruction phase
☑ Experiencing armed conflict
☑ Inter-group tensions
☑ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma

☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

☑ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

☑ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☑ Teaching/ facilitation of skills-building
Category: Conflict Resolution

Title: Because We Can Change the World

Bibliographical Data:
Affiliation: 
Author(s): Mara Sapon-Shevin
Date of Publication: 1999. ISBN: 0-205-17489-2 URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:
a) Formal Education:
☐ Early Childhood
☐ Primary
☐ Secondary
☐ Tertiary
☑ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy
☑ Teacher internalisation
☐ Occasional interventions
☑ Training of teachers

☑ Structured programme
☐ formal ☐ non-formal
☐ embedded
☐ other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☑ several hours
☑ several days
☑ several weeks
☑ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☑ Simulation/role play
☑ Structured activities
☑ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☑ Self report
☐ Structured observation
☑ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☑ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☑ Curriculum planning
☑ Evaluation/ needs identification
☑ Programme design
☑ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances ☐ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☑ Inter-group tensions ☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: How Children Understand War and Peace: a Call for International Peace Education

Bibliographical Data:
Affiliation: Amiram Raviv Louis Oppenheimer Daniel Bar-Tal, eds
Date of Publication: 1999 ISBN: 0-7879-4169-7 URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour □ Other

III Target Groups:

a) Formal Education:
☐ Early Childhood
☑ Primary
☑ Secondary
☑ Tertiary
☑ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:

☑ Advocacy
☑ Teacher internalisation
☐ Occasional interventions
☑ Training of teachers

☐ Structured programme
☐ discret
☐ formal
☐ non-formal
☐ embedded
☐ other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours
☐ several days
☐ several weeks
☐ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☑ Evaluation/ needs identification
☑ Programme design
☑ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances
☑ Entering a post-conflict/reconstruction phase
☑ Inter-group tensions
☑ Facing possibility of armed conflict
☐ Experiencing armed conflict
☐ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Educating for a Peaceful Future

Bibliographical Data:
Affiliation: 
Author(s): David Smith T. R. Carson
Date of Publication: 1998 ISBN: 0-921-099-07-x URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑️ Enhancement of positive behaviour
☑️ Decrease in negative behaviour ☐ Other

III Target Groups:

a) Formal Education:
☐ Early Childhood
☒ Primary
☑ Secondary
☐ Tertiary
☑ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☑️ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☑️ Structured programme
☐ discreet
☐ formal ☐ non-formal
☐ embedded
☐ other structure

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☑️ several hours ☐ several year
☑️ several days ☐ school year
☐ several weeks ☐ Structured cyclic curriculum
☐ several months ☐ Occasional un/semi-structured curriculum

X Context:
☑️ Normal circumstances ☐ Entering a post-conflict/reconstruction phase
☑ Inter-group tensions ☐ Facing possibility of armed conflict
☐ Experiencing armed conflict ☐ Participants with a post-conflict trauma

VII Major Didactic Approaches:
☑️ Written publication
☐ Visual media
☐ Lectures
☑️ Simulation/role play
☑️ Structured activities
☐ Games (with peace skills agenda)
☑️ Co-operative learning

VIII Methods of Evaluation:
☑️ Self report
☑️ Structured observation
☑️ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☑️ Diagnosing skills
☐ Skills, values and attitudes
☐ Human rights
☑️ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building
Category: Conflict Resolution

Title: Resolving Identity-Based Conflict in Nations, Organizations, and Communities

Bibliographical Data:
Affiliation: 
Author(s): Jay Rothman

Analytical Data:

I Target Region/Country: USA, Middle East, global

II Purpose of the Programme:
- ✓ Enhancement of positive behaviour
- ✓ Decrease in negative behaviour
- Other

III Target Groups:
- a) Formal Education:
  - Early Childhood
  - Primary
  - Secondary
  - Tertiary
  - Teacher Training
- b) Non-formal Education:
  - Extra/co-curricular
  - Youth Groups
  - Community Groups

IV Types of Intervention/ Programme:
- ✓ Advocacy
- Teacher internalisation
- Occasional interventions
- Training of teachers
- ✓ Structured programme
- Discret
- formal
- non-formal
- Embedded
- Other structure

V Special Skills required:
- Higher Education
- Experience with interactive training methods

VI Duration of Programme:
- ✓ several weeks
- ✓ several months
- ✓ several years
- school year
- Structured cyclic curriculum
- Occasional un/semi-structured curriculum

X Context:
- ✓ Normal circumstances
- Inter-group tensions
- ✓ Facing possibility of armed conflict
- Experiencing armed conflict
- Participants with a post-conflict trauma

VII Major Didactic Approaches:
- ✓ Written publication
- Visual media
- Lectures
- Simulation/role play
- Structured activities
- Games (with peace skills agenda)
- Co-operative learning

VIII Methods of Evaluation:
- ✓ Self report
- Structured observation
- ✓ Self-reported behaviours
- Analytical essay
- Knowledge Mastery tests
- Official statistics
- Structured interviews

IX Content Areas:
- ✓ Diagnosing skills
- Skills, values and attitudes
- ✓ Human rights
- Citizenship
- Associated areas of peace-building
- Curriculum planning
- ✓ Evaluation/ needs identification
- Programme design
- Teaching/ facilitation of skills-building
Category: Conflict Resolution

Title: Preparing for Peace: Conflict Transformation Across Cultures

Bibliographical Data:
Affiliation: John Paul Lederach
Author(s): John Paul Lederach
Date of Publication: 1996 ISBN: 0-8156-2656-8 URL: www.syracuseuniversitypress.syr.edu

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:
a) Formal Education: ☐ Early Childhood ☐ Primary ☐ Secondary ☐ Tertiary ☐ Teacher Training
b) Non-formal Education: ☑ Extra/co-curricular ☑ Youth Groups ☑ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy ☑ Structured programme ☑ discreet
☑ Teacher internalisation ☑ Occasional interventions ☑ formal ☑ non-formal
☑ Occasional interventions ☑ Training of teachers ☑ embedded ☑ other structure

V Special Skills required:
☐ Higher Education ☐ Experience with interactive training methods

VI Duration of Programme:
☑ several hours ☐ several year
☐ several days ☐ school year
☐ several weeks ☐ Structured cyclic curriculum
☐ several months ☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☑ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☑ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances ☑ Entering a post-conflict/reconstruction phase ☐ Experiencing armed conflict
☑ Inter-group tensions ☑ Facing possibility of armed conflict ☐ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Pathways to Peace: 40 Steps to a Less Violent America

Bibliographical Data:
Affiliation: Victor Lacerva
Author(s): Victor Lacerva
Date of Publication: 1996 ISBN: 0-9649104-0-3 URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- [✓] Enhancement of positive behaviour
- [✓] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- a) Formal Education:
  - [ ] Early Childhood
  - [ ] Primary
  - [ ] Secondary
  - [✓] Tertiary
  - [✓] Teacher Training
- b) Non-formal Education:
  - [ ] Extra/co-curricular
  - [✓] Youth Groups
  - [✓] Community Groups

IV Types of Intervention/Programme:
- [✓] Advocacy
- [ ] Structured programme
- [ ] Discret
- [ ] Formal [✓] Non-formal
- [ ] Embedded
- [ ] Other structure

V Special Skills required:
- [ ] Higher Education
- [ ] Experience with interactive training methods

VI Duration of Programme:
- [✓] Several hours
- [ ] Several days
- [✓] Several weeks
- [✓] Several months
- [ ] Several year
- [ ] School year
- [ ] Structured cyclic curriculum
- [✓] Occasional un/semi-structured curriculum

X Context:
- [✓] Normal circumstances
- [✓] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Inter-group tensions
- [✓] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma
- [ ] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [✓] Diagnosing skills
- [✓] Skills, values and attitudes
- [✓] Human rights
- [✓] Citizenship
- [ ] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/needs identification
- [ ] Programme design
- [ ] Teaching/facilitation of skills-building
Category: Conflict Resolution

Title: Justice Without Violence

Bibliographical Data:
Affiliation: Paul Wehr Heidi Burgess Guy Burgess, eds.
Author(s): Date of Publication: 1994 ISBN: 1-55587-465-7 URL: 

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- ☑ Enhancement of positive behaviour
- ☑ Decrease in negative behaviour
- ☐ Other

III Target Groups:
  - a) Formal Education:
    - ☐ Early Childhood
    - ☐ Primary
    - ☐ Secondary
    - ☑ Tertiary
    - ☑ Teacher Training
  - b) Non-formal Education:
    - ☐ Extra/co-curricular
    - ☐ Youth Groups
    - ☐ Community Groups

IV Types of Intervention/Programme:
- ☑ Advocacy
- ☑ Structured programme
- ☐ discreet
- ☐ formal ☐ non-formal
- ☐ embedded
- ☐ other structure

V Special Skills required:
- ☐ Higher Education
- ☑ Experience with interactive training methods

VI Duration of Programme:
- ☐ several hours
- ☑ several days
- ☐ several weeks
- ☐ several months
- ☐ several year
- ☐ school year
- ☑ Structured cyclic curriculum
- ☐ Occasional un/semi-structured curriculum

X Context:
- ☑ Normal circumstances
- ☑ Entering a post-conflict/reconstruction phase
- ☐ Experiencing armed conflict
- ☐ Inter-group tensions
- ☐ Facing possibility of armed conflict
- ☐ Participants with a post-conflict trauma

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1
Category: Conflict Resolution

Title: Teaching Students to be Peacemakers

Bibliographical Data:
Affiliation:
Author(s): David W. Johnson Roger T. Johnson
Date of Publication: 1991 ISBN: 0-939603-15-2 URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:

a) Formal Education: 
☐ Early Childhood ☐ Primary ☐ Secondary ☐ Tertiary
☑ Teacher Training

b) Non-formal Education: 
☐ Early childhood ☑ Extra/co-curricular ☑ Community Groups
☑ Teacher Training

IV Types of Intervention/ Programme:

☑ Advocacy ☑ Structured programme
☐ Teacher internalisation ☑ discreet ☑ formal ☑ non-formal
☐ Occasional interventions ☑ embedded ☑ other structure
☐ Training of teachers

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:

☑ several hours ☑ several days ☑ several weeks ☑ several months
☐ several year ☑ school year ☑ Structured cyclic curriculum
☑ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication ☑ Visual media
☑ Lectures ☑ Simulation/role play
☑ Structured activities ☑ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☑ Self report ☑ Structured observation
☐ Self-reported behaviours ☑ Analytical essay
☐ Knowledge Mastery tests ☑ Official statistics
☐ Structured interviews

IX Content Areas:

☐ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☑ Citizenship ☑ Associated areas of peace-building
☐ Curriculum planning
☑ Evaluation/ needs identification
☑ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances ☑ Entering a post-conflict/reconstruction phase ☐ Experiencing armed conflict
☐ Inter-group tensions ☑ Facing possibility of armed conflict ☐ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Learning the Skills of Peacemaking: An Activity Guide for Elementary Age Children on Communicating, Cooperation and Resolving Conflict

Bibliographical Data:
Affiliation: Naomi Drew
Date of Publication: 1987 ISBN: 0-915190-46-x URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- ☑ Enhancement of positive behaviour
- ☑ Decrease in negative behaviour
- ☐ Other

III Target Groups:
a) Formal Education:
- ☑ Early Childhood
- ☑ Primary
- ☐ Secondary
- ☐ Tertiary
- ☐ Teacher Training

b) Non-formal Education:
- ☑ Extra/co-curricular
- ☑ Youth Groups
- ☐ Community Groups

IV Types of Intervention/ Programme:
- ☑ Advocacy
- ☑ Structured programme
d) Disc.: informal/formal
- ☑ Embedded
- ☐ Other structure

V Special Skills required:
- ☐ Higher Education
- ☐ Experience with interactive teaching methods

VI Duration of Programme:
- ☑ several hours
- ☑ several days
- ☑ several weeks
- ☑ several months
- ☐ several year
- ☐ school year
- ☐ Structured cyclic curriculum
- ☑ Occasional un/semi-structured curriculum

X Context:
- ☑ Normal circumstances
- ☑ Entering a post-conflict/reconstruction phase
- ☑ Facing possibility of armed conflict
- ☐ Experiencing armed conflict
- ☐ Inter-group tensions
- ☑ Participants with a post-conflict trauma

VII Major Didactic Approaches:
- ☑ Written publication
- ☐ Visual media
- ☐ Lectures
- ☑ Simulation/role play
- ☑ Structured activities
- ☑ Games (with peace skills agenda)
- ☑ Co-operative learning

VIII Methods of Evaluation:
- ☑ Self report
- ☐ Structured observation
- ☐ Self-reported behaviours
- ☐ Analytical essay
- ☐ Knowledge Mastery tests
- ☐ Official statistics
- ☐ Structured interviews

IX Content Areas:
- ☐ Diagnosing skills
- ☑ Skills, values and attitudes
- ☐ Human rights
- ☑ Citizenship
- ☐ Associated areas of peace-building
- ☐ Curriculum planning
- ☐ Evaluation/ needs identification
- ☐ Programme design
- ☐ Teaching/ facilitation of skills-building

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1
Category: Conflict Resolution

Title: I Can Make My World a Safer Place: A Kid’s Book about Stopping Violence

Bibliographical Data:
Affiliation: 
Author(s): Paul Kivel 
Date of Publication: ISBN: URL: www.paulkivel.com

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
- [] Enhancement of positive behaviour
- [] Decrease in negative behaviour
- [] Other

III Target Groups:
- a) Formal Education:
  - [] Early Childhood
  - [] Primary
  - [] Secondary
  - [] Tertiary
  - [] Teacher Training
- b) Non-formal Education:
  - [] Extra/co-curricular
  - [] Youth Groups
  - [] Community Groups

IV Types of Intervention/ Programme:
- [] Advocacy
- [] Teacher internalisation
- [] Occasional interventions
- [] Training of teachers
- [] Structured programme
  - [] Discret
    - [] Formal
    - [] Non-formal
    - [] Embedded
    - [] Other structure

V Special Skills required:
- [] Higher Education
- [] Experience with interactive training methods

VI Duration of Programme:
- [] Several hours
- [] Several days
- [] Several weeks
- [] Several months
- [] Several year
- [] School year
- [] Structured cyclic curriculum
- [] Occasional un/semi-structured curriculum

X Context:
- [] Normal circumstances
- [] Entering a post-conflict/reconstruction phase
- [] Experiencing armed conflict
- [] Inter-group tensions
- [] Facing possibility of armed conflict
- [] Participants with a post-conflict trauma

VII Major Didactic Approaches:
- [] Written publication
- [] Visual media
- [] Lectures
- [] Simulation/role play
- [] Structured activities
- [] Games (with peace skills agenda)
- [] Co-operative learning

VIII Methods of Evaluation:
- [] Self report
- [] Structured observation
- [] Self-reported behaviours
- [] Analytical essay
- [] Knowledge Mastery tests
- [] Official statistics
- [] Structured interviews

IX Content Areas:
- [] Diagnosing skills
- [] Skills, values and attitudes
- [] Human rights
- [] Citizenship
- [] Associated areas of peace-building
- [] Curriculum planning
- [] Evaluation/ needs identification
- [] Programme design
- [] Teaching/ facilitation of skills-building
Category: Conflict Resolution

Title: Oasis of Dreams: Teaching and Learning Peace in a Jewish-Palestinian Village in Israel

Bibliographical Data:
Affiliation: 
Author(s): Grace Feuerverger 
Date of Publication: ISBN: URL:

Analytical Data:

I Target Region/Country: conflict areas

II Purpose of the Programme:
☐ Enhancement of positive behaviour ☑ Decrease in negative behaviour ☐ Other

III Target Groups:
  a) Formal Education:
  □ Early Childhood
  □ Primary
  ✓ Secondary
  □ Tertiary
  ☑ Teacher Training
  b) Non-formal Education:
  □ Extra/co-curricular
  ☑ Youth Groups
  ✓ Community Groups

IV Types of Intervention/Programme:
☐ Advocacy ☑ Structured programme
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☐ Other
  ☑ formal ☑ non-formal
  ☑ embedded

V Special Skills required:
□ Higher Education
□ Experience with interactive training methods

VI Duration of Programme:
□ several hours
□ several days
□ several weeks
☑ several months
□ several year
□ school year
□ Structured cyclic curriculum
□ Occasional uni/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
□ Self report
□ Structured observation
□ Self-reported behaviours
□ Analytical essay
□ Knowledge Mastery tests
□ Official statistics
□ Structured interviews

IX Content Areas:
□ Diagnosing skills
☑ Skills, values and attitudes
□ Human rights
☐ Citizenship
□ Associated areas of peace-building
□ Curriculum planning
☐ Evaluation/ needs identification
□ Programme design
□ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances ☑ Entering a post-conflict/reconstruction phase ☑ Experiencing armed conflict
☑ Inter-group tensions ☑ Facing possibility of armed conflict □ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Adult Conflict Resolution (40 min.)

Bibliographical Data:
Affiliation: ASCD - Association for Supervision and Curriculum Development
Author(s):
Date of Publication: ISBN: - URL: www.ascd.org

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
☑ Enhancement of positive behaviour ☐ Decrease in negative behaviour ☐ Other

III Target Groups:
a) Formal Education:
☐ Early Childhood ☐ Primary ☐ Secondary ☐ Tertiary ☑ Teacher Training
b) Non-formal Education:
☐ Extra/co-curricular ☐ Youth Groups ☑ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy ☑ Structured programme
☐ Teacher internalisation ☐ formal ☑ non-formal
☐ Occasional interventions ☐ embedded
☐ Training of teachers ☐ other structure

V Special Skills required:
☐ Higher Education ☐ Experience with interactive training methods

VI Duration of Programme:
☑ several hours ☐ several year
☐ several days ☐ school year
☐ several weeks ☐ Structured cyclic curriculum
☑ several months ☑ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication ☑ Visual media
☐ Lectures ☐ Simulation/role play
☐ Structured activities ☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report ☐ Structured observation
☐ Self-reported behaviours ☑ Analytical essay
☐ Knowledge Mastery tests ☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills ☑ Skills, values and attitudes
☐ Human rights ☐ Citizenship
☐ Associated areas of peace-building ☑ Curriculum planning
☐ Evaluation/ needs identification ☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances ☑ Entering a post-conflict/reconstruction phase ☐ Experiencing armed conflict
☑ Inter-group tensions ☑ Facing possibility of armed conflict ☐ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Conflict Resolution in the Schools: A Manual for Educators

Bibliographical Data:
Affiliation: Association for Conflict Resolution
Author(s): Kathryn Girard Susan J. Koch

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- ✔ Enhancement of positive behaviour
- ✔ Decrease in negative behaviour
- □ Other

III Target Groups:
- a) Formal Education:
  □ Early Childhood
  □ Primary
  □ Secondary
  □ Tertiary
- ✔ Teacher Training

- b) Non-formal Education:
  □ Extra/co-curricular
  □ Community Groups

IV Types of Intervention/ Programme:
- ✔ Advocacy
- □ Teacher internalisation
- □ Occasional interventions
- ✔ Training of teachers

- ✔ Structured programme
  - ✔ discreet
  - □ formal
  - ✔ non-formal
  - □ embedded
  - □ other structure

V Special Skills required:
- □ Higher Education
- □ Experience with interactive training methods

VI Duration of Programme:
- □ several hours
- □ several days
- ✔ several weeks
- □ several months
- □ several year

- □ Structural cyclic curriculum
- □ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- ✔ Written publication
- □ Visual media
- □ Lectures
- ✔ Simulation/role play
- □ Structured activities
- □ Games (with peace skills agenda)
- ✔ Co-operative learning

VIII Methods of Evaluation:
- □ Self report
- □ Structured observation
- □ Self-reported behaviours
- □ Analytical essay
- □ Knowledge mastery tests
- □ Official statistics
- □ Structured interviews

IX Content Areas:
- ✔ Diagnosing skills
- ✔ Skills, values and attitudes
- □ Human rights
- ✔ Citizenship

- □ Associated areas of peace-building
- □ Curriculum planning
- □ Evaluation/ needs identification
- □ Programme design
- □ Teaching/ facilitation of skills-building

X Context:
- ✔ Normal circumstances
- ✔ Entering a post-conflict/reconstruction phase
- □ Experiencing armed conflict
- ✔ Inter-group tensions
- ✔ Facing possibility of armed conflict
- □ Participants with a post-conflict trauma
Title: Does it Work? The Case for Conflict Resolution Education in our Schools

Bibliographical Data:
Affiliation: Association for Conflict Resolution, CREnet
Author(s): Tricia S. Jones Daniel Kmita, eds

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
✓ Enhancement of positive behaviour
✓ Decrease in negative behaviour □ Other

III Target Groups:
a) Formal Education: b) Non-formal Education:
□ Early Childhood ✓ Extra/co-curricular
✓ Primary ✓ Youth Groups
✓ Secondary □ Community Groups
□ Tertiary
✓ Teacher Training

IV Types of Intervention/Programme:
□ Advocacy ✓ Structured programme
□ Teacher internalisation ✓ discret
□ Occasional interventions ✓ formal ✓ non-formal
□ Training of teachers □ embedded
 □ other structure

V Special Skills required:
□ Higher Education
□ Experience with interactive training methods

VI Duration of Programme:
✓ several hours ✓ several year
□ several days □ school year
□ several weeks ✓ Structured cyclic curriculum
□ several months □ Occasional un/semi-
structured curriculum

X Context:
✓ Normal circumstances ✓ Entering a post-conflict/reconstruction phase
✓ Inter-group tensions □ Experiencing armed conflict
□ Facing possibility of armed conflict □ Participants with a post-conflict trauma

VII Major Didactic Approaches:
✓ Written publication
□ Visual media
□ Lectures
□ Simulation/role play
□ Structured activities
□ Games (with peace skills agenda)
□ Co-operative learning

VIII Methods of Evaluation:
□ Self report
□ Structured observation
□ Self-reported behaviours
□ Analytical essay
□ Knowledge Mastery tests
□ Official statistics
□ Structured interviews

IX Content Areas:
✓ Diagnosing skills
✓ Skills, values and attitudes
□ Human rights
✓ Citizenship
✓ Associated areas of peace-building
✓ Curriculum planning
✓ Evaluation/needs identification
✓ Programme design
✓ Teaching/facilitation of skills-building

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1
Category: Conflict Resolution

Title: Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs

Bibliographical Data:
Affiliation: CASEL; The Laboratory for Student Success (LSS)
Author(s):

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☐ Enhancement of positive behaviour
☐ Decrease in negative behaviour ☐ Other

III Target Groups:
   a) Formal Education: 
      ☐ Early Childhood
      ☑ Primary
      ☑ Secondary
      ☐ Tertiary
      ☐ Teacher Training
   b) Non-formal Education:
      ☐ Extra/co-curricular
      ☑ Youth Groups
      ☐ Community Groups

IV Types of Intervention/ Programme:
☐ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☐ Structured programme
☐ Discrete
☐ Formal ☐ Non-formal
☐ Embedded ☐ Other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours ☐ several year
☐ several days ☐ school year
☐ several weeks ☐ Structured cyclic curriculum
☐ several months ☐ Occasional uni/semi-structured curriculum

X Context:
☐ Normal circumstances ☐ Entering a post-conflict/reconstruction phase ☐ Experiencing armed conflict
☐ Inter-group tensions ☐ Facing possibility of armed conflict ☐ Participants with a post-conflict trauma

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☐ Skills, values and attitudes
☐ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building
Category: Conflict Resolution

Title: Non-Violent Communication: A Language of Compassion

Bibliographical Data:
Affiliation: Center for Nonviolent Communication
Author(s): Marshall B. Rosenberg

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour □ Other

III Target Groups:

a) Formal Education:
□ Early Childhood
□ Primary
☑ Secondary
□ Tertiary
☑ Teacher Training

b) Non-formal Education:
□ Extra/co-curricular
□ Youth Groups
☑ Community Groups

IV Types of Intervention/ Programme:

□ Advocacy
□ Teacher internalisation
□ Occasional interventions
☑ Training of teachers

☑ Structured programme
□ discrete
□ formal □ non-formal
□ embedded □ other structure

V Special Skills required:
□ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:

☑ several hours □ several days
□ several weeks □ several months
☑ several year □ school year
□ Structured cyclic curriculum
☑ Occasional uni/semi-structured curriculum

VII Major Didactic Approaches:

☑ Written publication
□ Visual media
□ Lectures
☑ Simulation/role play
☑ Structured activities
□ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:

☑ Self report
☑ Structured observation
☑ Self-reported behaviours
□ Analytical essay
□ Knowledge Mastery tests
□ Official statistics
□ Structured interviews

IX Content Areas:
□ Diagnosing skills
☑ Skills, values and attitudes
□ Human rights
□ Citizenship
□ Associated areas of peace-building
□ Curriculum planning
☑ Evaluation/ needs identification
□ Programme design
☑ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances ☑ Entering a post-conflict/reconstruction phase □ Experiencing armed conflict
□ Inter-group tensions □ Facing possibility of armed conflict □ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: The Conflict Management Program: Peer Mediation for High Schools

Bibliographical Data:
Affiliation: Community Boards Program, San Francisco, CA
Author(s):

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- ✔ Enhancement of positive behaviour
- ✔ Decrease in negative behaviour
- ☐ Other

III Target Groups:
- a) Formal Education:
  - ☐ Early Childhood
  - ☐ Primary
  - ✔ Secondary
  - ☐ Tertiary
  - ☐ Teacher Training
- b) Non-formal Education:
  - ☐ Extra/co-curricular
  - ✔ Youth Groups
  - ☐ Community Groups

IV Types of Intervention/ Programme:
- ✔ Advocacy
- ✔ Structured programme
  - ✔ discret
  - ☐ formal ✔ non-formal
  - ☐ embedded
  - ☐ other structure

V Special Skills required:
- ☐ Higher Education
- ✔ Experience with interactive training methods

VI Duration of Programme:
- ✔ several hours
- ☐ several days
- ☐ several weeks
- ✔ several months
- ☐ several year
- ☐ school year
- ☒ Structured cyclic curriculum
- ☐ Occasional un/semi-structured curriculum

X Context:
- ✔ Normal circumstances
- ✔ Entering a post-conflict/reconstruction phase
- ☐ Experiencing armed conflict
- ✔ Inter-group tensions
- ✔ Facing possibility of armed conflict
- ☐ Participants with a post-conflict trauma

VII Major Didactic Approaches:
- ✔ Written publication
- ☐ Visual media
- ☐ Lectures
- ✔ Simulation/role play
- ✔ Structured actitivies
- ✔ Games (with peace skills agenda)
- ✔ Co-operative learning

VIII Methods of Evaluation:
- ✔ Self report
- ✔ Structured observation
- ✔ Self-reported behaviours
- ☐ Analytical essay
- ☐ Knowledge Mastery tests
- ☐ Official statistics
- ☐ Structured interviews

IX Content Areas:
- ✔ Diagnosing skills
- ✔ Skills, values and attitudes
- ☐ Human rights
- ✔ Citizenship
- ☐ Associated areas of peace-building
- ☐ Curriculum planning
- ✔ Evaluation/ needs identification
- ☐ Programme design
- ☐ Teaching/ facilitation of skills-building
Category: Conflict Resolution

Title: Peer Mediation for Middle Schools: an Implementation and Training Guide

Bibliographical Data:
Affiliation: Community Boards Program, San Francisco, CA
Author(s):

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- ✓ Enhancement of positive behaviour
- ✓ Decrease in negative behaviour
- □ Other

III Target Groups:
- a) Formal Education:
  - □ Early Childhood
  - ✓ Primary
  - □ Secondary
  - □ Tertiary
  - □ Teacher Training
- b) Non-formal Education:
  - □ Extra/co-curricular
  - ✓ Youth Groups
  - □ Community Groups

IV Types of Intervention/ Programme:
- ✓ Advocacy
- ✓ Structured programme
- □ Teacher internalisation
- □ formal, □ non-formal
- □ Occasional interventions
- □ embedded
- □ Training of teachers
- □ other structure

V Special Skills required:
- □ Higher Education
- ✓ Experience with interactive training methods

VI Duration of Programme:
- □ several hours
- □ several days
- □ several weeks
- □ several months
- □ several year
- ✓ school year
- □ Structured cyclic curriculum
- □ Occasional un/semi-structured curriculum

X Context:
- ✓ Normal circumstances
- ✓ Entering a post-conflict/reconstruction phase
- □ Experiencing armed conflict
- ✓ Inter-group tensions
- ✓ Facing possibility of armed conflict
- □ Participants with a post-conflict trauma
- □ Educational context

VII Major Didactic Approaches:
- ✓ Written publication
- □ Visual media
- □ Lectures
- ✓ Simulation/role play
- ✓ Structured activities
- ✓ Games (with peace skills agenda)
- □ Co-operative learning

VIII Methods of Evaluation:
- ✓ Self report
- □ Structured observation
- ✓ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- □ Structured interviews

IX Content Areas:
- ✓ Diagnosing skills
- ✓ Skills, values and attitudes
- □ Human rights
- ✓ Citizenship
- □ Associated areas of peace-building
- □ Curriculum planning
- ✓ Evaluation/ needs identification
- □ Programme design
- □ Teaching/ facilitation of skills-building

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1
Category: Conflict Resolution

Title: The Conflict Management Program: Peer Mediation for Elementary Schools - A Training and Implementation Manual

Bibliographical Data:
Affiliation: Community Boards Program, San Francisco, CA
Author(s):

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☐ Decrease in negative behaviour ☐ Other

III Target Groups:

a) Formal Education: ☑ Early Childhood
☐ Primary
☐ Secondary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
☑ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:

☑ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers

☑ Structured programme
☐ discrict
☐ formal
☑ non-formal
☐ embedded
☐ other structure

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☐ several hours
☐ several days
☑ several weeks
☐ several months
☐ several year
☑ school year

☑ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☑ Simulation/role play
☑ Structured activities
☑ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☑ Self report
☐ Structured observation
☑ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☑ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☑ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances
☑ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☑ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: The Conflict Management Program: Conflict Resolution Lessons for Grades 3-5 - An Introductory Curriculum

Bibliographical Data:
Affiliation: Community Boards Program, San Francisco, CA
Author(s):

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- ✓ Enhancement of positive behaviour
- ✓ Decrease in negative behaviour
- □ Other

III Target Groups:
- a) Formal Education:
  - □ Early Childhood
  - ● Primary
  - □ Secondary
  - □ Tertiary
  - □ Teacher Training
- b) Non-formal Education:
  - ✓ Extra/co-curricular
  - □ Youth Groups
  - □ Community Groups

IV Types of Intervention/Programme:
- ✓ Advocacy
- ✓ Structured programme
- □ Discrei
- □ Formal
- □ Non-formal
- □ Embedded
- □ Other structure

V Special Skills required:
- □ Higher Education
- ✓ Experience with interactive training methods

VI Duration of Programme:
- ✓ Several hours
- ✓ Several days
- □ Several weeks
- □ Several months
- □ Several year
- □ School year
- □ Structured cyclic curriculum
- ✓ Occasional un/semi-structured curriculum

X Context:
- ✓ Normal circumstances
- □ Entering a post-conflict/reconstruction phase
- □ Experiencing armed conflict
- □ Participants with a post-conflict trauma
- □ Inter-group tensions
- ✓ Facing possibility of armed conflict

VII Major Didactic Approaches:
- ✓ Written publication
- □ Visual media
- □ Lectures
- □ Simulation/role play
- ✓ Structured activities
- ✓ Games (with peace skills agenda)
- □ Co-operative learning

VIII Methods of Evaluation:
- ✓ Self report
- □ Structured observation
- □ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- □ Structured interviews

IX Content Areas:
- □ Diagnosing skills
- ✓ Skills, values and attitudes
- □ Human rights
- ✓ Citizenship
- □ Associated areas of peace-building
- □ Curriculum planning
- □ Evaluation/needs identification
- □ Programme design
- □ Teaching/facilitation of skills-building
Category: Conflict Resolution

Title: Conflict Resolution: A Middle and High School Curriculum

Bibliographical Data:
Affiliation: Community Boards Program, San Francisco, CA
Author(s): Jim Halligan

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- ✔ Enhancement of positive behaviour
- ✔ Decrease in negative behaviour
- □ Other

III Target Groups:
- a) Formal Education:
  - □ Early Childhood
  - □ Primary
  - ✔ Secondary
  - □ Tertiary
  - ✔ Teacher Training
- b) Non-formal Education:
  - □ Extra/co-curricular
  - ✔ Youth Groups
  - ✔ Community Groups

IV Types of Intervention/ Programme:
- ✔ Structured programme
- □ Advocacy
- □ Teacher internalisation
- □ Occasional interventions
- □ Training of teachers

V Special Skills required:
- □ Higher Education
- ✔ Experience with interactive training methods

VI Duration of Programme:
- ✔ several hours
- □ several days
- □ several weeks
- □ several months
- □ several year
- ✔ school year
- ✗ Structured cyclic curriculum
- ✔ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- ✔ Written publication
- □ Visual media
- □ Lectures
- ✔ Simulation/role play
- ✔ Structured activities
- ✔ Games (with peace skills agenda)
- ✔ Co-operative learning

VIII Methods of Evaluation:
- ✔ Self report
- □ Structured observation
- ✔ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- □ Structured interviews

IX Content Areas:
- ✔ Diagnosing skills
- ✔ Skills, values and attitudes
- □ Human rights
- ✔ Citizenship
- ✔ Associated areas of peace-building
- □ Curriculum planning
- ✔ Evaluation/ needs identification
- □ Programme design
- □ Teaching/ facilitation of skills-building

X Context:
- ✔ Normal circumstances
- ✔ Entering a post-conflict/reconstruction phase
- □ Experiencing armed conflict
- ✔ Inter-group tensions
- ✔ Facing possibility of armed conflict
- □ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Peacemakers of the Future

Bibliographical Data:
Affiliation: Community Boards Program, San Francisco, CA
Author(s):

Analytical Data:

I Target Region/Country: USA, developed world, global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour  ☐ Other

III Target Groups:

a) Formal Education:
☐ Early Childhood
☑ Primary
☐ Secondary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
☑ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:

☑ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers

☑ Structured programme
☐ discret
☐ formal  ☐ non-formal
☐ embedded
☐ other structure

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☐ several hours  ☐ several year
☐ several days  ☐ school year
☑ several weeks  ☐ Structured cyclic curriculum
☐ several months  ☐ Occasional un/semi-structured curriculum

X Context:
☑ Normal circumstances  ☑ Entering a post-conflict/reconstruction phase  ☐ Experiencing armed conflict
☑ Inter-group tensions  ☐ Facing possibility of armed conflict  ☐ Participants with a post-conflict trauma

☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☑ Structured activities
☑ Games (with peace skills agenda)
☑ Co-operative learning

☑ Self report
☐ Self-reported observation
☑ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building
Category: Conflict Resolution

Title: Implementing Conflict Resolution and Peer Mediation Skills into the School Community: A Whole School Approach

Bibliographical Data:
Affiliation: Conflict Resolution Network Schools Development
Author(s): Christina McMahon
Date of Publication: 1996 ISBN: - URL:

Analytical Data:

I Target Region/Country: Australia, global

II Purpose of the Programme:
- [x] Enhancement of positive behaviour
- [x] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- [x] Early Childhood
- [x] Primary
- [x] Secondary
- [x] Tertiary
- [x] Teacher Training
- [ ] Extra/co-curricular
- [x] Youth Groups
- [x] Community Groups

IV Types of Intervention/ Programme:
- [x] Advocacy
- [x] Structured programme
- [ ] Discreet
- [ ] Formal
- [x] Non-formal
- [ ] Embedded
- [ ] Other structure

V Special Skills required:
- [ ] Higher Education
- [x] Experience with interactive training methods

VI Duration of Programme:
- [ ] Several hours
- [ ] Several days
- [x] Several weeks
- [x] Several months
- [ ] School year
- [ ] Structured cyclic curriculum
- [ ] Occasional un/semi-structured curriculum

X Context:
- [x] Normal circumstances
- [x] Inter-group tensions
- [x] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma
- [x] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict

VII Major Didactic Approaches:
- [ ] Written publication
- [ ] Visual media
- [ ] Lectures
- [x] Simulation/role play
- [x] Structured activities
- [x] Games (with peace skills agenda)
- [x] Co-operative learning

VIII Methods of Evaluation:
- [x] Self report
- [x] Structured observation
- [x] Self-reported behaviours
- [x] Analytical essay
- [x] Knowledge Mastery tests
- [ ] Official statistics
- [x] Structured interviews

IX Content Areas:
- [x] Diagnosing skills
- [x] Skills, values and attitudes
- [ ] Human rights
- [ ] Citizenship
- [ ] Associated areas of peace-building
- [ ] Curriculum planning
- [x] Evaluation/ needs identification
- [ ] Programme design
- [ ] Teaching/ facilitation of skills-building

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1
Category: Conflict Resolution

Title: Eye to Eye: Integrating Conflict Resolution into the Elementary School Community (Video 35 min.)

Bibliographical Data:
Affiliation: Conflict Resolution Program of Friends School of Minnesota
Author(s): Laughlin and Associates
Date of Publication: 1995 ISBN: URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:
a) Formal Education: ☐ Early Childhood ☐ Primary ☐ Secondary ☐ Tertiary
☑ Teacher Training
b) Non-formal Education:
☑ Extra/co-curricular ☐ Youth Groups ☐ Community Groups

IV Types of Intervention/Programme:
☑ Advocacy ☑ Structured programme ☑ discreet
☐ Teacher internalisation ☐ formal ☑ non-formal
☐ Occasional interventions ☐ embedded ☐ other structure
☐ Training of teachers

V Special Skills required:
☐ Higher Education ☑ Experience with interactive training methods

VI Duration of Programme:
☑ several hours ☑ several year
☐ several days ☐ school year
☐ several weeks ☐ Structured cyclic curriculum
☐ several months ☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication ☑ Visual media
☐ Lectures ☐ Simulation/role play
☑ Structured activities ☐ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☑ Self report ☐ Structured observation
☑ Self-reported behaviours ☐ Analytical essay
☐ Knowledge Mastery tests ☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills ☑ Skills, values and attitudes
☐ Human rights ☐ Citizenship
☐ Associated areas of peace-building ☐ Curriculum planning
☐ Evaluation/ needs identification ☑ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances ☑ Entering a post-conflict/reconstruction phase
☑ Inter-group tensions ☐ Facing possibility of armed conflict
☐ Experiencing armed conflict ☐ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: CCRC’s Friendly Classrooms and Communities for Young Children: A Manual of Conflict Resolution Activities and Resources

Bibliographical Data:
Affiliation: Creative Response to Conflict
Author(s): Priscilla Prutzman, Judith Johnson, Susan Fountain
Date of Publication: 1998
URL: www.planet-rockland.org/conflict/

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour
☐ Other

III Target Groups:

a) Formal Education:
☑ Early Childhood
☑ Primary
☐ Secondary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
☑ Extra/co-curricular
☑ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers

☑ Structured programme
☐ discrete
☐ formal
☐ non-formal
☐ embedded
☐ other structure

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☐ several hours
☐ several days
☐ several weeks
☑ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☑ Simulation/role play
☑ Structured activties
☑ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☑ Self report
☐ Structured observation
☑ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☑ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☑ Evaluation/ needs identification
☐ Programme design
☑ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances
☑ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☑ Inter-group tensions
☑ Facing possibility of armed conflict
☑ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Discovery Time for Cooperation and Conflict Resolution

Bibliographical Data:
Affiliation: Creative Response to Conflict
Author(s): Sarah Pirtle

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:
a) Formal Education: 
☑ Early Childhood
☑ Primary
☐ Secondary
☐ Tertiary
☑ Teacher Training

b) Non-formal Education:
☑ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/Programme:
☑ Advocacy
☐ Teacher internalisation
☑ Occasional interventions
☐ Training of teachers

☐ Structured programme
☑ Discreet
☐ Formal ☑ Non-formal
☐ Embedded
☐ Other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☑ several hours
☐ several days
☐ several weeks
☑ several months

☑ several year
☐ school year
☐ Structured cyclic curriculum
☑ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☑ Simulation/role play
☑ Structured activities
☑ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☑ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☑ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances
☐ Entering a post-conflict/reconstruction phase
☑ Experiencing armed conflict
☑ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: The Friendly Classroom for a Small Planet

Bibliographical Data:
Affiliation: Creative Response to Conflict
Author(s): Priscilla Prutzman

Analytical Data:

I Target Region/Country: USA, Arab world, Former Yugoslavia, Latin and Spanish world, global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour
☐ Other

III Target Groups:

a) Formal Education:
☑ Early Childhood
☑ Primary
☐ Secondary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
☑ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers

☑ Structured programme
☐ Discret
☐ Formal
☑ Non-formal
☐ Embedded
☐ Other structure

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☑ several hours
☑ several days
☑ several weeks
☑ several months
☐ several year
☐ School year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☑ Structured activities
☐ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☑ Self report
☑ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☑ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☑ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances
☑ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☑ Inter-group tensions
☐ Facing possibility of armed conflict
☑ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Sharing Power for Peaceful School

Bibliographical Data:
Affiliation: Creative Response to Conflict - Cincinnati Branch
Author(s):
Date of Publication: ISBN: URL: www.planet-rockland.org/conflict/

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:

a) Formal Education:
☐ Early Childhood
☑ Primary
☐ Secondary
☐ Tertiary
☑ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☑ Structured programme
☐ discreet
☐ formal ☑ non-formal
☐ embedded
☐ other structure

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☑ several hours
☐ several days
☐ several weeks
☐ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☑ Occasional un/semi-structured curriculum

X Context:
☑ Normal circumstances ☑ Entering a post-conflict/reconstruction phase ☐ Experiencing armed conflict
☐ Inter-group tensions ☑ Facing possibility of armed conflict ☐ Participants with a post-conflict trauma

VII Major Didactic Approaches:
☐ Written publication
☑ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☑ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☑ Associated areas of peace-building
☐ Curriculum planning
☑ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building
Category: Conflict Resolution

Title: The Journey Towards Reconciliation

Bibliographical Data:
Affiliation: Eastern Mennonite University, Harrisburg, Virginia - Conflict Transformation Program
Author(s): John Paul Lederach
Date of Publication: 1999 ISBN: 0-8361-9082-3 URL: www.emu.edu/ctp

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour □ Other

III Target Groups:
a) Formal Education: b) Non-formal Education:
☐ Early Childhood ☐ Extra/co-curricular
☐ Primary ☐ Youth Groups
☐ Secondary ☑ Community Groups
☐ Tertiary
☑ Teacher Training

IV Types of Intervention/ Programme:
☑ Advocacy ☑ Structured programme
don't ☐ Teacher internalisation ☐ formal ☑ non-formal
☐ Occasional interventions ☐ embedded
☑ Training of teachers ☐ other structure

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☐ several hours ☐ several year
☑ several days ☐ school year
☐ several weeks ☐ Structured cyclic curriculum
☐ several months ☐ Occasional un/semi-structured curriculum

X Context:
☑ Normal circumstances ☑ Entering a post-conflict/reconstruction phase
☑ Inter-group tensions ☑ Facing possibility of armed conflict
☑ Experiencing armed conflict
☑ Participants with a post-conflict trauma

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☑ Structured activities
☐ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☑ Self report
☑ Structured observation
☑ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☑ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☑ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building
Category: Conflict Resolution

Title: Violence Presentation: A Guide to the Cause (54 min.)

Bibliographical Data:
Affiliation: Educator Development Center, Inc.
Author(s): Deborah Prothrow-Stith
Date of Publication: 1987 ISBN: - URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour □ Other

III Target Groups:
a) Formal Education: b) Non-formal Education:
☑ Early Childhood ☐ Extra/co-curricular
☑ Primary ☐ Youth Groups
☑ Secondary ☑ Community Groups
☑ Tertiary
☑ Teacher Training

IV Types of Intervention/Programme:
☑ Advocacy ☑ Structured programme
☑ Teacher internalisation ☑ discrete
☐ Occasional interventions ☑ formal ☑ non-formal
☑ Training of teachers ☐ embedded
☐ other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☑ several hours ☐ several year
☐ several days ☐ school year
☐ several weeks Structured cyclic curriculum
☑ Occasional uni/semi-structured curriculum

X Context:
☑ Normal circumstances ☑ Entering a post-conflict/reconstruction phase
☑ Inter-group tensions ☑ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma

VII Major Didactic Approaches:
☐ Written publication
☑ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☑ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building
Title: Don't Laugh at Me: Creating a Ridicule-Free Classroom (incl. Video: "Don't Laugh at Me")

Bibliographical Data:
Affiliation: Educators for Social Responsibility, Peter Yarrow Productions, Operation Respect, Inc.
Author(s):

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- Enhancement of positive behaviour
- Decrease in negative behaviour
- Other

III Target Groups:
- Forma Education:
  - Early Childhood
  - Primary
  - Secondary
  - Tertiary
  - Teacher Training
- Non-formal Education:
  - Extra/co-curricular
  - Youth Groups
  - Community Groups

IV Types of Intervention/ Programme:
- Advocacy
- Teacher internalisation
- Occasional interventions
- Training of teachers
- Structured programme
- Discreet
- Formal
- Non-formal
- Embedded
- Other structure

V Special Skills required:
- Higher Education
- Experience with interactive training methods

VI Duration of Programme:
- several hours
- several days
- several weeks
- several months
- several year
- school year
- Structured cyclic curriculum
- Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- Written publication
- Visual media
- Lectures
- Simulation/role play
- Structured activities
- Games (with peace skills agenda)
- Co-operative learning

VIII Methods of Evaluation:
- Self report
- Structured observation
- Self-reported behaviours
- Analytical essay
- Knowledge Mastery tests
- Official statistics
- Structured interviews

IX Content Areas:
- Diagnosing skills
- Skills, values and attitudes
- Human rights
- Citizenship
- Associated areas of peace-building
- Curriculum planning
- Evaluation/ needs identification
- Programme design
- Teaching/ facilitation of skills-building

X Context:
- Normal circumstances
- Entering a post-conflict/reconstruction phase
- Experiencing armed conflict
- Inter-group tensions
- Facing possibility of armed conflict
- Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Teaching Young Children in Violent Times

Bibliographical Data:
Affiliation: Educators for Social Responsibility: National
Author(s): Diane E. Levin

Analytical Data:

I Target Region/Country: global, USA

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:
a) Formal Education:  
☑ Early Childhood
☑ Primary
☐ Secondary
☐ Tertiary
☐ Teacher Training  
b) Non-formal Education:
☑ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☑ Structured programme
☐ discret
☐ formal ☑ non-formal
☑ embedded
☐ other structure

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☑ several hours
☐ several days
☐ several weeks
☑ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☑ Occasional un/semi-structured curriculum

X Context:
☑ Normal circumstances
☑ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☑ inter-group tensions
☑ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma

☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☑ Structured activities
☑ Games (with peace skills agenda)
☑ Co-operative learning

☑ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☑ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building
Category: Conflict Resolution

Title: Partners in Learning: From Conflict to Collaboration in Secondary Schools

Bibliographical Data:
Affiliation: Educators for Social Responsibility: National
Author(s): Carol Lieber
Date of Publication: 2002 ISBN: 0-942349-17-2 URL: www.esrnational.org

Analytical Data:

I Target Region/Country: global, USA

II Purpose of the Programme:
☐ Enhancement of positive behaviour
☒ Decrease in negative behaviour
☐ Other

III Target Groups:
a) Formal Education:
☐ Early Childhood
☐ Primary
☒ Secondary
☐ Tertiary
☒ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☒ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☒ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☒ Structured programme
☐ discreet
☐ formal ☒ non-formal
☐ embedded ☐ other structure

V Special Skills required:
☐ Higher Education
☒ Experience with interactive training methods

VI Duration of Programme:
☒ several hours
☐ several days
☐ several weeks
☐ several months
☐ several year
☒ school year
☐ Structured cyclic curriculum
☒ Occasional un/semi-structured curriculum

X Context:
☒ Normal circumstances
☒ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☒ Inter-group tensions
☒ Facing possibility of armed conflict
☒ Participants with a post-conflict trauma

VII Major Didactic Approaches:
☒ Written publication
☐ Visual media
☐ Lectures
☒ Simulation/role play
☒ Structured activities
☐ Games (with peace skills agenda)
☒ Co-operative learning

VIII Methods of Evaluation:
☒ Self report
☐ Structured observation
☒ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☒ Structured interviews

IX Content Areas:
☒ Diagnosing skills
☒ Skills, values and attitudes
☐ Human rights
☒ Citizenship
☒ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building
Category: Conflict Resolution

Title: Conflict in Context: Understanding Local to Global Security

Bibliographical Data:
Affiliation: Educators for Social Responsibility: National
Author(s): Gayle Mertz Carol Lieber
Date of Publication: 2001 ISBN: 0-942349-16-4 URL: www.esnational.org

Analytical Data:

I Target Region/Country: global, USA

II Purpose of the Programme:
- ✔ Enhancement of positive behaviour
- ✔ Decrease in negative behaviour
- □ Other

III Target Groups:
- a) Formal Education:
  - □ Early Childhood
  - □ Primary
  - ✔ Secondary
  - □ Tertiary
  - ✔ Teacher Training
- b) Non-formal Education:
  - □ Extra/co-curricular
  - □ Youth Groups
  - ✔ Community Groups

IV Types of Intervention/ Programme:
- ✔ Advocacy
- □ Teacher internalisation
- □ Occasional interventions
- ✔ Training of teachers
- □ Structured programme
  - ✔ Discret
  - □ Formal
  - ✔ Non-formal
  - □ Embedded
  - □ Other structure

V Special Skills required:
- □ Higher Education
- ✔ Experience with interactive training methods

VI Duration of Programme:
- ✔ Several hours
- □ Several days
- □ Several weeks
- □ Several months
- ✔ Several year
- ✔ School year
- □ Structured cyclic curriculum
- □ Occasional u/semi-structured curriculum

VII Major Didactic Approaches:
- ✔ Written publication
- □ Visual media
- □ Lectures
- ✔ Simulation/role play
- ✔ Structured activities
- ✔ Games (with peace skills agenda)
- ✔ Co-operative learning

VIII Methods of Evaluation:
- ✔ Self report
- □ Structured observation
- ✔ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- □ Structured interviews

IX Content Areas:
- ✔ Diagnosing skills
- ✔ Skills, values and attitudes
- ✔ Human rights
- ✔ Citizenship
- ✔ Associated areas of peace-building
  - □ Curriculum planning
  - □ Evaluation/ needs identification
  - □ Programme design
  - ✔ Teaching/ facilitation of skills-building

X Context:
- ✔ Normal circumstances
- ✔ Entering a post-conflict/reconstruction phase
- □ Experiencing armed conflict
- ✔ Inter-group tensions
- □ Facing possibility of armed conflict
- □ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Conflict Resolution in the Middle School: Student Work Book and Journal

Bibliographical Data:
Affiliation: Educators for Social Responsibility: National
Author(s): William Kriedler, Rachel Poliner

Analytical Data:

I Target Region/Country: global, USA

II Purpose of the Programme:
✓ Enhancement of positive behaviour
✓ Decrease in negative behaviour □ Other

III Target Groups:
a) Formal Education: b) Non-formal Education:
□ Early Childhood □ Extra/co-curricular
✓ Primary □ Youth Groups
□ Secondary □ Community Groups
□ Tertiary □
□ Teacher Training

IV Types of Intervention/ Programme:
✓ Advocacy □ Structured programme
□ Teacher internalisation □ discreet
□ Occasional interventions □ formal □ non-formal
□ Training of teachers □ embedded
□
□ other structure

V Special Skills required:
□ Higher Education
✓ Experience with interactive training methods

VI Duration of Programme:
✓ several hours □ several year
□ several days □ school year
□ several weeks □ Structured cyclic curriculum
✓ several months □ Occasional un/semi-structured curriculum

X Context:
✓ Normal circumstances □ Entering a post-conflict/reconstruction phase
□ Inter-group tensions □ Experiencing armed conflict
□ Facing possibility of armed conflict □ Participants with a post-conflict trauma

VII Major Didactic Approaches:
✓ Written publication
□ Visual media
□ Lectures
□ Simulation/role play
✓ Structured activities
□ Games (with peace skills agenda)
✓ Co-operative learning

VIII Methods of Evaluation:
✓ Self report
✓ Structured observation
✓ Self-reported behaviours
□ Analytical essay
□ Knowledge Mastery tests
□ Official statistics
□ Structured interviews

IX Content Areas:
✓ Diagnosing skills
✓ Skills, values and attitudes
□ Human rights
✓ Citizenship
□ Associated areas of peace-building
□ Curriculum planning
✓ Evaluation/ needs identification
□ Programme design
□ Teaching/ facilitation of skills-building
Category: Conflict Resolution

Title: Early Childhood Adventure in Peacemaking

Bibliographical Data:
Affiliation: Educators for Social Responsibility: National
Author(s): William Kriedler Sandy Whittall
Date of Publication: 1999 ISBN: 0-942349-09-1 URL: www.esnational.org

Analytical Data:

I Target Region/Country: global, USA

II Purpose of the Programme:
☐ Enhancement of positive behaviour
☐ Decrease in negative behaviour
☐ Other

III Target Groups:

a) Formal Education:
☐ Early Childhood
☐ Primary
☐ Secondary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☐ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☐ Structured programme
☐ Discret
☐ Formal
☐ Non-formal
☐ Embedded
☐ Other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours
☐ several days
☐ several weeks
☐ several months
☐ several year
☐ School year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

X Context:
☐ Normal circumstances
☐ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Experiencing armed conflict
☐ Participants with a post-conflict trauma

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☐ Skills, values and attitudes
☐ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building
Category: Conflict Resolution

Title: Linking Up Guide

Bibliographical Data:
Affiliation: Educators for Social Responsibility: National
Author(s): Sarah Pirtle
Date of Publication: 1996 ISBN: 0-942349-10-5 URL: www.esrnational.org

Analytical Data:

I Target Region/Country: global, USA

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:

a) Formal Education: ☐ Early Childhood ☐ Primary ☐ Secondary ☐ Tertiary
☑ Teacher Training

b) Non-formal Education:
☑ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy ☐ Teacher internalisation ☐ Occasional interventions
☐ Training of teachers
☐ Structured programme
☑ discreet
☐ formal ☐ non-formal
☐ embedded
☐ other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☑ several hours ☐ several day
☑ several weeks ☐ several months
☐ several year
☐ school year
☑ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication
☑ Visual media
☐ Lectures
☐ Simulation/role play
☑ Structured activities
☑ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☑ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances ☑ Entering a post-conflict/reconstruction phase ☐ Experiencing armed conflict
☑ Inter-group tensions ☑ Facing possibility of armed conflict ☐ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Before Push Comes to Shove: Building Conflict Resolution Skills with Children

Bibliographical Data:
Affiliation: Educators for Social Responsibility; National
Author(s): Nancy Carlsson-Paige Diane E. Levin

Analytical Data:

I Target Region/Country: global, USA

II Purpose of the Programme:
- ✓ Enhancement of positive behaviour
- ✓ Decrease in negative behaviour  □ Other

III Target Groups:
- a) Formal Education:  
  ✓ Early Childhood  ✓ Extra/co-curricular
  ✓ Primary  ✓ Youth Groups
  □ Secondary  □ Community Groups
  ◼ Tertiary  ◼ Teacher Training

- b) Non-formal Education:
  ✓ Advocacy  ✓ Structured programme
  ◼ Teacher internalisation  ✓ discreet
  ◼ Occasional interventions  ◼ formal ✓ non-formal
  □ Training of teachers  ◼ embedded
  ◼ Other structure

IV Types of Intervention/ Programme:
- ✓ Advocate  ✓ Structured programme
discreet
- □ Teacher internalisation
- □ Occasional interventions
- □ Training of teachers
- ✓ formal ✓ non-formal
- ◼ embedded
- ◼ other structure

V Special Skills required:
- □ Higher Education
- ✓ Experience with interactive training methods

VI Duration of Programme:
- ✓ several hours
- □ several days
- ✓ several weeks
- □ several months
- □ several year
- ◼ school year
- ✓ Structured cyclic curriculum
- ◼ Occasional un/semi-structured curriculum

X Context:
- ✓ Normal circumstances
- ✓ Entering a post-conflict/reconstruction phase
- ✓ Inter-group tensions
- ✓ Facing possibility of armed conflict
- □ Experiencing armed conflict
- □ Participants with a post-conflict trauma

VII Major Didactic Approaches:
- ✓ Written publication
- □ Visual media
- □ Lectures
- □ Simulation/role play
- ✓ Structured activities
- ✓ Games (with peace skills agenda)
- ✓ Co-operative learning

VIII Methods of Evaluation:
- ✓ Self report
- □ Structured observation
- □ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- □ Structured interviews

IX Content Areas:
- □ Diagnosing skills
- ✓ Skills, values and attitudes
- □ Human rights
- ✓ Citizenship
- □ Associated areas of peace-building
- □ Curriculum planning
- ◼ Evaluation/ needs identification
- ◼ Programme design
- □ Teaching/ facilitation of skills-building
Category: Conflict Resolution

Title: Conflict Resolution in the High School

Bibliographical Data:
Affiliation: Educators for Social Responsibility: National
Author(s): Carol Lieber

Analytical Data:

I Target Region/Country: global, USA

II Purpose of the Programme:
- [x] Enhancement of positive behaviour
- [x] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- a) Formal Education:
  - [ ] Early Childhood
  - [ ] Primary
  - [x] Secondary
  - [ ] Tertiary
  - [x] Teacher Training
- b) Non-formal Education:
  - [ ] Extra/co-curricular
  - [x] Youth Groups
  - [ ] Community Groups

IV Types of Intervention/Programme:
- [x] Advocacy
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [ ] Training of teachers
- [x] Structured programme
- [ ] formal
- [x] non-formal
- [ ] embedded
- [ ] other structure

V Special Skills required:
- [ ] Higher Education
- [x] Experience with interactive training methods

VI Duration of Programme:
- [x] several hours
- [ ] several days
- [ ] several weeks
- [ ] several months
- [ ] several year
- [x] school year
- [ ] Structured cyclic curriculum
- [ ] Occasional un/semi-structured curriculum

X Context:
- [x] Normal circumstances
- [x] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Inter-group tensions
- [x] Facing possibility of armed conflict
- [x] Participants with a post-conflict trauma

VII Major Didactic Approaches:
- [x] Written publication
- [ ] Visual media
- [ ] Lectures
- [x] Simulation/role play
- [x] Structured activities
- [ ] Games (with peace skills agenda)
- [x] Co-operative learning

VIII Methods of Evaluation:
- [x] Self report
- [ ] Structured observation
- [x] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [x] Diagnosing skills
- [ ] Skills, values and attitudes
- [ ] Human rights
- [x] Citizenship
- [x] Associated areas of peace-building
- [ ] Curriculum planning
- [x] Evaluation/ needs identification
- [ ] Programme design
- [ ] Teaching/ facilitation of skills-building
Category: Conflict Resolution

Title: Conflict Resolution in the Middle School

Bibliographical Data:
Affiliation: Educators for Social Responsibility: National
Author(s): William Kriedler

Analytical Data:
I Target Region/Country: global, USA

II Purpose of the Programme:
- ✔ Enhancement of positive behaviour
- ✔ Decrease in negative behaviour
- ✖ Other

III Target Groups:
- a) Formal Education:
  - ✖ Early Childhood
  - ✔ Primary
  - ✖ Secondary
  - ✖ Tertiary
  - ✖ Teacher Training
- b) Non-formal Education:
  - ✔ Extra/co-curricular
  - ✔ Youth Groups
  - ✔ Community Groups

IV Types of Intervention/ Programme:
- ✔ Advocacy
- ✔ Structured programme
- ✔ Discret
- ✖ Formal
- ✔ Non-formal
- ✖ Embedded
- ✖ Other structure

V Special Skills required:
- ✔ Experience with interactive training methods
- ✖ Higher Education

VI Duration of Programme:
- ✔ Several hours
- ✔ Several days
- ✔ Several weeks
- ✔ Several months
- ✖ Several year
- ✖ School year
- ✔ Structured cyclic curriculum
- ✖ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- ✔ Written publication
- ✖ Visual media
- ✖ Lectures
- ✔ Simulation/role play
- ✔ Structured activities
- ✔ Games (with peace skills agenda)
- ✔ Co-operative learning

VIII Methods of Evaluation:
- ✔ Self report
- ✖ Structured observation
- ✔ Self-reported behaviours
- ✖ Analytical essay
- ✔ Knowledge Mastery tests
- ✖ Official statistics
- ✔ Structured interviews

IX Content Areas:
- ✔ Diagnosing skills
- ✔ Skills, values and attitudes
- ✖ Human rights
- ✔ Citizenship
- ✔ Associated areas of peace-building
- ✖ Curriculum planning
- ✔ Evaluation/ needs identification
- ✔ Programme design
- ✖ Teaching/ facilitation of skills-building

X Context:
- ✔ Normal circumstances
- ✔ Entering a post-conflict/reconstruction phase
- ✖ Experiencing armed conflict
- ✔ Inter-group tensions
- ✔ Facing possibility of armed conflict
- ✖ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Waging Peace in Our Schools

Bibliographical Data:
Affiliation: Educators for Social Responsibility: National
Author(s): Linda Lantieri Janet Patti

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:

☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:

a) Formal Education:
☑ Early Childhood
☑ Primary
☑ Secondary
☑ Tertiary
☑ Teacher Training

b) Non-formal Education:
☑ Extra/co-curricular
☑ Youth Groups
☑ Community Groups

IV Types of Intervention/ Programme:

☑ Advocacy
☑ Teacher internalisation
☐ Occasional interventions
☑ Training of teachers

☑ Structured programme
☐ Discreet
☐ Formal ☑ Non-formal
☐ Embedded ☐ Other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:

☑ several hours ☐ several year
☐ several days ☐ school year
☑ several weeks ☐ Structured cyclic curriculum
☐ several months ☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:

☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:

☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:

☑ Diagnosing skills
☐ Skills, values and attitudes
☑ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☑ Curriculum planning
☑ Evaluation/ needs identification
☑ Programme design
☑ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances
☑ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Adventures in Peacemaking: A Conflict Resolution Guide for School-Age Programs

Bibliographical Data:
Affiliation: Educators for Social Responsibility: National
Author(s): William Kriedler Lisa Furlong
Date of Publication: 1995
ISBN: 0-93438-711-7
URL: www.esnational.org

Analytical Data:

I Target Region/Country: global, USA

II Purpose of the Programme:
- Enhancement of positive behaviour
- Decrease in negative behaviour
- Other

III Target Groups:
- Formal Education:
  - Early Childhood
  - Primary
  - Secondary
  - Tertiary
  - Teacher Training
- Non-formal Education:
  - Extra/co-curricular
  - Youth Groups
  - Community Groups

IV Types of Intervention/Programme:
- Advocacy
- Teacher internalisation
- Occasional interventions
- Training of teachers
- Structured programme
- Discrete
- Formal
- Non-formal
- Embedded
- Other structure

V Special Skills required:
- Higher Education
- Experience with interactive training methods

VI Duration of Programme:
- Several hours
- Several days
- Several weeks
- Several months
- Several year
- School year
- Structured cyclic curriculum
- Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- Written publication
- Visual media
- Lectures
- Simulation/role play
- Structured activities
- Games (with peace skills agenda)
- Co-operative learning

VIII Methods of Evaluation:
- Self report
- Structured observation
- Self-reported behaviours
- Analytical essay
- Knowledge Mastery tests
- Official statistics
- Structured interviews

IX Content Areas:
- Diagnosing skills
- Skills, values and attitudes
- Human rights
- Citizenship
- Associated areas of peace-building
- Curriculum planning
- Evaluation/needs identification
- Programme design
- Teaching/facilitation of skills-building

X Context:
- Normal circumstances
- Enter a post-conflict reconstruction phase
- Experiencing armed conflict
- Inter-group tensions
- Facing possibility of armed conflict
- Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Teaching Conflict Resolution through Children's Literature

Bibliographical Data:
Affiliation: Educators for Social Responsibility; National
Author(s): William Kriedler

Analytical Data:

I Target Region/Country: global, USA

II Purpose of the Programme:
- Enhancement of positive behaviour
- Decrease in negative behaviour
- Other

III Target Groups:
  a) Formal Education:
    - Early Childhood
    - Primary
  b) Non-formal Education:
    - Extra/co-curricular
    - Youth Groups
    - Community Groups

IV Types of Intervention/Programme:
- Advocacy
- Teacher internalisation
- Occasional interventions
- Training of teachers
- Structured programme
- Discret
- formal
- non-formal
- embedded
- other structure

V Special Skills required:
- Higher Education
- Experience with interactive training methods

VI Duration of Programme:
- several hours
- several days
- several weeks
- several months
- several year
- school year
- Structured cyclic curriculum
- Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- Written publication
- Visual media
- Lectures
- Simulation/role play
- Structured activities
- Games (with peace skills agenda)
- Co-operative learning

VIII Methods of Evaluation:
- Self report
- Structured observation
- Self-reported behaviours
- Analytical essay
- Knowledge Mastery tests
- Official statistics
- Structured interviews

IX Content Areas:
- Diagnosing skills
- Skills, values and attitudes
- Human rights
- Citizenship
- Associated areas of peace-building
- Curriculum planning
- Evaluation/needs identification
- Programme design
- Teaching/facilitation of skills-building

X Context:
- Normal circumstances
- Entering a post-conflict/reconstruction phase
- Experiencing armed conflict
- Inter-group tensions
- Facing possibility of armed conflict
- Participants with a post-conflict trauma

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1
Category: Conflict Resolution

Title: Elementary Perspectives: Teaching Concepts of Peace and Conflict

Bibliographical Data:
Affiliation: Educators for Social Responsibility: National
Author(s): William Kriedler
Date of Publication: 1990

Analytical Data:

I Target Region/Country: global, USA

II Purpose of the Programme:
- ✔ Enhancement of positive behaviour
- ✔ Decrease in negative behaviour
- □ Other

III Target Groups:
- a) Formal Education:
  - ✔ Early Childhood
  - ✔ Primary
  - □ Secondary
  - □ Tertiary
  - ✔ Teacher Training
- b) Non-formal Education:
  - ✔ Extra/co-curricular
  - □ Youth Groups
  - □ Community Groups

IV Types of Intervention/ Programme:
- ✔ Advocacy
- □ Teacher internalisation
- □ Occasional interventions
- ✔ Training of teachers
- ✔ Structured programme
  - □ formal
  - ✔ non-formal
  - □ embedded
  - □ other structure

V Special Skills required:
- □ Higher Education
- ✔ Experience with interactive training methods

VI Duration of Programme:
- ✔ several hours
- □ several days
- □ several weeks
- ✔ several months
- □ several year
- □ school year
- □ Structured cyclic curriculum
- □ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- ✔ Written publication
- □ Visual media
- □ Lectures
- □ Simulation/role play
- ✔ Structured activities
- □ Games (with peace skills agenda)
- ✔ Co-operative learning

VIII Methods of Evaluation:
- ✔ Self report
- □ Self-reported observation
- ✔ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- □ Structured interviews

IX Content Areas:
- □ Diagnosing skills
- ✔ Skills, values and attitudes
- □ Human rights
- ✔ Citizenship
  - □ Associated areas of peace-building
  - □ Curriculum planning
  - □ Evaluation/ needs identification
  - □ Programme design
  - □ Teaching/ facilitation of skills-building

X Context:
- ✔ Normal circumstances
- □ Entering a post-conflict/reconstruction phase
- □ Experiencing armed conflict
- □ Inter-group tensions
- ✔ Facing possibility of armed conflict
- ✔ Participants with a post-conflict trauma

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1
Category: Conflict Resolution

Title: Creative Conflict Resolution

Bibliographical Data:
Affiliation: Educators for Social Responsibility: National
Author(s): William Kriedler
Date of Publication: 1984 ISBN: 0-673-15642-7 URL: www.esnational.org

Analytical Data:

I Target Region/Country: global, USA

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:

a) Formal Education:
☐ Early Childhood
☑ Primary
☐ Secondary
☐ Tertiary
☑ Teacher Training

b) Non-formal Education:
☑ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/Programme:
☑ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☑ Structured programme

☑ discim
☐ formal ☑ non-formal
☐ embedded
☐ other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☑ several hours
☐ several days
☐ several weeks
☑ several months
☐ several years
☐ school year
☐ Structured cyclic curriculum
☑ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☑ Structured activities
☑ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☑ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☑ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances
☑ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☑ Inter-group tensions
☑ Facing possibility of armed conflict
☑ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Dialogue: Turning Controversy into Community

Bibliographical Data:
Affiliation: Educators for Social Responsibility: National
Author(s): Rachel Polinar Jeffrey Brown
Date of Publication: ISBN: URL: www.esnational.org

Analytical Data:

I Target Region/Country: global, USA

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:
a) Formal Education:
☐ Early Childhood
☐ Primary
☑ Secondary
☐ Tertiary
☐ Teacher Training
b) Non-formal Education:
☐ Extra/co-curricular
☑ Youth Groups
☐ Community Groups

IV Types of Intervention/Programme:
☐ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☑ Structured programme
☐ Discret.
☐ Formal ☐ Non-formal
☐ Embedded
☐ Other structure

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☑ several hours
☐ several days
☐ several weeks
☐ several months
☐ several year
☐ School year
☑ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☑ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☑ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/needs identification
☐ Programme design
☐ Teaching/facilitation of skills-building

X Context:
☑ Normal circumstances
☐ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☑ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Understanding Emotions in the Classroom

Bibliographical Data:
Affiliation: Educators for Social Responsibility: National - National Professional Resources
Author(s): Claudia Marshall Shelton Robin Stern

Analytical Data:

I Target Region/Country: developed world, USA

II Purpose of the Programme:
✓ Enhancement of positive behaviour
✓ Decrease in negative behaviour ☐ Other

III Target Groups:
a) Formal Education:
☐ Early Childhood
✓ Primary
☐ Secondary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
✓ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☐ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
✓ Training of teachers
✓ Structured programme
☐formal ☑ non-formal
☐ embedded ☐ other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
✓ several hours
☐ several days
☐ several weeks
✓ several months
☐ several year
☐ school year
✓ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
✓ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
✓ Structured activities
☐ Games (with peace skills agenda)
✓ Co-operative learning

VIII Methods of Evaluation:
✓ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
✓ Diagnosing skills
✓ Skills, values and attitudes
☐ Human rights
✓ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
✓ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
✓ Normal circumstances
✓ Inter-group tensions
✓ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
✓ Facing possibility of armed conflict
✓ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Cootails and Cobras II: A guide to Games, Initiatives, Ropes Courses, and Adventure Education

Bibliographical Data:
Affiliation: Educators for Social Responsibility: National - Project Adventure
Author(s): Karl Rohnke
Date of Publication: 1989
ISBN: 0-8403-5434-7
URL: www.pa.org; www.esrnational.org

Analytical Data:

I Target Region/Country: global, USA

II Purpose of the Programme:
- Enhancement of positive behaviour
- Decrease in negative behaviour
- Other

III Target Groups:
a) Formal Education:
- Early Childhood
- Primary
- Secondary
- Tertiary
- Teacher Training

b) Non-formal Education:
- Extra/co-curricular
- Youth Groups
- Community Groups

IV Types of Intervention/ Programme:
- Advocacy
- Teacher internalisation
- Occasional interventions
- Training of teachers
- Structured programme
- Discrete
- Formal
- Non-formal
- Embedded
- Other structure

V Special Skills required:
- Higher Education
- Experience with interactive training methods

VI Duration of Programme:
- Several hours
- Several days
- Several weeks
- Several months
- Several year
- School year
- Structured cyclic curriculum
- Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- Written publication
- Visual media
- Lectures
- Simulation/role play
- Structured activities
- Games (with peace skills agenda)
- Co-operative learning

VIII Methods of Evaluation:
- Self report
- Structured observation
- Self-reported behaviours
- Analytical essay
- Knowledge Mastery tests
- Official statistics
- Structured interviews

IX Content Areas:
- Diagnosing skills
- Skills, values and attitudes
- Human rights
- Citizenship
- Associated areas of peace-building
- Curriculum planning
- Evaluation/ needs identification
- Programme design
- Teaching/ facilitation of skills-building

X Context:
- Normal circumstances
- Entering a post-conflict/reconstruction phase
- Experiencing armed conflict
- Inter-group tensions
- Facing possibility of armed conflict
- Participants with a post-conflict trauma
Title: Silver Bullets: a Guide to Initiative Problems, Adventure Games, and Trust Activities

Bibliographical Data:
Affiliation: Educators for Social Responsibility: National - Project Adventure
Author(s): Karl Rohnke
Date of Publication: 1984
ISBN: 0-8403-5682-x
URL: www.pa.org; www.esrnational.org

Analytical Data:
I Target Region/Country: global, USA

II Purpose of the Programme:
- ✔ Enhancement of positive behaviour
- ✔ Decrease in negative behaviour
- ☐ Other

III Target Groups:
a) Formal Education:
- ☐ Early Childhood
- ✔ Primary
- ✔ Secondary
- ☐ Tertiary
- ✔ Teacher Training

b) Non-formal Education:
- ✔ Extra/co-curricular
- ✔ Youth Groups
- ✔ Community Groups

IV Types of Intervention/ Programme:
- ✔ Advocacy
- ✔ Structured programme
- ✔ Discreet
- ✔ Formal
- ✔ Non-formal
- ✔ Embedded
- ☐ Other structure

V Special Skills required:
- ☐ Higher Education
- ✔ Experience with interactive training methods

VI Duration of Programme:
- ✔ Several hours
- ☐ Several days
- ☐ Several weeks
- ✘ Several months
- ☐ Several year
- ☐ School year
- ☐ Structured cyclic curriculum
- ☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- ✔ Written publication
- ☐ Visual media
- ☐ Lectures
- ✔ Simulation/role play
- ✔ Structured activities
- ✔ Games (with peace skills agenda)
- ✔ Co-operative learning

VIII Methods of Evaluation:
- ✔ Self report
- ☐ Structured observation
- ☐ Self-reported behaviours
- ☐ Analytical essay
- ☐ Knowledge Mastery tests
- ☐ Official statistics
- ☐ Structured interviews

IX Content Areas:
- ✔ Diagnosing skills
- ✔ Skills, values and attitudes
- ☐ Human rights
- ✔ Citizenship
- ☐ Associated areas of peace-building
- ☐ Curriculum planning
- ☐ Evaluation/ needs identification
- ☐ Programme design
- ☐ Teaching/ facilitation of skills-building

X Context:
- ✔ Normal circumstances
- ✔ Entering a post-conflict/reconstruction phase
- ☐ Experiencing armed conflict
- ✔ Inter-group tensions
- ✔ Facing possibility of armed conflict
- ☐ Participants with a post-conflict trauma

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1 53
Category: Conflict Resolution

Title: The Four R's: Reading, Writing Respect, and Resolution - Six (6) Teaching Guides and Learning Kits, Kindergarten though 5th Grade

Bibliographical Data:
Affiliation: Educators for Social Responsibility: New York Metropolitan Area
Author(s): Tom Roderick Maxine Phillips

Analytical Data:

I Target Region/Country: USA, anglophone world

II Purpose of the Programme:
✔ Enhancement of positive behaviour
✔ Decrease in negative behaviour ❏ Other

III Target Groups:

a) Formal Education:
✔ Early Childhood
✔ Primary
■ Secondary
■ Tertiary
■ Teacher Training

b) Non-formal Education:
■ Extra/co-curricular
■ Youth Groups
■ Community Groups

IV Types of Intervention/ Programme:

✔ Advocacy
■ Teacher internalisation
■ Occasional interventions
■ Training of teachers

✔ Structured programme
■ formal ❏ non-formal
■ embedded ❏ other structure

V Major Didactic Approaches:

✔ Written publication
■ Visual media
■ Lectures
■ Simulation/role play
✔ Structured activities
■ Games (with peace skills agenda)
✔ Co-operative learning

VIII Major Didactic Approaches:

✔ Self report
■ Structured observation
✔ Self-reported behaviours
■ Analytical essay
■ Knowledge Mastery tests
■ Official statistics
■ Structured interviews

IX Content Areas:

■ Diagnosing skills
✔ Skills, values and attitudes
■ Human rights
■ Citizenship
■ Associated areas of peace-building
■ Curriculum planning
✔ Evaluation/ needs identification
■ Programme design
■ Teaching/ facilitation of skills-building

VI Duration of Programme:

✔ several hours ❏ several year
✔ several days ❏ school year
✔ several weeks ❏ Structured cyclic curriculum
✔ several months ❏ Occasional un/semi-structured curriculum

X Context:

✔ Normal circumstances ❏ Entering a post-conflict/reconstruction phase
✔ Inter-group tensions ❏ Facing possibility of armed conflict
✔ Participants with a post-conflict trauma

UNESCO ED/PEQ/PHR  Analytical Review of Selected Peace Education Materials - Annex 1
**Category:** Conflict Resolution

**Title:** Resolving Conflict Creatively: A Teaching Guide for Grades Kindergarten through Six

**Bibliographical Data:**
Affiliation: Educators for Social Responsibility: New York Metropolitan Area - Responding Creatively to Conflict Programme
Author(s): Tom Roderick Linda Lantieri

**Analytical Data:**

I Target Region/Country: USA, Western world, global

II Purpose of the Programme:
- ☑ Enhancement of positive behaviour
- ☑ Decrease in negative behaviour
- ☐ Other

III Target Groups:
- a) Formal Education:
  - ☑ Early Childhood
  - ☑ Primary
  - ☑ Secondary
  - ☐ Tertiary
  - ☐ Teacher Training
- b) Non-formal Education:
  - ☑ Extra/co-curricular
  - ☐ Youth Groups
  - ☐ Community Groups

IV Types of Intervention/Programme:
- ☑ Structured programme
  - ☑ discreet
  - ☐ formal
  - ☑ non-formal
  - ☐ embedded
  - ☐ other structure
- ☐ Advocacy
- ☐ Teacher internalisation
- ☐ Occasional interventions
- ☐ Training of teachers

V Special Skills required:
- ☑ Experience with interactive training methods
- ☐ Higher Education

VI Duration of Programme:
- ☑ several hours
- ☑ several days
- ☑ several weeks
- ☑ several months
- ☑ several year
  - ☑ school year
- ☑ Structured cyclic curriculum
- ☑ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- ☑ Written publication
- ☐ Visual media
- ☐ Lectures
- ☑ Simulation/role play
- ☑ Structured activities
- ☑ Games (with peace skills agenda)
- ☑ Co-operative learning

VIII Methods of Evaluation:
- ☑ Self report
- ☐ Structured observation
- ☑ Self-reported behaviours
- ☐ Analytical essay
- ☑ Knowledge Mastery tests
- ☐ Official statistics
- ☐ Structured interviews

IX Content Areas:
- ☑ Diagnosing skills
- ☑ Skills, values and attitudes
- ☐ Human rights
- ☑ Citizenship
- ☑ Associated areas of peace-building
- ☑ Curriculum planning
- ☑ Evaluation/needs identification
- ☑ Programme design
- ☐ Teaching/facilitation of skills-building

X Context:
- ☑ Normal circumstances
- ☑ Inter-group tensions
- ☑ Facing possibility of armed conflict
- ☑ Participants with a post-conflict trauma
- ☐ Experiencing armed conflict

**UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1**
Category: Conflict Resolution

Title: The Mediator's Handbook

Bibliographical Data:
Affiliation: Friends of Conflict Resolution Program
Author(s): Jennifer E. Beers
Date of Publication: 1997 ISBN: 0-86571-359-6 URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:
  a) Formal Education:
     ☐ Early Childhood
     ☑ Primary
     ☑ Secondary
     ☑ Tertiary
     ☑ Teacher Training

  b) Non-formal Education:
     ☐ Extra/co-curricular
     ☑ Youth Groups
     ☑ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy
☑ Teacher internalisation
☑ Occasional interventions
☐ Training of teachers

☑ Structured programme
☐ Discrete
☑ Formal ☑ Non-formal
☐ Embedded ☐ Other structure

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☐ several hours
☐ several days
☐ several weeks
☑ several months

☐ several year
☐ School year
☑ Structured cyclic curriculum
☑ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☑ Simulation/role play
☑ Structured activities
☐ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☑ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☑ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☑ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances
☑ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☑ Inter-group tensions
☑ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Healing the Heart of Conflict: Eight Crucial Steps to Makeup Peace with Yourself and Others

Bibliographical Data:
Affiliation: George Mason University - Centre for World Religion, Diplomacy and Conflict Resolution
Author(s): Marc Gopin

Analytical Data:

I Target Region/Country: US, Middle East, global

II Purpose of the Programme:
- [ ] Enhancement of positive behaviour
- [ ] Decrease in negative behaviour
- [x] Other

III Target Groups:
- [ ] Early Childhood
- [ ] Primary
- [x] Secondary
- [x] Tertiary
- [ ] Teacher Training

- [x] Non-formal Education:
  - [ ] Extra/co-curricular
  - [ ] Youth Groups
  - [x] Community Groups

IV Types of Intervention/ Programme:
- [x] Advocacy
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [ ] Training of teachers

- [x] Structured programme
  - [x] discrel
  - [ ] formal
  - [x] non-formal
  - [ ] embedded
  - [ ] other structure

V Special Skills required:
- [ ] Higher Education
- [ ] Experience with interactive training methods

VI Duration of Programme:
- [x] several days
  - [ ] several year
  - [ ] several months
- [ ] Structured cyclic curriculum
  - [ ] Occasional un/semi-structured curriculum

X Context:
- [ ] Normal circumstances
- [ ] Entering a post-conflict/reconstruction phase
- [x] Inter-group tensions
- [ ] Facing possibility of armed conflict
- [ ] Experiencing armed conflict
- [ ] Participants with a post-conflict trauma

VIII Methods of Evaluation:
- [x] Self report
- [x] Structured observation
- [ ] Self-reported behaviours
- [x] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [ ] Diagnosing skills
- [x] Skills, values and attitudes
- [x] Human rights
- [x] Citizenship
- [ ] Associated areas of peace-building
- [ ] Curriculum planning
- [x] Evaluation/ needs identification
- [ ] Programme design
- [x] Teaching/ facilitation of skills-building
Category: Conflict Resolution

Title: Peace in Everyday Relationships: Resolving Conflicts in Your Personal and Work Life

Bibliographical Data:
Affiliation: Inter-Change Consultants
Author(s): Sheila Alson Gayle Burnett
Date of Publication: 2003 ISBN: 0-89793-352-4 URL:

Analytical Data:

I Target Region/Country: developed world

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour
☐ Other

III Target Groups:

a) Formal Education:
☐ Early Childhood
☐ Primary
☐ Secondary
☑ Tertiary
☑ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☑ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy
☑ Structured programme
☐ Discrete
☐ Formal
☐ Non-formal
☐ Embedded
☐ Other structure

☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☑ several hours
☑ several days
☐ several weeks
☐ several months
☐ several years
☐ school year
☑ Structured cyclic curriculum
☑ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☑ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☑ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☑ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☑ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances
☑ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Early Violence Prevention

Bibliographical Data:
Affiliation: national Association for the Education of Young Children
Author(s): Ronald Siaby et al

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- [ ] Enhancement of positive behaviour
- [ ] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- a) Formal Education:
  - [ ] Early Childhood
  - [ ] Primary
  - [ ] Secondary
  - [ ] Tertiary
  - [ ] Teacher Training
- b) Non-formal Education:
  - [ ] Extra/co-curricular
  - [ ] Youth Groups
  - [ ] Community Groups

IV Types of Intervention/ Programme:
- [ ] Advocacy
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [ ] Training of teachers
- [ ] Structured programme
- [ ] Discreet
- [ ] Formal
- [ ] Non-formal
- [ ] Embedded
- [ ] Other structure

V Special Skills required:
- [ ] Higher Education
- [ ] Experience with interactive training methods

VI Duration of Programme:
- [ ] Several hours
- [ ] Several days
- [ ] Several weeks
- [ ] Several months
- [ ] Several year
- [ ] School year
- [ ] Structured cyclic curriculum
- [ ] Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- [ ] Written publication
- [ ] Visual media
- [ ] Lectures
- [ ] Simulation/role play
- [ ] Structured activities
- [ ] Games (with peace skills agenda)
- [ ] Co-operative learning

VIII Methods of Evaluation:
- [ ] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [ ] Diagnosing skills
- [ ] Skills, values and attitudes
- [ ] Human rights
- [ ] Citizenship
- [ ] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/ needs identification
- [ ] Programme design
- [ ] Teaching/ facilitation of skills-building

X Context:
- [ ] Normal circumstances
- [ ] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Inter-group tensions
- [ ] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Breaking Up Fights: Non-violent Crisis Intervention for the Educator

Bibliographical Data:
Affiliation: National Crisis Prevention Institute
Author(s):
Date of Publication: 1990 ISBN: - URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
☐ Enhancement of positive behaviour
☒ Decrease in negative behaviour ☐ Other

III Target Groups:
a) Formal Education:
☐ Early Childhood
☒ Primary
☒ Secondary
☐ Tertiary
☒ Teacher Training
b) Non-formal Education:
☐ Extra/co-curricular
☒ Youth Groups
☐ Community Groups

IV Types of Intervention/Programme:
☒ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☑ Training of teachers
☐ Structured programme
☐ Discret
☐ Formal ☐ Non-formal
☐ Embedded ☐ Other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☒ several months
☐ several weeks
☐ several days
☐ several hours
☐ several year
☐ school year
☐ Structured cyclic curriculum
☒ Occasional un/semi-structured curriculum

 VII Major Didactic Approaches:
☐ Written publication
☒ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☒ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☐ Skills, values and attitudes
☐ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☒ Evaluation/needs identification
☐ Programme design
☒ Teaching/facilitation of skills-building

X Context:
☐ Normal circumstances ☑ Entering a post-conflict/reconstruction phase ☐ Experiencing armed conflict
☐ Inter-group tensions ☐ Facing possibility of armed conflict ☐ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: I Can Make My World a Better Place

Bibliographical Data:
Affiliation: Oakland Men's Project
Author(s): Paul Kivel
Date of Publication: 2001
ISBN: 1234567890
URL: www.paulkivel.com

Analytical Data:

I Target Region/Country: USA, developed world

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:

a) Formal Education:
☐ Early Childhood
☑ Primary
☐ Secondary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
✓ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:

☐ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers

✓ Structured programme
☐ Discrete
☐ Formal ☑ Non-formal
☐ Embedded
☐ Other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:

☑ several hours
☐ several days
☐ several weeks
☑ several months

☐ several year
☐ School year
☐ Structured cyclic curriculum
☑ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:

☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:

☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:

☐ Diagnosing skills
✓ Skills, values and attitudes
☐ Human rights
✓ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
✓ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
✓ Normal circumstances
✓ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
✓ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Making the Peace: A 15 Session Violence Prevention Curriculum for Young People

Bibliographical Data:
Affiliation: Oakland Men's Project
Author(s): Paul Kivel  Allan Creighton

Analytical Data:

I Target Region/Country: developed world, USA

II Purpose of the Programme:
- ✔ Enhancement of positive behaviour
- ✔ Decrease in negative behaviour
- □ Other

III Target Groups:
a) Formal Education:
- □ Early Childhood
- □ Primary
- ✔ Secondary
- □ Tertiary
- □ Teacher Training

b) Non-formal Education:
- □ Extra/co-curricular
- □ Youth Groups
- ✔ Community Groups

IV Types of Intervention/ Programme:
- ✔ Advocacy
- □ Teacher internalisation
- □ Occasional interventions
- □ Training of teachers

- ✔ Structured programme
- □ School year
- □ Non-formal
- □ Formally
- □ Embedded
- □ Other structure

V Special Skills required:
- □ Higher Education
- ✔ Experience with interactive training methods

VI Duration of Programme:
- □ several hours
- □ several days
- □ several weeks
- □ several months
- □ several year
- ✔ School year
- □ Structured cyclic curriculum
- □ Occasional un/semi-structured curriculum

X Context:
- ✔ Normal circumstances
- ✔ Entering a post-conflict/reconstruction phase
- □ Experiencing armed conflict
- □ Inter-group tensions
- ✔ Facing possibility of armed conflict
- ✔ Participants with a post-conflict trauma

VII Major Didactic Approaches:
- ✔ Written publication
- □ Visual media
- □ Lectures
- ✔ Simulation/role play
- ✔ Structured activities
- □ Games (with peace skills agenda)
- ✔ Co-operative learning

VIII Methods of Evaluation:
- ✔ Self report
- □ Structured observation
- ✔ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- □ Structured interviews

IX Content Areas:
- ✔ Diagnosing skills
- ✔ Skills, values and attitudes
- □ Human rights
- ✔ Citizenship
- ✔ Associated areas of peace-building
- □ Curriculum planning
- ✔ Evaluation/ needs identification
- □ Programme design
- □ Teaching/ facilitation of skills-building
Category: Conflict Resolution

Title: Men's Work: How to Stop the Violence that Tears Ours Lives Apart - A Complete Counseling Plan for Breaking the Cycle of Male Violence

Bibliographical Data:
Affiliation: Oakland Men's Project
Author(s): Paul Kivel
Date of Publication: 1993 ISBN: 0-89486-923-x URL: www.paulkivel.com

Analytical Data:

I Target Region/Country: developed world, USA

II Purpose of the Programme:
✓ Enhancement of positive behaviour
✓ Decrease in negative behaviour
☐ Other

III Target Groups:

a) Formal Education:
☐ Early Childhood
☐ Primary
✓ Secondary
✓ Tertiary
✓ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
✓ Youth Groups
✓ Community Groups

IV Types of Intervention/ Programme:
✓ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
✓ Structured programme
☐ Discreet
☐ Format
☐ Non-format
☐ Embedded
☐ Other structure

V Special Skills required:
☐ Higher Education
✓ Experience with interactive training methods

VI Duration of Programme:
✓ several hours
☐ several days
☐ several weeks
✓ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
✓ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
✓ Written publication
☐ Visual media
☐ Lectures
✓ Simulation/role play
✓ Structured activities
☐ Games (with peace skills agenda)
✓ Co-operative learning

VIII Methods of Evaluation:
✓ Self report
☐ Structured observation
✓ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
✓ Diagnosing skills
✓ Skills, values and attitudes
✓ Human rights
✓ Citizenship
✓ Associated areas of peace-building
☐ Curriculum planning
✓ Evaluation/ needs identification
☐ Programme design
✓ Teaching/ facilitation of skills-building

X Context:
✓ Normal circumstances
✓ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
✓ Inter-group tensions
☐ Facing possibility of armed conflict
✓ Participants with a post-conflict trauma

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1
Category: Conflict Resolution

Title: Helping Teens Stop Violence

Bibliographical Data:
Affiliation: Oakland Men's Project
Author(s): Paul Kivel Allan Creighton

Analytical Data:

I Target Region/Country: developed world, USA

II Purpose of the Programme:
- [✓] Enhancement of positive behaviour
- [✓] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- a) Formal Education:
  - [ ] Early Childhood
  - [ ] Primary
  - [✓] Secondary
  - [✓] Tertiary
  - [✓] Teacher Training
- b) Non-formal Education:
  - [ ] Extra/co-curricular
  - [✓] Youth Groups
  - [✓] Community Groups

IV Types of Intervention/Programme:
- [✓] Advocacy
- [✓] Structured programme
- [✓] formal
- [✓] non-formal
- [✓] embedded
- [ ] other structure

V Special Skills required:
- [ ] Higher Education
- [✓] Experience with interactive training methods

VI Duration of Programme:
- [✓] several hours
- [ ] several day
- [ ] several weeks
- [✓] several months
- [ ] several year
- [✓] Structured cyclic curriculum
- [✓] Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- [✓] Written publication
- [ ] Visual media
- [ ] Lectures
- [ ] Simulation/role play
- [✓] Structured activities
- [✓] Games (with peace skills agenda)
- [ ] Co-operative learning

VIII Methods of Evaluation:
- [✓] Self report
- [ ] Structured observation
- [✓] Self-reported behaviours
- [✓] Analytical essay
- [✓] Knowledge mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [✓] Diagnosing skills
- [✓] Skills, values and attitudes
- [ ] Human rights
- [✓] Citizenship
- [✓] Associated areas of peace-building
- [✓] Curriculum planning
- [✓] Evaluation/needs identification
- [✓] Programme design
- [✓] Teaching/facilitation of skills-building

X Context:
- [✓] Normal circumstances
- [✓] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [✓] Inter-group tensions
- [✓] Facing possibility of armed conflict
- [✓] Participants with a post-conflict trauma
Category: Conflict Resolution

Title: School Conflict Management: Guide for Grades 7-12

Bibliographical Data:
Affiliation: Ohio Department of Education - Ohio Commission on Dispute Resolution and Conflict Management
Author(s):

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:
a) Formal Education:
☐ Early Childhood ☐ Extra/co-curricular
☑ Primary ☐ Youth Groups
☑ Secondary ☐ Community Groups
☐ Tertiary
☑ Teacher Training

b) Non-formal Education:
☐ Early Childhood ☐ Extra/co-curricular
☑ Primary ☐ Youth Groups
☑ Secondary ☐ Community Groups
☐ Tertiary
☑ Teacher Training

IV Types of Intervention/ Programme:
☑ Advocacy ☑ Structured programme
☐ Teacher internalisation ☑ Discrete
☐ Occasional interventions ☑ Formal ☐ non-formal
☐ Training of teachers ☑ Embedded
☐ Other structures

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☑ several hours ☐ several year
☐ several days ☐ school year
☐ several weeks ☐ Structured cyclic curriculum
☑ several months ☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☑ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☑ Curriculum planning
☑ Evaluation/ needs identification
☑ Programme design
☑ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances ☑ Entering a post-conflict/reconstruction phase
☑ Inter-group tensions ☐ Experiencing armed conflict
☐ Facing possibility of armed conflict ☐ Participants with a post-conflict trauma
Title: School Conflict Management: Evaluating your Conflict Resolution Education Program: A Guide for Educators and Evaluators

Bibliographical Data:
Affiliation: Ohio Department of Education - Ohio Commission on Dispute Resolution and Conflict Management
Author(s): Tricia S. Jones
Date of Publication: 2002
ISBN: -
URL: www.disputeresolution.ohio.gov

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- ✓ Enhancement of positive behaviour
- ✓ Decrease in negative behaviour
- Other

III Target Groups:
a) Formal Education:  
- Early Childhood
- Primary
- Secondary
- Tertiary
- Teacher Training

b) Non-formal Education:
- Extra/co-curricular
- Youth Groups
- Community Groups

IV Types of Intervention/ Programme:
- Advocacy
- Teacher internalisation
- Occasional interventions
- Training of teachers
- ✓ Structured programme
- Discret
- formal
- non-formal
- Embedded
- other structure

V Special Skills required:
- Higher Education
- Experience with interactive training methods

VI Duration of Programme:
- ✓ several hours
- ✓ several days
- ✓ several weeks
- several months
- several year
- School year
- Structured cyclic curriculum
- Occasional un/semi-structured curriculum

X Context:
- ✓ Normal circumstances
- Inter-group tensions
- Entering a post-conflict/reconstruction phase
- Experiencing armed conflict
- Facing possibility of armed conflict
- Participants with a post-conflict trauma

VII Major Didactic Approaches:
- ✓ Written publication
- Visual media
- Lectures
- Simulation/role play
- Structured activities
- Games (with peace skills agenda)
- Co-operative learning

VIII Methods of Evaluation:
- Self report
- Structured observation
- Self-reported behaviours
- Analytical essay
- Knowledge Mastery tests
- Official statistics
- Structured interviews

IX Content Areas:
- ✓ Diagnosing skills
- Skills, values and attitudes
- Human rights
- Citizenship
- Associated areas of peace-building
- Curriculum planning
- Evaluation/ needs identification
- Programme design
- Teaching/ facilitation of skills-building
Category: Conflict Resolution

Title: Peacemaking Skills for Little Kids (pre k to 2nd Grade)

Bibliographical Data:
Affiliation: Peace Education Foundation
Author(s): Sandy Tavlin Rizzo, Doris Berkell, Karen Kotzen

Analytical Data:

I Target Region/Country: developed world

II Purpose of the Programme:
- [✓] Enhancement of positive behaviour
- [ ] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- a) Formal Education:
  - [✓] Early Childhood
  - [✓] Primary
  - [ ] Secondary
  - [ ] Tertiary
  - [ ] Teacher Training

- b) Non-formal Education:
  - [ ] Extra/co-curricular
  - [ ] Youth Groups
  - [ ] Community Groups

IV Types of Intervention/Programme:
- [✓] Advocacy
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [ ] Training of teachers
- [✓] Structured programme
  - [✓] Discret
  - [✓] Non-formal
  - [ ] Embedded
  - [ ] Other structure

V Special Skills required:
- [ ] Higher Education
- [✓] Experience with interactive training methods

VI Duration of Programme:
- [ ] Several hours
- [ ] Several days
- [✓] Several weeks
- [ ] Several months
- [ ] Several year
- [ ] School year
- [✓] Structured cyclic curriculum
- [✓] Occasional un/semi-structured curriculum

X Context:
- [✓] Normal circumstances
- [✓] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Inter-group tensions
- [✓] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma

VII Major Didactic Approaches:
- [✓] Written publication
- [ ] Visual media
- [ ] Lectures
- [ ] Simulation/role play
- [✓] Structured activities
- [✓] Games (with peace skills agenda)
- [✓] Co-operative learning

VIII Methods of Evaluation:
- [✓] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [✓] Diagnosing skills
- [ ] Skills, values and attitudes
- [ ] Human rights
- [ ] Citizenship
- [ ] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/needs identification
- [ ] Programme design
- [ ] Teaching/facilitation of skills-building
Category: Conflict Resolution

Title: Facing the Truth with Bill Moyers: Reconciliation and Forgiveness in South Africa (2 part documentary, Videos 60 min. each)

Bibliographical Data:
Affiliation: Public Affairs Television, Inc. - Films for the Humanities and Sciences
Author(s): Bill Moyers
Date of Publication: 1999
ISBN: 0-7365-1030-3
URL: www.films.com

Analytical Data:

I Target Region/Country: South Africa, USA, global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour
☐ Other

III Target Groups:

a) Formal Education:   b) Non-formal Education:
☑ Early Childhood
☐ Primary
☐ Secondary
☐ Tertiary
☑ Teacher Training
☐ Extra/co-curricular
☐ Youth Groups
☑ Community Groups

IV Types of Intervention/ Programme:
☐ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☑ Structured programme
☐ Discret
☐ Formal
☑ Non-formal
☐ Embedded
☐ Other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☑ Several hours
☐ Several days
☐ Several weeks
☐ Several months
☐ Several year
☐ School year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication
☑ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☑ Self report
☐ Structured observation
☑ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☐ Skills, values and attitudes
☑ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances
☑ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☑ Inter-group tensions
☐ Facing possibility of armed conflict
☑ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Working with Conflict: Skills and Strategies for Action

Bibliographical Data:
Affiliation: Responding to Conflict
Author(s): Simon Fisher Dekha I. Abdi Jawed Ludin

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
✓ Enhancement of positive behaviour
✓ Decrease in negative behaviour ☐ Other

III Target Groups:
a) Formal Education:
☐ Early Childhood ☐ Primary
✓ Secondary
☐ Tertiary
✓ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
✓ Youth Groups
✓ Community Groups

IV Types of intervention/ Programme:
✓ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
✓ Training of teachers
✓ Structured programme
☐ discreet
☐ formal ☑ non-formal
☐ embedded
☐ other structure

V Special Skills required:
☐ Higher Education
✓ Experience with interactive training methods

VI Duration of Programme:
✓ several hours ☐ several year
☐ several days ☐ school year
☐ several weeks ☐ Structured cyclic curriculum
✓ several months ☑ Occasional un/semi-structured curriculum

X Context:
✓ Normal circumstances ☑ Entering a post-conflict/reconstruction phase ☐ Experiencing armed conflict
✓ Inter-group tensions ☑ Facing possibility of armed conflict ☐ Participants with a post-conflict trauma

VII Major Didactic Approaches:
✓ Written publication
☐ Visual media
☐ Lectures
✓ Simulation/role play
✓ Structured activities
☐ Games (with peace skills agenda)
✓ Co-operative learning

VIII Methods of Evaluation:
✓ Self report
✓ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
✓ Skills, values and attitudes
✓ Human rights
✓ Citizenship
✓ Associated areas of peace-building
☐ Curriculum planning
✓ Evaluation/ needs identification
✓ Programme design
☐ Teaching/ facilitation of skills-building
Category: Conflict Resolution

Title: Students Resolving Conflicts: Peer Mediation in Schools

Bibliographical Data:
Affiliation: School Mediators Association
Author(s): Richard Cohen
Date of Publication: 1995 ISBN: 0-673-36096-2 URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- ✔ Enhancement of positive behaviour
- ✔ Decrease in negative behaviour
- ☐ Other

III Target Groups:
- a) Formal Education:
  - ☐ Early Childhood
  - ☑ Primary
  - ☐ Secondary
  - ☐ Tertiary
  - ✔ Teacher Training
- b) Non-formal Education:
  - ☐ Extra/co-curricular
  - ✔ Youth Groups
  - ☐ Community Groups

IV Types of Intervention/ Programme:
- ✔ Advocacy
- ☐ Teacher internalisation
- ☐ Occasional interventions
- ☐ Training of teachers
  - ✔ Structured programme
    - ✔ discret
    - ☐ formal
    - ☐ non-formal
    - ☐ embedded
    - ☐ other structure

V Special Skills required:
- ☐ Higher Education
- ✔ Experience with interactive training methods

VI Duration of Programme:
- ☐ several hours
- ✔ several days
- ☐ several weeks
- ☐ several months
  - ☐ several year
  - ✔ school year
  - ☐ Structured cyclic curriculum
  - ✔ Occasional un/semi-structured curriculum

X Context:
- ✔ Normal circumstances
- ✔ Inter-group tensions
- ☐ Facing possibility of armed conflict
- ☐ Experiencing armed conflict
- ☐ Participants with a post-conflict trauma
- ✔ Entering a post-conflict/reconstruction phase
- ☐ Experiencing armed conflict

VII Major Didactic Approaches:
- ✔ Written publication
- ☐ Visual media
- ☐ Lectures
- ✔ Simulation/role play
- ✔ Structured activities
- ☐ Games (with peace skills agenda)
- ✔ Co-operative learning

VIII Methods of Evaluation:
- ✔ Self report
- ☐ Structured observation
- ✔ Self-reported behaviours
- ☐ Analytical essay
- ☐ Knowledge Mastery tests
- ☐ Official statistics
- ☐ Structured interviews

IX Content Areas:
- ✔ Diagnosing skills
- ☐ Skills, values and attitudes
- ☐ Human rights
- ☐ Citizenship
- ☐ Associated areas of peace-building
- ☐ Curriculum planning
- ✔ Evaluation/ needs identification
- ☐ Programme design
- ☐ Teaching/ facilitation of skills-building

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1 70
Category: Conflict Resolution

Title: Starting Small Video with Companion Text

Bibliographical Data:
Affiliation: Southern Poverty Law Center - Teaching Tolerance
Author(s):
Date of Publication: ISBN: URL: www.teachingtolerance.org

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- ☑ Enhancement of positive behaviour
- ☑ Decrease in negative behaviour ☐ Other

III Target Groups:
   a) Formal Education:
      - ☑ Early Childhood
      - ☑ Primary
      - ☐ Secondary
      - ☐ Tertiary
      - ☐ Teacher Training
   b) Non-formal Education:
      - ☑ Extra/co-curricular
      - ☐ Youth Groups
      - ☜ Community Groups

IV Types of Intervention/ Programme:
- ☑ Structured programme
  - ☑ discret
  - ☐ formal ☑ non-formal
  - ☐ embedded ☜ other structure

V Special Skills required:
- ☐ Higher Education
- ☑ Experience with interactive training methods

VI Duration of Programme:
- ☑ several hours
- ☐ several day
- ☐ several weeks
- ☑ several months
- ☐ several year
- ☐ school year
- ☐ Structured cyclic curriculum
- ☑ Occasional un/semi-structured curriculum

X Context:
- ☑ Normal circumstances
- ☑ Entering a post-conflict/reconstruction phase
- ☐ Experiencing armed conflict
- ☑ Inter-group tensions
- ☑ Facing possibility of armed conflict
- ☐ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Preventing Violence in Schools: A Challenge to American Democracy

Bibliographical Data:
Affiliation: Syracuse University Violence Prevention Project
Author(s): Joan Burstyn et al.
Date of Publication: 2001 ISBN: 0-8058-3733-7 URL:

Analytical Data:

I Target Region/Country: USA, urban and industrialized world

II Purpose of the Programme:
- ✔ Enhancement of positive behaviour
- ✔ Decrease in negative behaviour
- ◼ Other

III Target Groups:
- a) Formal Education:  
  - ☐ Early Childhood
  - ☐ Primary
  - ✔ Secondary
  - ◼ Tertiary
  - ✔ Teacher Training
- b) Non-formal Education:  
  - ☐ Extra/co-curricular
  - ✔ Youth Groups
  - ✔ Community Groups

IV Types of Intervention/Programme:
- ✔ Advocacy
- ☐ Teacher internalisation
- ☐ Occasional interventions
- ☐ Training of teachers
- ✔ Structured programme
- ◼ Formal
- ✔ Non-formal
- ◼ Embedded
- ◼ Other structure

V Special Skills required:
- ☐ Higher Education
- ☐ Experience with interactive training methods

VI Duration of Programme:
- ✔ several hours
- ✔ several days
- ✔ several weeks
- ☐ several months
- ☐ several year
- ☐ School year
- ☐ Structured cyclic curriculum
- ✔ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- ✔ Written publication
- ☐ Visual media
- ☐ Lectures
- ☐ Simulation/role play
- ✔ Structured activities
- ☐ Games (with peace skills agenda)
- ◼ Co-operative learning

VIII Methods of Evaluation:
- ✔ Self report
- ☐ Structured observation
- ✔ Self-reported behaviours
- ☐ Analytical essay
- ☐ Knowledge Mastery tests
- ☐ Official statistics
- ◼ Structured interviews

IX Content Areas:
- ☐ Diagnosing skills
- ✔ Skills, values and attitudes
- ☐ Human rights
- ✔ Citizenship
- ☐ Associated areas of peace-building
- ☐ Curriculum planning
- ☐ Evaluation/needs identification
- ☐ Programme design
- ✔ Teaching/facilitation of skills-building

X Context:
- ✔ Normal circumstances
- ✔ Entering a post-conflict/reconstruction phase
- ☐ Experiencing armed conflict
- ✔ Inter-group tensions
- ✔ Facing possibility of armed conflict
- ◼ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Kids Working it Out: Stories and Strategies for making Peace in our Schools

Bibliographical Data:
Affiliation: The Association for Conflict Resolution
Author(s): Tricia S. Jones    Randolph O. Compton

Analytical Data:

I Target Region/Country:    global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour
☐ Other

III Target Groups:
a) Formal Education:  
☐ Early Childhood
☐ Primary
☐ Secondary
☐ Tertiary
☑ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy
☑ Teacher internalisation
☐ Occasional interventions
☑ Training of teachers

☑ Structured programme
☐ formal ☐ non-formal
☐ embedded
☐ other structure:

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☐ several hours
☐ several days
☐ several weeks
☐ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☑ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☑ Curriculum planning
☐ Evaluation/ needs identification
☑ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances
☑ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☑ Inter-group tensions
☑ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma

UNESCO ED/PEQ/PHR    Analytical Review of Selected Peace Education Materials - Annex 1    73
Category: Conflict Resolution

Title: Peer Mediation: Conflict Resolution in Schools: Program Guide and Student Manual, Part 2 (Student Manual)

Bibliographical Data:
Affiliation: The National Center for Conflict Resolution Education - National Peaceable Schools Project
Author(s): Fred Schrumpf, Donna Crawford, Richard Bodine

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour  □ Other

III Target Groups:
 a) Formal Education:
☑ Early Childhood
☑ Primary
☑ Secondary
☑ Tertiary
☑ Teacher Training

b) Non-formal Education:
□ Extra/co-curricular
□ Youth Groups
□ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy
□ Teacher internalisation
□ Occasional Interventions
□ Training of teachers

☑ Structured programme
□ Discrete
□ Formal  □ Non-formal
□ Embedded
□ Other structure

V Special Skills required:
□ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☑ several hours  □ several year
□ several days  □ School year
□ several weeks  □ Structured cyclic curriculum
☑ several months  □ Occasional un/semi-structured curriculum

X Context:
☑ Normal circumstances  ☑ Entering a post-conflict/reconstruction phase  □ Experiencing armed conflict
☑ Inter-group tensions  ☑ Facing possibility of armed conflict  □ Participants with a post-conflict trauma

VII Major Didactic Approaches:
☑ Written publication
☑ Visual media
□ Lectures
☑ Simulation/role play
☑ Structured activities
☑ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☑ Self report
☑ Structured observation
☑ Self-reported behaviours
□ Analytical essay
□ Knowledge Mastery tests
□ Official statistics
□ Structured interviews

IX Content Areas:
☑ Diagnosing skills
☑ Skills, values and attitudes
□ Human rights
☑ Citizenship
□ Associated areas of peace-building
□ Curriculum planning
☑ Evaluation/ needs identification
□ Programme design
□ Teaching/ facilitation of skills-building
Category: Conflict Resolution


Bibliographical Data:
Affiliation: The National Center for Conflict Resolution Education - National Peaceable Schools Project
Author(s): Fred Schrumpt, Donna Crawford, Richard Bodine
Date of Publication: 1997
ISBN: 0-87822-368-1
URL: www.nccre.org; www.researchpress.com

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- ✔ Enhancement of positive behaviour
- ✔ Decrease in negative behaviour
- □ Other

III Target Groups:
- a) Formal Education:  
  - □ Early Childhood
  - ✔ Primary
  - ✔ Secondary
  - □ Tertiary
  - ✔ Teacher Training

- b) Non-formal Education:  
  - □ Extra/co-curricular
  - □ Youth Groups
  - □ Community Groups

IV Types of Intervention/ Programme:
- ✔ Advocacy
- ✔ Structured programme
- ✔ Discreet
- □ Non-formal
- □ Embedded
- □ Other structure

V Special Skills required:
- □ Higher Education
- ✔ Experience with interactive training methods

VI Duration of Programme:
- ✔ several hours
- □ several days
- □ several weeks
- □ several months
- □ several year
- □ School year
- □ Structured cyclic curriculum
- ✔ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- ✔ Written publication
- ✔ Visual media
- □ Lectures
- ✔ Simulation/role play
- ✔ Structured activities
- ✔ Games (with peace skills agenda)
- ✔ Cooperative learning

VIII Methods of Evaluation:
- ✔ Self report
- ✔ Structured observation
- ✔ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- □ Structured interviews

IX Content Areas:
- ✔ Diagnosing skills
- ✔ Skills, values and attitudes
- □ Human rights
- ✔ Citizenship
- □ Associated areas of peace-building
- □ Curriculum planning
- ✔ Evaluation/ needs identification
- □ Programme design
- □ Teaching/ facilitation of skills-building

X Context:
- ✔ Normal circumstances
- ✔ Entering a post-conflict/reconstruction phase
- □ Experiencing armed conflict
- ✔ Inter-group tensions
- ✔ Facing possibility of armed conflict
- □ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Creating the Peaceable Classroom: A Comprehensive Program for Teaching Conflict Resolution: Program Guide and Student Manual (Part 2: Student Manual)

Bibliographical Data:
Affiliation: The National Center for Conflict Resolution Education - National Peaceable Schools Project
Author(s): Fred Schrumpt  Donna Crawford  Richard Bodine
Date of Publication: 1994  ISBN: 0-87822-477-7  URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- ✔ Enhancement of positive behaviour
- ✔ Decrease in negative behaviour
- ☐ Other

III Target Groups:
- a) Formal Education:  
  - ✓ Early Childhood
  - ✓ Primary
  - ✓ Secondary
  - ☐ Tertiary
  - ✓ Teacher Training
- b) Non-formal Education:  
  - ☐ Extra/co-curricular
  - ✓ Youth Groups
  - ☐ Community Groups

IV Types of Intervention/ Programme:
- ✓ Advocacy
- ☐ Teacher internalisation
- ☐ Occasional interventions
- ✓ Training of teachers
- ✓ Structured programme
- ☐ Discret
- ☐ Formal
- ☐ Non-formal
- ☐ Embedded
- ☐ Other structure

V Special Skills required:
- ☐ Higher Education
- ✓ Experience with interactive training methods

VI Duration of Programme:
- ✓ several hours
- ☐ several days
- ☐ several weeks
- ☐ several months
- ✓ several year
- ☐ School year
- ☐ Structured cyclic curriculum
- ☐ Occasional un/semi-structured curriculum

X Context:
- ✔ Normal circumstances
- ✓ Entering a post-conflict/reconstruction phase
- ☐ Experiencing armed conflict
- ☐ Inter-group tensions
- ✓ Facing possibility of armed conflict
- ☐ Participants with a post-conflict trauma
- ✓ Written publication
- ☐ Visual media
- ☐ Lectures
- ✓ Simulation/role play
- ✓ Structured activities
- ✓ Games (with peace skills agenda)
- ✓ Co-operative learning

VIII Methods of Evaluation:
- ✓ Self report
- ☐ Structured observation
- ☐ Self-reported behaviours
- ☐ Analytical essay
- ☐ Knowledge Mastery tests
- ☐ Official statistics
- ☐ Structured interviews

IX Content Areas:
- ✓ Diagnosing skills
- ✓ Skills, values and attitudes
- ☐ Human rights
- ✓ Citizenship
- ☐ Associated areas of peace-building
- ☐ Curriculum planning
- ☐ Evaluation/ needs identification
- ☐ Programme design
- ☐ Teaching/ facilitation of skills-building

UNESCO ED/PEQ/PHR  Analytical Review of Selected Peace Education Materials - Annex 1  76
Category: Conflict Resolution

Title: Creating the Peaceable Classroom: A Comprehensive Program for Teaching conflict Resolution, Program Guide and Student Manual (Part 1: Program Guide)

Bibliographical Data:
Affiliation: The National Center for Conflict Resolution Education - National Peaceable Schools Project
Author(s): Fred Schrumpt Donna Crawford Richard Bodine

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:

a) Formal Education:
☐ Early Childhood
☑ Primary
☑ Secondary
☐ Tertiary
☑ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☑ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:

☑ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers

☑ Structured programme
☐ Discrete
☐ Formal ☑ Non-formal
☐ Embedded
☐ Other structure

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:

☑ several hours
☐ several days
☐ several weeks
☐ several months
☐ several years

☑ School year

☑ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:

☑ Written publication
☑ Visual media
☐ Lectures
☑ Simulation/role play
☑ Structured activities
☑ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:

☑ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistic
☐ Structured interviews

IX Content Areas:

☑ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:

☑ Normal circumstances
☑ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☑ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth Serving Organizations and Community and Juvenile Justice Settings

Bibliographical Data:
Affiliation: U.S. Department of Justice and U.S. Department of Education - Conflict Resolution Education Project
Author(s): Donna Crawford Richard Bodine
Date of Publication: 1996 ISBN: - URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
- ✔ Enhancement of positive behaviour
- ✔ Decrease in negative behaviour
- ☐ Other

III Target Groups:
- a) Formal Education:
  - ☐ Early Childhood
  - ☐ Primary
  - ☐ Secondary
  - ☐ Tertiary
  - ✔ Teacher Training
- b) Non-formal Education:
  - ☐ Extra/co-curricular
  - ☐ Youth Groups
  - ☐ Community Groups

IV Types of Intervention/ Programme:
- ☐ Advocacy
- ☒ Teacher internalisation
- ☐ Occasional interventions
- ✔ Training of teachers
- ✔ Structured programme (discrete)
- ☐ formal
- ✔ non-formal
- ☐ embedded
- ☐ other structure

V Special Skills required:
- ☐ Higher Education
- ✔ Experience with interactive training methods

VI Duration of Programme:
- ✔ several hours
- ☐ several days
- ☐ several weeks
- ☐ several months
- ✔ several year
- ☐ school year
- ☐ Structured cyclic curriculum
- ☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- ✔ Written publication
- ☐ Visual media
- ☐ Lectures
- ☐ Simulation/role play
- ☐ Structured activities
- ☐ Games (with peace skills agenda)
- ☐ Co-operative learning

VIII Methods of Evaluation:
- ☐ Self report
- ☐ Structured observation
- ☐ Self-reported behaviours
- ☐ Analytical essay
- ☐ Knowledge Mastery tests
- ☐ Official statistics
- ☐ Structured interviews

IX Content Areas:
- ☐ Diagnosing skills
- ✔ Skills, values and attitudes
- ☐ Human rights
- ✔ Citizenship
- ☐ Associated areas of peace-building
- ✔ Curriculum planning
- ✔ Evaluation/ needs identification
- ✔ Programme design
- ☐ Teaching/ facilitation of skills-building

X Context:
- ✔ Normal circumstances
- ✔ Entering a post-conflict/reconstruction phase
- ☐ Experiencing armed conflict
- ☐ Inter-group tensions
- ☐ Facing possibility of armed conflict
- ☐ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Bonnes pratiques de résolution non-violente de conflits en milieu éducatif formel et non-formel - quelques exemples

Bibliographical Data:
Affiliation: UNESCO, Peace Education Programme
Author(s):
Date of Publication: 2003
ISBN: -
URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
☐ Enhancement of positive behaviour
☐ Decrease in negative behaviour
☐ Other

III Target Groups:

a) Formal Education:
☐ Early Childhood
☐ Primary
☐ Secondary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☐ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☐ Structured programme
☐ Formal
☐ Non-formal
☐ Embedded
☐ Other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours
☐ several days
☐ several weeks
☐ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☐ Skills, values and attitudes
☐ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☐ Normal circumstances
☐ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
### Category: Conflict Resolution

**Title:** Education for Development: A Teacher’s Resource for Global Learning

**Bibliographical Data:**
- Affiliation: UNICEF
- Author(s): Susan Fountain
- Date of Publication: 1995

**Analytical Data:**

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| II Purpose of the Programme: |
|-------------------------------|-------------------|
| ☑️ Enhancement of positive behaviour |
| ☑️ Decrease in negative behaviour |
| ☐ Other |

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<th>III Target Groups:</th>
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<td>☐ Early Childhood</td>
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<tr>
<th>IV Types of Intervention/ Programme:</th>
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<td>☐ Lectures</td>
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<table>
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<tr>
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<td>☐ Entering a post-conflict/reconstruction phase</td>
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<tr>
<td>☐ Experiencing armed conflict</td>
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<tr>
<td>☐ Inter-group tensions</td>
</tr>
<tr>
<td>☐ Facing possibility of armed conflict</td>
</tr>
<tr>
<td>☐ Participants with a post-conflict trauma</td>
</tr>
</tbody>
</table>
Category: Conflict Resolution

Title: Kurikulum Pendidikan Damai (Peace Education Curriculum)

Bibliographical Data:
Affiliation: UNICEF - Aceh Peace Education Program
Author(s): Dr. Darni M. Daud Curriculum Cttee Chair
Date of Publication: 2002 ISBN: - URL: Peaceeduaceh@yahoo.com

Analytical Data:

I Target Region/Country: Islamic world, global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:
- a) Formal Education:
  ☑ Early Childhood
  ☑ Primary
  ☑ Secondary
  ☐ Tertiary
  ☑ Teacher Training

- b) Non-formal Education:
  ☐ Extra/co-curricular
  ☑ Youth Groups
  ☐ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy
☐ Teacher internalisation
☐ Occasional Interventions
☐ Training of teachers
☑ Structured programme
discret
☒ formal ☐ non-formal
☒ embedded ☐ other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☑ several hours ☐ several year
☑ several days ☑ school year
☑ several weeks ☐ Structured cyclic curriculum
☑ several months ☐ Occasional un/semi-structured curriculum

X Context:
☑ Normal circumstances ☑ Entering a post-conflict/reconstruction phase ☐ Experiencing armed conflict
☑ Inter-group tensions ☑ Facing possibility of armed conflict ☐ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Education for Conflict Resolution - A Training for Trainers Manual

Bibliographical Data:
Affiliation: UNICEF - Education for Development Section
Author(s): Susan Fountain
Date of Publication: 1997
ISBN: -
URL: 

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- ☐ Enhancement of positive behaviour
- ☐ Decrease in negative behaviour
- ☐ Other

III Target Groups:
- a) Formal Education:
- ☐ Early Childhood
- ☐ Primary
- ☐ Secondary
- ☐ Tertiary
- ☐ Teacher Training
- b) Non-formal Education:
- ☑ Extra/co-curricular
- ☑ Youth Groups
- ☐ Community Groups

IV Types of Intervention/ Programme:
- ☑ Advocacy
- ☑ Teacher internalisation
- ☐ Occasional Interventions
- ☐ Training of teachers
- ☐ Structured programme
- ☐ Discret
- ☐ formal
- ☐ non-formal
- ☐ embedded
- ☐ other structure

V Special Skills required:
- ☐ Higher Education
- ☑ Experience with interactive training methods

VI Duration of Programme:
- ☑ several hours
- ☐ several days
- ☐ several weeks
- ☐ several months
- ☐ several year
- ☐ school year
- ☐ Structured cyclic curriculum
- ☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- ☑ Written publication
- ☐ Visual media
- ☐ Lectures
- ☑ Simulation/role play
- ☑ Structured activities
- ☐ Games (with peace skills agenda)
- ☑ Co-operative learning

VIII Methods of Evaluation:
- ☑ Self report
- ☐ Structured observation
- ☐ Self-reported behaviours
- ☐ Analytical essay
- ☐ Knowledge Mastery tests
- ☐ Official statistics
- ☐ Structured interviews

IX Content Areas:
- ☑ Diagnosing skills
- ☑ Skills, values and attitudes
- ☐ Human rights
- ☐ Citizenship
- ☐ Associated areas of peace-building
- ☐ Curriculum planning
- ☐ Evaluation/ needs identification
- ☑ Programme design
- ☑ Teaching/ facilitation of skills-building

X Context:
- ☐ Normal circumstances
- ☐ Entering a post-conflict/reconstruction phase
- ☐ Experiencing armed conflict
- ☐ Inter-group tensions
- ☐ Facing possibility of armed conflict
- ☐ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Global Education: Making Basic Learning a Child-Friendly Experience

Bibliographical Data:
Affiliation: UNICEF MENARO: Intl. Institute for Studies in Education, University of Toronto
Author(s): Graham Pike, David Selby
Date of Publication: ISBN: -

Analytical Data:

I Target Region/Country: Middle East and Arab world, global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:

a) Formal Education: ☑ Early Childhood
☑ Primary
☑ Secondary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
☑ Extra/co-curricular
☑ Youth Groups
☐ Community Groups

IV Types of Intervention/Programme:
☑ Advocacy
☑ Teacher internalisation
 ☐ Occasional interventions
 ☐ Training of teachers

☑ Structured programme
☐ formal ☑ non-formal
☑ embedded ☐ other structure

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☑ several hours ☐ several year
☐ several days ☐ school year
☑ several weeks ☑ Structured cyclic curriculum
☐ several months ☑ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☑ Structured activities
☑ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/needs identification
☐ Programme design
☐ Teaching/facilitation of skills-building

X Context:
☑ Normal circumstances ☐ Entering a post-conflict/reconstruction phase
☑ Inter-group tensions ☐ Facing possibility of armed conflict
☐ Experienced armed conflict ☐ Participants with a post-conflict trauma

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1 83
Category: Conflict Resolution

Title: Education for Conflict Resolution: Teachers’ Guide for Primary Grades

Bibliographical Data:
Affiliation: UNICEF Sri Lanka; Department of Primary Education, NIE
Author(s):
Date of Publication: 1995 ISBN: - URL:

Analytical Data:

I Target Region/Country: South Asia, global

II Purpose of the Programme:
- ✓ Enhancement of positive behaviour
- ✓ Decrease in negative behaviour
- □ Other

III Target Groups:
- a) Formal Education:
  - □ Early Childhood
  - ☑ Primary
  - □ Secondary
  - □ Tertiary
  - □ Teacher Training

- b) Non-formal Education:
  - □ Extra/co-curricular
  - □ Youth Groups
  - □ Community Groups

IV Types of Intervention/ Programme:
- ✓ Advocacy
- ☑ Structured programme
- ☑ Structured formative
- ☑ Structured non-formal
- ☑ Embedded
- ☑ Other structure

V Special Skills required:
- □ Higher Education
- ✓ Experience with interactive training methods

VI Duration of Programme:
- ✓ several hours
- ☑ several days
- ☑ several weeks
- □ several months
- □ several year
- □ school year
- □ Structured cyclic curriculum
- □ Occasional un/semi-structured curriculum

X Context:
- ✓ Normal circumstances
- ✓ Entering a post-conflict/reconstruction phase
- □ Experiencing armed conflict
- □ Inter-group tensions
- □ Facing possibility of armed conflict
- □ Participants with a post-conflict trauma

VII Major Didactic Approaches:
- ✓ Written publication
- □ Visual media
- □ Lectures
- □ Simulation/role play
- ✓ Structured activities
- ✓ Games (with peace skills agenda)
- ✓ Co-operative learning

VIII Methods of Evaluation:
- ✓ Self report
- □ Structured observation
- □ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- □ Structured interviews

IX Content Areas:
- ✓ Diagnosing skills
- ✓ Skills, values and attitudes
- ✓ Human rights
- □ Citizenship
- □ Associated areas of peace-building
- □ Curriculum planning
- □ Evaluation/ needs identification
- □ Programme design
- □ Teaching/ facilitation of skills-building
**Category:** Conflict Resolution

**Title:** Za Svmire: Peaceful Conflict Resolution Workshops for Primary and Secondary Schools

**Bibliographical Data:**
- Affiliation: UNICEF, Center for Culture of Peace and Non-Violence, Zagreb, Croatia
- Author(s): Maja Uzelac
- Date of Publication: 2001
- ISBN: 9853-9724440-3-1
- URL:

**Analytical Data:**

| I. Target Region/Country: | former Yugoslavia, global |

| II. Purpose of the Programme: | ✓ Enhancement of positive behaviour | ✓ Decrease in negative behaviour | □ Other |

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<th>III. Target Groups:</th>
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<tbody>
<tr>
<td>a) Formal Education:</td>
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<tr>
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<tr>
<td>✓ Primary</td>
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<tr>
<td>✓ Secondary</td>
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<tr>
<td>□ Tertiary</td>
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<tr>
<td>✓ Teacher Training</td>
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<td></td>
<td>□ Training of teachers</td>
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<td>□ Lectures</td>
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<tr>
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<td>✓ Simulation/role play</td>
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<td></td>
<td>✓ Structured activities</td>
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<td></td>
<td>✓ Games (with peace skills agenda)</td>
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<td>✓ Co-operative learning</td>
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<th>VIII. Methods of Evaluation:</th>
<th>✓ Self report</th>
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<tr>
<td></td>
<td>□ Structured observation</td>
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<td>□ Self-reported behaviours</td>
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<td>□ Official statistics</td>
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<td></td>
<td>□ Human rights</td>
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<td></td>
<td>✓ Citizenship</td>
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<td></td>
<td>✓ Associated areas of peace-building</td>
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<tr>
<td></td>
<td>□ Curriculum planning</td>
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<tr>
<td></td>
<td>✓ Evaluation/needs identification</td>
</tr>
<tr>
<td></td>
<td>□ Programme design</td>
</tr>
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<td></td>
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<th>X. Context:</th>
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<tr>
<td>✓ Normal circumstances</td>
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<tr>
<td>✓ Entering a post-conflict/reconstruction phase</td>
</tr>
<tr>
<td>✓ Inter-group tensions</td>
</tr>
<tr>
<td>✓ Facing possibility of armed conflict</td>
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<tr>
<td>✓ Participants with a post-conflict trauma</td>
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Category: Conflict Resolution


Bibliographical Data:
Affiliation: UNICEF, Group MOST, Belgrade
Author(s): Prof. Dr. Ruzia Rosandic
Date of Publication: 1996 ISBN: 86-7184-004-2 URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
- ✔ Enhancement of positive behaviour
- ✔ Decrease in negative behaviour
- ☐ Other

III Target Groups:
- a) Formal Education:
  - ☑ Early Childhood
  - ☑ Primary
  - ☑ Secondary
  - ☐ Tertiary
  - ☑ Teacher Training
- b) Non-formal Education:
  - ☑ Extra/co-curricular
  - ☑ Youth Groups
  - ☑ Community Groups

IV Types of Intervention/ Programme:
- ☑ Structured programme
  - ☑ Discourse
  - ☑ Formal
  - ☑ Non-formal
  - ☑ Emotions
  - ☑ Other structure

V Special Skills required:
- ☐ Higher Education
- ☑ Experience with interactive training methods

VI Duration of Programme:
- ☑ several hours
- ☐ several days
- ☑ several weeks
- ☑ several months
- ☐ several year
- ☐ school year
- ☑ Structured cyclic curriculum
- ☑ Occasional uni/semi-structured curriculum

X Context:
- ☑ Normal circumstances
- ☐ Entering a post-conflict/reconstruction phase
- ☑ Experiencing armed conflict
- ☑ Inter-group tensions
- ☐ Facing possibility of armed conflict
- ☑ Participants with a post-conflict trauma

VII Major Didactic Approaches:
- ☑ Written publication
- ☐ Visual media
- ☐ Lectures
- ☐ Simulation/role play
- ☑ Structured activities
- ☑ Games (with peace skills agenda)
- ☑ Co-operative learning

VIII Methods of Evaluation:
- ☑ Self report
- ☐ Structured observation
- ☐ Self-reported behaviours
- ☐ Analytical essay
- ☐ Knowledge Mastery tests
- ☐ Official statistics
- ☐ Structured interviews

IX Content Areas:
- ☑ Diagnosing skills
- ☑ Skills, values and attitudes
- ☐ Human rights
- ☑ Citizenship
- ☐ Associated areas of peace-building
- ☐ Curriculum planning
- ☑ Evaluation/ needs identification
- ☐ Programme design
- ☑ Teaching/ facilitation of skills-building
Category: Conflict Resolution


Bibliographical Data:
Affiliation: UNICEF, Group MOST, Belgrade
Author(s): Prof. Dr. Ruzia Rosandic
Date of Publication: 1996 ISBN: 86-7184-005-0

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
- ✔ Enhancement of positive behaviour
- ✔ Decrease in negative behaviour
- ☐ Other

III Target Groups:

a) Formal Education: 
- ☐ Early Childhood
- ☐ Primary
- ☑ Secondary
- ☐ Tertiary
- ☑ Teacher Training

b) Non-formal Education:
- ☐ Extra/co-curricular
- ☑ Youth Groups
- ☐ Community Groups

IV Types of Intervention/ Programme:

- ☑ Advocacy
- ☑ Structured programme
- ☑ Discret
- ☐ formal
- ☑ non-formal
- ☐ Embedded
- ☐ Other structure

V Special Skills required:

- ☐ Higher Education
- ☑ Experience with interactive training methods

VI Duration of Programme:

- ✔ several hours
- □ several days
- □ several weeks
- □ several months
- □ several year
- □ school year
- □ Structured cyclic curriculum
- □ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:

- ✔ Written publication
- □ Visual media
- □ Lectures
- □ Simulation/role play
- ✔ Structured activities
- ✔ Games (with peace skills agenda)
- ☐ Co-operative learning

VIII Methods of Evaluation:

- ✔ Self report
- □ Structured observation
- □ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- □ Structured interviews

IX Content Areas:

- ✔ Diagnosing skills
- ✔ Skills, values and attitudes
- □ Human rights
- ✔ Citizenship
- □ Associated areas of peace-building
- □ Curriculum planning
- ✔ Evaluation/ needs identification
- □ Programme design
- ✔ Teaching/ facilitation of skills-building

X Context:

- ✔ Normal circumstances
- □ Entering a post-conflict/reconstruction phase
- ✔ Experiencing armed conflict
- □ Inter-group tensions
- □ Facing possibility of armed conflict
- ✔ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Training Manual of Conflict Resolution, Reconciliation and Peace

Bibliographical Data:
Affiliation: UNICEF, kukatonon Peace Theatre, Monrovia, Liberia
Author(s): Barry Hart Joe Gbaba
Date of Publication: 1993 ISBN: - URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
- ✓ Enhancement of positive behaviour
- ✓ Decrease in negative behaviour
- ☐ Other

III Target Groups:
- a) Formal Education:
  - ☐ Early Childhood
  - ☐ Primary
  - ☑ Secondary
  - ☐ Tertiary
  - ☐ Teacher Training
- b) Non-formal Education:
  - ☐ Extra-curricular
  - ☐ Youth Groups
  - ☐ Community Groups

IV Types of Intervention/ Programme:
- ✓ Advocacy
- ☐ Teacher internalisation
- ✓ Occasional interventions
- ☐ Training of teachers
- ✓ Structured programme
- ☐ Informal
- ☐ Non-formal
- ☐ Embedded
- ☐ Other structure

V Special Skills required:
- ☐ Higher Education
- ✓ Experience with interactive training methods

VI Duration of Programme:
- ✓ several hours
- ☐ several days
- ☑ several weeks
- ☐ several months
- ☐ several year
- ☐ school year
- ☐ Structured cyclic curriculum
- ☐ Occasional un/semi-structured curriculum

X Context:
- ✓ Normal circumstances
- ✓ Entering a post-conflict/reconstruction phase
- ☐ Experiencing armed conflict
- ✓ Inter-group tensions
- ✓ Facing possibility of armed conflict
- ☐ Participants with a post-conflict trauma

VII Major Didactic Approaches:
- ✓ Written publication
- ☐ Visual media
- ☐ Lectures
- ☐ Simulation/role play
- ✓ Structured activities
- ✓ Games (with peace skills agenda)
- ✓ Co-operative learning

VIII Methods of Evaluation:
- ✓ Self report
- ☐ Structured observation
- ☐ Self-reported behaviours
- ☐ Analytical essay
- ☐ Knowledge Mastery tests
- ☐ Official statistics
- ☐ Structured interviews

IX Content Areas:
- ✓ Diagnosing skills
- ✓ Skills, values and attitudes
- ☐ Human rights
- ✓ Citizenship
- ☐ Associated areas of peace-building
- ☐ Curriculum planning
- ✓ Evaluation/ needs identification
- ☐ Programme design
- ☐ Teaching/ facilitation of skills-building

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1 88
Category: Conflict Resolution

Title: Words are Windows or They're Walls: Non-violent Communication Programme

Bibliographical Data:
Affiliation: UNICEF, Ministry of Education, Belgrade
Author(s): Nada Ianiatvic Savic Marshall Rosenberg
Date of Publication: 1996 ISBN: - URL:

Analytical Data:

I Target Region/Country: former Yugoslavia, post-conflict countries, global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour
☐ Other

III Target Groups:

a) Formal Education:  
☐ Early Childhood  ☑ Primary  ☑ Secondary  ☐ Tertiary  ☐ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular  ☑ Youth Groups  ☐ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers

☑ Structured programme
☐ formal ☑ non-formal
☐ embedded ☐ other structure

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☑ several hours  ☐ several year
☐ several days  ☐ school year
☑ several weeks  ☐ Structured cyclic curriculum
☐ several months  ☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☑ Structured activities
☑ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☑ Self report
☐ Structured observation
☑ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☑ Diagnosing skills
☐ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☑ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances  ☑ Entering a post-conflict/reconstruction phase  ☐ Experiencing armed conflict
☑ Inter-group tensions  ☐ Facing possibility of armed conflict  ☑ Participants with a post-conflict trauma

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1
Category: Conflict Resolution

Title: Children Working for Peace

Bibliographical Data:
Affiliation: UNICEF, Oxford Development Education Center
Author(s): Pippa Bobbett

Analytical Data:

I Target Region/Country: global, experience in Lebanon, Northern Ireland, Liberia, Sri Lanka

II Purpose of the Programme:
- □ Enhancement of positive behaviour
- □ Decrease in negative behaviour
- □ Other

III Target Groups:
- a) Formal Education:
  - □ Early Childhood
  - □ Primary
  - □ Secondary
  - □ Tertiary
  - □ Teacher Training
- b) Non-formal Education:
  - □ Extra-curricular
  - □ Youth Groups
  - □ Community Groups

IV Types of Intervention/Programme:
- □ Advocacy
- □ Structured programme
- □ Discret
- □ Formal
- □ Non-formal
- □ Embedded
- □ Other structure

V Special Skills required:
- □ Higher Education
- □ Experience with interactive training methods

VI Duration of Programme:
- □ several hours
- □ several days
- □ several weeks
- □ several months
- □ several year
- □ school year
- □ Structured cyclic curriculum
- □ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- □ Written publication
- □ Visual media
- □ Lectures
- □ Simulation/role play
- □ Structured activities
- □ Games (with peace skills agenda)
- □ Co-operative learning

VIII Methods of Evaluation:
- □ Self report
- □ Structured observation
- □ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- □ Structured interviews

IX Content Areas:
- □ Diagnosing skills
- □ Skills, values and attitudes
- □ Human rights
- □ Citizenship
- □ Associated areas of peace-building
- □ Curriculum planning
- □ Evaluation/needs identification
- □ Programme design
- □ Teaching/facilitation of skills-building

X Context:
- □ Normal circumstances
- □ Entering a post-conflict/reconstruction phase
- □ Experiencing armed conflict
- □ Inter-group tensions
- □ Facing possibility of armed conflict
- □ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Is There No Other Way: The Search for a Non-violent Future

Bibliographical Data:
Affiliation: University of California, Berkeley - Peace and Conflict Studies Program
Author(s): Michael N. Nagler

Analytical Data:

I Target Region/Country: USA, industrialized world, global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour
☐ Other

III Target Groups:

a) Formal Education:
☐ Early Childhood
☐ Primary
☐ Secondary
☑ Tertiary
☑ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:

☑ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers

☑ Structured programme
☑ discrete
☑ formal ☐ non-formal
☐ embedded
☐ other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:

☐ several hours
☐ several days
☐ several weeks
☐ several months
☐ several year
☐ school year
☑ Structured cyclic curriculum
☑ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☑ Human rights
☑ Citizenship
☑ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances
☐ Entering a post-conflict/reconstruction phase
☑ Experiencing armed conflict
☐ Inter-group tensions
☑ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Mediation in School Communities: Creative and Constructive Approaches to Conflict

Bibliographical Data:
Affiliation: University of Cape Town, South Africa, The Centre for Conflict Resolution - Youth Project Training Program
Author(s): Dawn Alley
Date of Publication: 2000 ISBN: - URL: ccrweb.uct.ac.za

Analytical Data:

I Target Region/Country: South Africa, Southern Africa, global

II Purpose of the Programme:
- ✔ Enhancement of positive behaviour
- ✔ Decrease in negative behaviour
- □ Other

III Target Groups:
- ✔ Early Childhood
- □ Primary
- ✔ Secondary
- □ Tertiary
- ✔ Teacher Training

- ✔ Extra/co-curricular
- ✔ Youth Groups
- ✔ Community Groups

IV Types of Intervention/Programme:
- ✔ Advocacy
- ✔ Structured programme
- ✔ Discret
- ✔ Formal
- ✔ Non-formal
- ✔ Embedded
- □ Other structure

V Special Skills required:
- □ Higher Education
- ✔ Experience with interactive training methods

VI Duration of Programme:
- ✔ several hours
- □ several days
- □ several weeks
- ✔ several months
- □ several year
- □ school year
- □ Structured cyclic curriculum
- ✔ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- ✔ Written publication
- □ Visual media
- □ Lectures
- ✔ Simulation/role play
- □ Structured activities
- ✔ Games (with peace skills agenda)
- ✔ Co-operative learning

VIII Methods of Evaluation:
- ✔ Self report
- □ Structured observation
- ✔ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- □ Structured interviews

IX Content Areas:
- ✔ Diagnosing skills
- ✔ Skills, values and attitudes
- □ Human rights
- ✔ Citizenship
- □ Associated areas of peace-building
- □ Curriculum planning
- ✔ Evaluation/needs identification
- ✔ Programme design
- □ Teaching/facilitation of skills-building

X Context:
- ✔ Normal circumstances
- ✔ Entering a post-conflict/reconstruction phase
- □ Experiencing armed conflict
- ✔ Inter-group tensions
- □ Facing possibility of armed conflict
- □ Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Approaches to Peace: A Reader in Peace Studies

Bibliographical Data:
Affiliation: University of Washington - Peace and Strategic Studies Program
Author(s): David Barash
Date of Publication: 2000 ISBN: 0-19-512386-7 URL:

Analytical Data:

I Target Region/Country: Western world

II Purpose of the Programme:
✓ Enhancement of positive behaviour
✓ Decrease in negative behaviour □ Other

III Target Groups:

a) Formal Education:
□ Early Childhood
□ Primary
□ Secondary
✓ Tertiary
✓ Teacher Training

b) Non-formal Education:
□ Extra/co-curricular
□ Youth Groups
□ Community Groups

IV Types of Intervention/ Programme:
✓ Advocacy
✓ Teacher internalisation
□ Occasional interventions
□ Training of teachers
✓ Structured programme

V Special Skills required:
□ Higher Education
□ Experience with interactive training methods

VI Duration of Programme:
□ several hours □ several year
□ several days □ school year
✓ several weeks □ Structured cyclic curriculum
✓ several months □ Occasional un/semi-structured curriculum

X Context:
✓ Normal circumstances
✓ Inter-group tensions
✓ Facing possibility of armed conflict
□ Experiencing armed conflict

VII Major Didactic Approaches:
✓ Written publication
□ Visual media
□ Lectures
□ Simulation/role play
□ Structured activities
□ Games (with peace skills agenda)
□ Co-operative learning

VIII Methods of Evaluation:
□ Self report
□ Structured observation
□ Self-reported behaviours
□ Analytical essay
□ Knowledge Mastery tests
□ Official statistics
□ Structured interviews

IX Content Areas:
□ Diagnosing skills
✓ Skills, values and attitudes
✓ Human rights
✓ Citizenship
✓ Associated areas of peace-building
□ Curriculum planning
□ Evaluation/ needs identification
□ Programme design
□ Teaching/ facilitation of skills-building
Category: Conflict Resolution

Title: Building Peace: Sustainable Reconciliation in Divided Societies

Bibliographical Data:
Affiliation: US Institute for Peace
Author(s): John P. Lederach
Date of Publication: 1999
URL: www.usip.org

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- [✓] Enhancement of positive behaviour
- [✓] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- [ ] Early Childhood
- [ ] Primary
- [ ] Secondary
- [✓] Tertiary
- [✓] Teacher Training
- [ ] Extra/co-curricular
- [✓] Youth Groups
- [✓] Community Groups

IV Types of Intervention/Programme:
- [✓] Advocacy
- [✓] Teacher internalisation
- [ ] Occasional interventions
- [✓] Training of teachers
- [✓] Structured programme
- [ ] Discrct
- [✓] Non-formal
- [✓] Embedded
- [ ] Other structure

V Special Skills required:
- [ ] Higher Education
- [ ] Experience with interactive training methods

VI Duration of Programme:
- [✓] several hours
- [✓] several days
- [✓] several weeks
- [ ] several months
- [ ] several year
- [ ] School year
- [ ] Structured cyclic curriculum
- [ ] Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- [✓] Written publication
- [ ] Visual media
- [ ] Lectures
- [ ] Simulation/role play
- [ ] Structured activities
- [ ] Games (with peace skills agenda)
- [ ] Co-operative learning

VIII Methods of Evaluation:
- [ ] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [✓] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [✓] Diagnosing skills
- [✓] Skills, values and attitudes
- [✓] Human rights
- [✓] Citizenship
- [ ] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/needs identification
- [✓] Programme design
- [✓] Teaching/ facilitation of skills-building

X Context:
- [✓] Normal circumstances
- [✓] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [✓] Inter-group tensions
- [✓] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma
Category: Conflict Resolution

Title: Peaceful Solutions: Conflict Resolution and Violence Prevention Strategies

Bibliographical Data:
Affiliation: WNET Thirteen New York - Peaceful Solutions
Author(s):

Analytical Data:

I Target Region/Country: USA, urban and industrialized world

II Purpose of the Programme:
- Enhancement of positive behaviour
- Decrease in negative behaviour
- Other

III Target Groups:
- a) Formal Education:
  - Early Childhood
  - Primary
  - Secondary
  - Tertiary
  - Teacher Training
- b) Non-formal Education:
  - Extra/co-curricular
  - Community Groups

IV Types of Intervention/ Programme:
- Advocacy
- Teacher internalisation
- Occasional interventions
- Training of teachers
- Structured programme
- Discret
- Formal
- Non-formal
- Embedded
- Other structure

V Special Skills required:
- Higher Education
- Experience with interactive training methods

VI Duration of Programme:
- several hours
- several days
- several weeks
- several months
- several year
- School year
- Structured cyclic curriculum
- Occasional un/semi-structured curriculum

X Context:
- Normal circumstances
- Entering a post-conflict/reconstruction phase
- Inter-group tensions
- Facing possibility of armed conflict
- Experiencing armed conflict
- Participants with a post-conflict trauma

IIII Major Didactic Approaches:
- Written publication
- Visual media
- Lectures
- Simulation/role play
- Structured activities
- Games (with peace skills agenda)
- Co-operative learning

VIII Methods of Evaluation:
- Self report
- Structured observation
- Self-reported behaviours
- Analytical essay
- Knowledge Mastery tests
- Official statistics
- Structured interviews

IX Content Areas:
- Diagnosing skills
- Skills, values and attitudes
- Human rights
- Citizenship
- Associated areas of peace-building
- Curriculum planning
- Evaluation/ needs identification
- Programme design
- Teaching/ facilitation of skills-building
Category: Cultural and Ethnic Differences

Title: Handbook of Intercultural Training, 3rd edition

Bibliographical Data:

Affiliation: Dan Landis Janet M. Bennett Milton Bennett

Date of Publication: 2004 ISBN: 0-7619-2332-2 URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:

☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:

a) Formal Education: ☐ Early Childhood ☐ Primary
☐ Secondary ☐ Tertiary
☑ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular ☐ Youth Groups
☑ Community Groups

IV Types of Intervention/ Programme:

☑ Advocacy ☐ Teacher internalisation ☐ Occasional interventions
☑ Training of teachers ❑ Structured programme
☐ discr ☐ formal ☐ non-formal
☐ embedded ☐ other struct

V Special Skills required:

☐ Higher Education ☐ Experience with interactive training methods

VI Duration of Programme:

☑ several hours ☐ several year
☑ several days ☐ school year
☐ several weeks ☐ Structured cyclic curriculum
☑ several months ☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:

☑ Written publication ☐ Visual media
☐ Lectures ☐ Simulation/role play
☑ Structured actvities ☐ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:

☑ Self report ☐ Structured observation
☐ Self-reported behaviours ☐ Analytical essay
☐ Knowledge Mastery tests ☐ Official statistics
☐ Structured interviews

IX Content Areas:

☐ Diagnosing skills ☐ Skills, values and attitudes
☐ Human rights ☐ Citizenship
☑ Associated areas of peace-building ☐ Curriculum planning
☑ Evaluation/ needs identification ☐ Programme design
☑ Teaching/ facilitation of skills-building

X Context:

☐ Normal circumstances ☐ Entering a post-conflict/reconstruction phase
☑ Inter-group tensions ☐ Facing possibility of armed conflict
☐ Experiencing armed conflict ☐ Participants with a post-conflict trauma
Category: Cultural and Ethnic Differences

Title: Exploring Culture: Exercises, Stories, and Synthetic Cultures

Bibliographical Data:
Affiliation: Gert Jan Hofstede
Author(s): Paul Pederson
Date of Publication: 2002
ISBN: 1-877864-90-0
URL: www.interculturalpress.com

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☐ Decrease in negative behaviour
☐ Other

III Target Groups:

a) Formal Education:
☑ Early Childhood
☑ Primary
☑ Secondary
☐ Tertiary
☑ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/Programme:

☑ Advocacy
☑ Structured programme
☐ Discret
☐ formal ☐ non-formal
☐ embedded ☐ other structure

☐ Occasional interventions
☐ Training of teachers

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:

☑ several hours
☐ several days
☑ several weeks
☐ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional uns/semi-structured curriculum

VII Major Didactic Approaches:

☑ Written publication
☐ Visual media
☐ Lectures
☑ Simulation/role play
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☑ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:

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☐ Official statistics
☐ Structured interviews

IX Content Areas:

☑ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☑ Curriculum planning
☐ Evaluation/needs identification
☐ Programme design
☑ Teaching/facilitation of skills-building

X Context:

☑ Normal circumstances
☐ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☑ Inter-group tensions
☑ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
**Category: Cultural and Ethnic Differences**

**Title:** Open Minds to Equality: A Sourcebook of Learning Activities to Affirm Diversity and Promote Equality

**Bibliographical Data:**

Affiliation: 
Author(s): Nancy Schniedewind  Ellen Davidson

Date of Publication: 1998  ISBN: 0-205-16109-x  URL:

**Analytical Data:**

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<td>a) Formal Education:</td>
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<td>☐ Early Childhood</td>
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<td>✔ Secondary</td>
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<td>✔ Teacher Training</td>
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<th>b) Non-formal Education:</th>
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<th>IV Types of Intervention/ Programme:</th>
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<th>VI Duration of Programme:</th>
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<th>VII Major Didactic Approaches:</th>
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<th>VIII Methods of Evaluation:</th>
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<td>✔ Self report</td>
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<td>☐ Structured observation</td>
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<th>IX Content Areas:</th>
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<td>☐ Human rights</td>
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<td>✔ Associated areas of peace-building</td>
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<td>☐ Curriculum planning</td>
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<td>☐ Evaluation/ needs identification</td>
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<th>X Context:</th>
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<tr>
<td>✔ Normal circumstances</td>
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<td>✔ Entering a post-conflict/reconstruction phase</td>
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<td>☐ Experiencing armed conflict</td>
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<td>✔ Inter-group tensions</td>
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<tr>
<td>✔ Facing possibility of armed conflict</td>
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<tr>
<td>☐ Participants with a post-conflict trauma</td>
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</tbody>
</table>
Category: Cultural and Ethnic Differences

Title: Just a Little Dot

Bibliographical Data:
Affiliation: Mitra Sen
Date of Publication: 1996
ISBN: -
URL: www.sandalwooldproductions.com

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour
☐ Other

III Target Groups:
a) Formal Education: 
☑ Early Childhood
☑ Primary
☑ Secondary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☑ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☑ Structured programme
☐ Discret
☐ Formal
☐ Non-formal
☐ Embedded
☐ Other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☑ several hours
☑ several days
☐ several weeks
☐ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication
☑ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☑ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances
☑ Entering a post-conflict/reconstruction phase
☑ Experiencing armed conflict
☑ Inter-group tensions
☑ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Cultural and Ethnic Differences

Title: Roots and Wings: Affirming Culture in Early Childhood Education

Bibliographical Data:
Affiliation:
Author(s): Stacy York
Date of Publication: 1991  ISBN: 0-934140-63-4  URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- [x] Enhancement of positive behaviour
- [ ] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- a) Formal Education:
  - [ ] Early Childhood
  - [ ] Primary
  - [ ] Secondary
  - [ ] Tertiary
  - [ ] Teacher Training
- b) Non-formal Education:
  - [x] Extra/co-curricular
  - [ ] Youth Groups
  - [ ] Community Groups

IV Types of Intervention/Programme:
- [x] Advocacy
- [x] Structured programme
- [ ] Formal
- [ ] Non-formal
- [ ] Embedded
- [ ] Other structure

V Special Skills required:
- [ ] Higher Education
- [x] Experience with interactive training methods

VI Duration of Programme:
- [x] several hours
- [ ] several days
- [ ] several weeks
- [x] several months
- [ ] several year
- [ ] school year
- [ ] Structured cyclic curriculum
- [ ] Occasional uni/semi-structured curriculum

X Context:
- [x] Normal circumstances
- [ ] Inter-group tensions
- [ ] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma
- [x] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict

VII Major Didactic Approaches:
- [x] Written publication
- [ ] Visual media
- [ ] Lectures
- [ ] Simulation/role play
- [x] Structured activities
- [x] Games (with peace skills agenda)
- [x] Co-operative learning

VIII Methods of Evaluation:
- [x] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [x] Diagnosing skills
- [x] Skills, values and attitudes
- [ ] Human rights
- [x] Citizenship
- [ ] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/needs identification
- [ ] Programme design
- [x] Teaching/facilitation of skills-building
Title: Anti-Bias Curriculum: A Tool for Empowering Young Children

Bibliographical Data:
Affiliation: National Association for the Education of Young Children - ABC Task Force (Anti Bias Curriculum)
Author(s): Louise Derman-Sparks
Date of Publication: 1989 ISBN: 0-935989-20-x URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:
a) Formal Education:
☑ Early Childhood
☐ Primary
☐ Secondary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
☑ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/Programme:
☐ Advocacy
☑ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☐ Structured programme
☐ Discret
☐ Formal
☐ Non-formal
☐ Embedded
☐ Other structure

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☑ several hours
☐ several days
☐ several weeks
☑ several months
☐ several years
☐ School year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☑ Structured activities
☑ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☑ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☑ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances
☑ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Cultural and Ethnic Differences

Title: Beyond Heroes and Holidays

Bibliographical Data:
Affiliation: Network of Educators on the Americas - Teaching for Change
Author(s): Enid Lee  Deborah Menkart  Margo Okazawa-Rey

Analytical Data:

I Target Region/Country: The Americas, global

II Purpose of the Programme:
☐ Enhancement of positive behaviour  ☑ Decrease in negative behaviour  ☐ Other

III Target Groups:
   a) Formal Education:  b) Non-formal Education:
☐ Early Childhood  ☐ Extra/co-curricular
☑ Primary  ☑ Youth Groups
☐ Secondary  ☐ Community Groups
☐ Tertiary
☑ Teacher Training

IV Types of Intervention/Programme:
☐ Advocacy  ☑ Structured programme
☐ Teacher internalisation  ☑ Discret
☐ Occasional interventions  ☑ Formal  ☐ Non-formal
☐ Training of teachers  ☐ Embedded  ☐ Other Structures

V Special Skills required:
☐ Higher Education  ☐ Experience with interactive training methods

VI Duration of Programme:
☑ several hours  ☑ several year
☐ several days  ☐ School year
☐ several weeks  ☐ Structured cyclic curriculum
☐ several months  ☑ Occasional un/semi-structured curriculum

X Context:
☑ Normal circumstances  ☑ Entering a post-conflict/reconstruction phase  ☐ Experiencing armed conflict
☑ Inter-group tensions  ☑ Facing possibility of armed conflict  ☐ Participants with a post-conflict trauma

VII Major Didactic Approaches:
☑ Written publication  ☑ Visual media
☑ Lectures  ☑ Simulation/role play
☑ Structured activities  ☑ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☑ Self report  ☑ Structured observation
☑ Self-reported behaviours  ☑ Analytical essay
☑ Knowledge Mastery tests  ☐ Official statistics
☐ Structured interviews

IX Content Areas:
☑ Diagnosing skills  ☑ Skills, values and attitudes
☑ Human rights  ☑ Citizenship
☑ Associated areas of peace-building  ☑ Curriculum planning
☐ Evaluation/needs identification  ☐ Programme design
☐ Teaching/facilitation of skills-building
Category: Cultural and Ethnic Differences

Title: Diversity in Action: Using Adventure Activities to Explore Issues of Diversity with Middle School and High School Age Youth

Bibliographical Data:
Affiliation: Project Adventure
Author(s): Sharon Chappelle Lisa Bigman
Date of Publication: 1998 ISBN: 0-536-01175-3 URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- Enhancement of positive behaviour
- Decrease in negative behaviour
- Other

III Target Groups:
- a) Formal Education: Early Childhood, Primary, Secondary, Tertiary, Teacher Training
- b) Non-formal Education: Extra/co-curricular, Youth Groups, Community Groups

IV Types of Intervention/ Programme:
- Advocacy
- Teacher internalisation
- Occasional interventions
- Training of teachers
- Structured programme

V Special Skills required:
- Higher Education
- Experience with interactive training methods

VI Duration of Programme:
- several hours
- several days
- several weeks
- several months
- several year
- school year
- Structured cyclic curriculum
- Occasional un/semi-structured curriculum

X Context:
- Normal circumstances
- Entering a post-conflict/reconstruction phase
- Inter-group tensions
- Facing possibility of armed conflict
- Participants with a post-conflict trauma

VII Major Didactic Approaches:
- Written publication
- Visual media
- Lectures
- Simulation/role play
- Structured activities
- Games (with peace skills agenda)
- Co-operative learning

VIII Methods of Evaluation:
- Self report
- Structured observation
- Self-reported behaviours
- Analytical essay
- Knowledge Mastery tests
- Official statistics
- Structured interviews

IX Content Areas:
- Diagnosing skills
- Skills, values and attitudes
- Human rights
- Citizenship
- Associated areas of peace-building
- Curriculum planning
- Evaluation/ needs identification
- Programme design
- Teaching/ facilitation of skills-building
Title: Putting the Movement Back in the Civil Rights Movement

Bibliographical Data:
Affiliation: Research Action Council (PRR AC) - Teaching for Change and Poverty and Race
Author(s): Deborah Menkart, Alana Murray, Jenice L. View, eds.
Date of Publication: 2004
URL: www.civilrightsteaching.org

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑️ Enhancement of positive behaviour
☑️ Decrease in negative behaviour
☐ Other

III Target Groups:

a) Formal Education:
☐ Early Childhood
☑️ Primary
☐ Secondary
☑️ Tertiary
☑️ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/Programme:

☑️ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers

☑️ Structured programme
☐ Direct
☐ Indirect
☐ Support
☐ Other structures

V Special Skills required:

☐ Higher Education
☑️ Experience with interactive training methods

VI Duration of Programme:

☑️ several hours
☐ several days
☐ several weeks
☐ several months

☑️ several year
☐ school year
☐ Structured cyclic curriculum
☑️ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:

☑️ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☑️ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:

☑️ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:

☐ Diagnosing skills
☑️ Skills, values and attitudes
☑️ Human rights
☑️ Citizenship
☑️ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/needs identification
☐ Programme design
☐ Teaching/facilitation of skills-building

X Context:

☑️ Normal circumstances
☐ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☑️ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Cultural and Ethnic Differences

Title: The Color of Fear: About the Pain and Anguish of Racism

Bibliographical Data:
Affiliation: Stir-Fry Productions
Author(s): Mun Wah Lee
Date of Publication: 2004  ISBN: -  URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
- ✓ Enhancement of positive behaviour
- ✓ Decrease in negative behaviour
- □ Other

III Target Groups:
- a) Formal Education:
  - □ Early Childhood
  - □ Primary
  - □ Secondary
  - ✓ Tertiary
  - □ Teacher Training
- b) Non-formal Education:
  - □ Extra/co-curricular
  - □ Youth Groups
  - ✓ Community Groups

IV Types of Intervention/Programme:
- ✓ Advocacy
- ✓ Structured programme
- □ Discret
- □ Formal  ✓ Non-formal
- □ Embedded
- □ Other structure

V Special Skills required:
- □ Higher Education
- ✓ Experience with interactive training methods

VI Duration of Programme:
- ✓ Several hours
- □ Several days
- □ Several weeks
- ✓ Several months
- □ Several year
- □ School year
- □ Structured cyclic curriculum
- □ Occasional un/semi-structured curriculum

X Context:
- ✓ Normal circumstances
- ✓ Entering a post-conflict/reconstruction phase
- □ Experiencing armed conflict
- □ Inter-group tensions
- □ Facing possibility of armed conflict
- □ Participants with a post-conflict trauma

VII Major Didactic Approaches:
- □ Written publication
- ✓ Visual media
- □ Lectures
- □ Simulation/role play
- □ Structured activities
- □ Games (with peace skills agenda)
- □ Co-operative learning

VIII Methods of Evaluation:
- ✓ Self report
- □ Structured observation
- ✓ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- □ Structured interviews

IX Content Areas:
- □ Diagnosing skills
- ✓ Skills, values and attitudes
- ✓ Human rights
- ✓ Citizenship
- ✓ Associated areas of peace-building
- □ Curriculum planning
- □ Evaluation/needs identification
- □ Programme design
- □ Teaching/facilitation of skills-building
Title: The Shadow of Hate: A History of Intolerance in the US

Bibliographical Data:
Affiliation: Teaching Tolerance
Author(s): Charles Guggenheim
Date of Publication: 1995
ISBN: -
URL: www.teachingtolerance.org

Analytical Data:

I Target Region/Country: US

II Purpose of the Programme:
☐ Enhancement of positive behaviour
☐ Decrease in negative behaviour
☒ Other

III Target Groups:
☒ Formal Education:
☐ Early Childhood
☐ Primary
☒ Secondary
☒ Tertiary
☒ Teacher Training

☐ Early Childhood
☐ Extra/co-curricular
☒ Youth Groups
☒ Community Groups

☐ Secondary
☐ Community Groups

IV Types of Intervention/ Programme:
☒ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers

☒ Structured programme
☐ formal
☒ non-formal
☐ embedded
☐ other structure:

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☒ several hours
☐ several days
☐ several weeks
☒ several months

☐ several year
☐ school year

☒ Structured cyclic curriculum
☒ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication
☒ Visual media
☐ Lectures
☐ Simulation/role play
☑ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☒ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☐ Skills, values and attitudes
☒ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☒ Normal circumstances
☒ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Cultural and Ethnic Differences

Title: Us and Them

Bibliographical Data:
Affiliation: Teaching Tolerance
Author(s): Charles Guggenheim

Analytical Data:

I Target Region/Country: US

II Purpose of the Programme:
- Enhancement of positive behaviour
- Decrease in negative behaviour
- Other

III Target Groups:
- Formal Education:
  - Early Childhood
  - Primary
  - Secondary
  - Tertiary
  - Teacher Training
- Non-formal Education:
  - Extra/co-curricular
  - Youth Groups
  - Community Groups

IV Types of Intervention/Programme:
- Advocacy
- Structured programme
- Teacher internalisation
- Occasional interventions
- Training of teachers

V Special Skills required:
- Higher Education
- Experience with interactive training methods

VI Duration of Programme:
- several hours
- several days
- several weeks
- several months
- several year
- school year
- Structured cyclic curriculum
- Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- Written publication
- Visual media
- Lectures
- Simulation/role play
- Structured activities
- Games (with peace skills agenda)
- Co-operative learning

VIII Methods of Evaluation:
- Self report
- Structured observation
- Self-reported behaviours
- Analytical essay
- Knowledge Mastery tests
- Official statistics
- Structured interviews

IX Content Areas:
- Diagnosing skills
- Skills, values and attitudes
- Human rights
- Citizenship
- Associated areas of peace-building
- Curriculum planning
- Evaluation/needs identification
- Programme design
- Teaching/facilitation of skills-building

X Context:
- Normal circumstances
- Entering a post-conflict/reconstruction phase
- Experiencing armed conflict
- Inter-group tensions
- Facing possibility of armed conflict
- Participants with a post-conflict trauma
Category: Ecology, the Environment, and Health

Title: War and Public Health

Bibliographical Data:

Affiliation:
Author(s): Barry Levy Victor Sidel
Date of Publication: 1997 ISBN: 0-19-510814-0 URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
- [ ] Enhancement of positive behaviour
- [ ] Decrease in negative behaviour
- [ ] Other

III Target Groups:

a) Formal Education:
- [ ] Early Childhood
- [ ] Primary
- [ ] Secondary
- [ ] Tertiary
- [ ] Teacher Training

b) Non-formal Education:
- [ ] Extra/co-curricular
- [ ] Youth Groups
- [ ] Community Groups

IV Types of Intervention/ Programme:

- [ ] Advocacy
- [ ] Structured programme
- [ ] Discrete
- [ ] Formal
- [ ] Non-formal
- [ ] Embedded
- [ ] Other Structured

V Special Skills required:

- [ ] Higher Education
- [ ] Experience with interactive training methods

VI Duration of Programme:

- [ ] several hours
- [ ] several days
- [ ] several weeks
- [ ] several months
- [ ] several year
- [ ] school year
- [ ] Structured cyclic curriculum
- [ ] Occasional un/semi-structured curriculum

VII Major Didactic Approaches:

- [ ] Written publication
- [ ] Visual media
- [ ] Lectures
- [ ] Simulation/role play
- [ ] Structured activities
- [ ] Games (with peace skills agenda)
- [ ] Co-operative learning

VIII Methods of Evaluation:

- [ ] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:

- [ ] Diagnosing skills
- [ ] Skills, values and attitudes
- [ ] Human rights
- [ ] Citizenship
- [ ] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/ needs identification
- [ ] Programme design
- [ ] Teaching/ facilitation of skills-building

X Context:

- [ ] Normal circumstances
- [ ] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Inter-group tensions
- [ ] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma
Category: Ecology, the Environment, and Health

Title: The Edible Schoolyard and Getting Started: A Guide for Creating School Gardens as Outdoor Classrooms

Bibliographical Data:
Affiliation: Center for Ecoliteracy
Author(s): Fritjof Capra, Alice Waters, Wes Jackson
Date of Publication: 2000
ISBN: -
URL: www.ecoliteracy.org

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- Enhancement of positive behaviour
- Decrease in negative behaviour
- Other

III Target Groups:
- a) Formal Education: Early Childhood, Primary, Secondary, Tertiary, Teacher Training
- b) Non-formal Education: Extra/co-curricular, Youth Groups, Community Groups

IV Types of Intervention/ Programme:
- Advocacy
- Teacher internalisation
- Occasional interventions
- Training of teachers
- Structured programme
- School year
- Extra/co-curricular
- Structured cyclic curriculum
- Occasional un/semi-structured curriculum

V Special Skills required:
- Higher Education
- Experience with interactive training methods

VI Duration of Programme:
- several hours
- several days
- several weeks
- several months
- several year

VII Major Didactic Approaches:
- Written publication
- Visual media
- Lectures
- Simulation/role play
- Structured activities
- Games (with peace skills agenda)
- Co-operative learning

VIII Methods of Evaluation:
- Self report
- Structured observation
- Self-reported behaviours
- Analytical essay
- Knowledge Mastery tests
- Official statistics
- Structured interviews

IX Content Areas:
- Diagnosing skills
- Skills, values and attitudes
- Human rights
- Citizenship
- Associated areas of peace-building
- Curriculum planning
- Evaluation/ needs identification
- Programme design
- Teaching/ facilitation of skills-building

X Context:
- Normal circumstances
- Inter-group tensions
- Facing possibility of armed conflict
- Experiencing armed conflict
- Participants with a post-conflict trauma
Category: Ecology, the Environment, and Health

Title: Ecoliteracy: Mapping the Terrain

Bibliographical Data:
Affiliation: Center for Ecoliteracy
Author(s): Zenobia Barlow, Fritjof Capra, Jeanette Armstrong
Date of Publication: ISBN: - URL: www.ecoliteracy.org

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- ✔ Enhancement of positive behaviour
- □ Decrease in negative behaviour
- □ Other

III Target Groups:
- a) Formal Education:
  - □ Early Childhood
  - ✔ Primary
  - □ Secondary
  - □ Tertiary
  - □ Teacher Training
- b) Non-formal Education:
  - □ Extra/co-curricular
  - ✔ Youth Groups
  - □ Community Groups

IV Types of Intervention/Programme:
- ✔ Advocacy
- □ Teacher internalisation
- □ Occasional interventions
- □ Training of teachers
- □ Structured programme
  - □ Discret
  - □ Forma
  - □ Nonforma
  - □ Embedded
  - □ Other structure

V Special Skills required:
- □ Higher Education
- ✔ Experience with interactive training methods

VI Duration of Programme:
- ✔ Several hours
- □ Several days
- □ Several weeks
- □ Several months
- □ Several year
- ✔ School year
- □ Structured cyclic curriculum
- □ Occasional un/semi-structured curriculum

X Context:
- ✔ Normal circumstances
- ✔ Entering a post-conflict/reconstruction phase
- □ Experiencing armed conflict
- □ Inter-group tensions
- ✔ Facing possibility of armed conflict
- □ Participants with a post-conflict trauma

VII Major Didactic Approaches:
- ✔ Written publication
- □ Visual media
- □ Lectures
- □ Simulation/role play
- ✔ Structured activities
- □ Games (with peace skills agenda)
- ✔ Co-operative learning

VIII Methods of Evaluation:
- ✔ Self report
- ✔ Structured observation
- □ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- □ Structured interviews

IX Content Areas:
- □ Diagnosing skills
- □ Skills, values and attitudes
- □ Human rights
- ✔ Citizenship
- ✔ Associated areas of peace-building
- □ Curriculum planning
- □ Evaluation/needs identification
- ✔ Programme design
- □ Teaching/facilitation of skills-building

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1
Category: Ecology, the Environment, and Health

Title: Trash Conflicts: An Integrated Science and Social Studies Curriculum on the Ethics of Disposal

Bibliographical Data:
Affiliation: Educators for Social Responsibility: National
Author(s): Amy Ballin
Date of Publication: 1993 ISBN: 0-942349-06-7 URL: www.esrnational.org

Analytical Data:

I Target Region/Country: industrial world

II Purpose of the Programme:
✓ Enhancement of positive behaviour
✓ Decrease in negative behaviour
☐ Other

III Target Groups:
a) Formal Education:
☐ Early Childhood
✓ Primary
✓ Secondary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
✓ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
✓ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers

✓ Structured programme
✓ Formal
✓ Non-formal
☐ Embedded
☐ Other structure

V Special Skills required:
☐ Higher Education
✓ Experience with interactive training methods

VI Duration of Programme:
☐ several hours
☐ several days
✓ several weeks
☐ several months

☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
✓ Written publication
☐ Visual media
☐ Lectures
✓ Simulation/role play
✓ Structured activities
☐ Games (with peace skills agenda)
✓ Co-operative learning

VIII Methods of Evaluation:
✓ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☐ Skills, values and attitudes
☐ Human rights
✓ Citizenship
✓ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
✓ Normal circumstances
✓ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Title: Teaching about Climate Change

Bibliographical Data:

Affiliation: Green Teacher, New Society Publishers
Author(s): Tim Grant Gail Littlejohn

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- ✔ Enhancement of positive behaviour
- ✔ Decrease in negative behaviour
- ☐ Other

III Target Groups:
- a) Formal Education:
  - ☐ Early Childhood
  - ☑ Primary
  - ☑ Secondary
  - ☐ Tertiary
  - ☑ Teacher Training
- b) Non-formal Education:
  - ☐ Extra-curricular
  - ☑ Youth Groups
  - ☐ Community Groups

IV Types of Intervention/Programme:
- ✔ Advocacy
- ✔ Structured programme
- ✔ Discrete
- ☐ Formal
- ☑ Non-formal
- ☐ Embedded
- ☐ Other structure

V Special Skills required:
- ☐ Higher Education
- ☐ Experience with interactive training methods

VI Duration of Programme:
- ✔ several hours
- ☐ several days
- ✔ several weeks
- ☐ several months
- ☐ several year
- ☐ School year
- ✔ Structured cyclic curriculum
- ☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- ☐ Written publication
- ☐ Visual media
- ☐ Lectures
- ☐ Simulation/role play
- ✔ Structured activities
- ☐ Games (with peace skills agenda)
- ✔ Co-operative learning

VIII Methods of Evaluation:
- ✔ Self report
- ✔ Structured observation
- ✔ Self-reported behaviours
- ☐ Analytical essay
- ☐ Knowledge Mastery tests
- ☐ Official statistics
- ☐ Structured interviews

IX Content Areas:
- ☐ Diagnosing skills
- ✔ Skills, values and attitudes
- ☐ Human rights
- ☑ Citizenship
- ☑ Associated areas of peace-building
- ☐ Curriculum planning
- ☐ Evaluation/ needs identification
- ☐ Programme design
- ☐ Teaching/ facilitation of skills-building

X Context:
- ✔ Normal circumstances
- ✔ Entering a post-conflict/reconstruction phase
- ☐ Experiencing armed conflict
- ☐ Inter-group tensions
- ☐ Facing possibility of armed conflict
- ☐ Participants with a post-conflict trauma
Category: Ecology, the Environment, and Health

Title: Trauma and Recovery: The Aftermath of Violence - from Domestic Abuse to Political Terror

Bibliographical Data:
Affiliation: Harvard University - Victims of Violence Program, Cambridge
Author(s): Judith Lewis Herman, MD.
Date of Publication: 1997 ISBN: 0-4650873-0-2 URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
- ✓ Enhancement of positive behaviour
- ✓ Decrease in negative behaviour
- □ Other

III Target Groups:
- □ Early Childhood
- □ Primary
- □ Secondary
- ✓ Tertiary
- ✓ Teacher Training

- □ Extra/co-curricular
- □ Youth Groups
- ✓ Community Groups

IV Types of intervention/ Programme:
- ✓ Advocacy
- ✓ Structured programme
- □ Teacher internalisation
- □ Occasional interventions
- □ Training of teachers

V Special Skills required:
- □ Higher Education
- □ Experience with interactive training methods

VI Duration of Programme:
- □ several hours
- □ several days
- □ several weeks
- □ several months
- □ several year
- □ school year
- □ Structured cyclic curriculum
- □ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- ✓ Written publication
- □ Visual media
- □ Lectures
- □ Simulation/role play
- □ Structured activities
- □ Games (with peace skills agenda)
- □ Co-operative learning

VIII Methods of Evaluation:
- □ Self report
- □ Structured observation
- □ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- □ Structured interviews

IX Content Areas:
- □ Diagnosing skills
- □ Skills, values and attitudes
- ✓ Human rights
- □ Citizenship
- ✓ Associated areas of peace-building
- □ Curriculum planning
- ✓ Evaluation/ needs identification
- □ Programme design
- □ Teaching/ facilitation of skills-building

X Context:
- □ Normal circumstances
- □ Entering a post-conflict/reconstruction phase
- □ Experiencing armed conflict
- □ Inter-group tensions
- □ Facing possibility of armed conflict
- □ Participants with a post-conflict trauma
Category: Ecology, the Environment, and Health

Title: Learning Peace: The Promise of Ecological and Cooperative Education

Bibliographical Data:
Affiliation: Project on Ecological and Cooperative Education
Author(s): Betty Reardon, Eva Nordland, eds.
Date of Publication: 1994
URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- ✓ Enhancement of positive behaviour
- ✓ Decrease in negative behaviour

III Target Groups:
- a) Formal Education:
  - Early Childhood
  - Primary
  - Secondary
  - ✓ Tertiary
  - ✓ Teacher Training
- b) Non-formal Education:
  - Extra/co-curricular
  - Youth Groups
  - ✓ Community Groups

IV Types of Intervention/Programme:
- ✓ Advocacy
- ✓ Structured programme
- ✓ Teacher internalisation
- ✓ Occasional interventions
- ✓ Training of teachers
- ✓ Formative
- ✓ Summative
- ✓ Other

V Special Skills required:
- ✓ Experience with interactive training methods
- ✓ Higher Education

VI Duration of Programme:
- ✓ several hours
- ✓ several days
- ✓ several weeks
- ✓ several months
- ✓ several year
- ✓ school year
- ✓ Structured cyclic curriculum
- ✓ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- ✓ Written publication
- ✓ Visual media
- ✓ Lectures
- ✓ Simulation/role play
- ✓ Structured activities
- ✓ Games (with peace skills agenda)
- ✓ Co-operative learning

VIII Methods of Evaluation:
- ✓ Self report
- ✓ Structured observation
- ✓ Self-reported behaviours
- ✓ Analytical essay
- ✓ Knowledge Mastery tests
- ✓ Official statistics
- ✓ Structured interviews

IX Content Areas:
- ✓ Diagnosing skills
- ✓ Skills, values and attitudes
- ✓ Human rights
- ✓ Citizenship
- ✓ Associated areas of peace-building
- ✓ Curriculum planning
- ✓ Evaluation/needs identification
- ✓ Programme design
- ✓ Teaching/facilitation of skills-building

X Context:
- ✓ Normal circumstances
- ✓ Entering a post-conflict/reconstruction phase
- ✓ Experiencing armed conflict
- ✓ Inter-group tensions
- ✓ Facing possibility of armed conflict
- ✓ Participants with a post-conflict trauma
**Category:** Ecology, the Environment, and Health

**Title:** Children in the New Millenium: Environmental Impact on Health

**Bibliographical Data:**

- Affiliation: UNICEF, WHO, UNDP
- Author(s):
- Date of Publication: 2002
- ISBN: 92-807-2065
- URL: www.unicef.org

**Analytical Data:**

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<th>I Target Region/Country:</th>
<th>global</th>
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**II Purpose of the Programme:**

- ✔ Enhancement of positive behaviour
- ✔ Decrease in negative behaviour
- Other

**III Target Groups:**

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<thead>
<tr>
<th>a) Formal Education:</th>
<th>b) Non-formal Education:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>Extra/co-curricular</td>
</tr>
<tr>
<td>Primary</td>
<td>Youth Groups</td>
</tr>
<tr>
<td>✔ Secondary</td>
<td>Community Groups</td>
</tr>
<tr>
<td>Tertiary</td>
<td></td>
</tr>
<tr>
<td>Teacher Training</td>
<td></td>
</tr>
</tbody>
</table>

**IV Types of Intervention/Programme:**

- ✔ Advocacy
- Structured programme
- Teacher internalisation
- Occasional interventions
- Training of teachers
- formal
- non-formal
- embedded
- other structure

**V Special Skills required:**

- Higher Education
- Experience with interactive training methods

**VI Duration of Programme:**

<table>
<thead>
<tr>
<th>several hours</th>
<th>several days</th>
<th>several weeks</th>
<th>several months</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

** VII Major Didactic Approaches:**

- ✔ Written publication
- Visual media
- Lectures
- Simulation/role play
- Structured activities
- Games (with peace skills agenda)
- Co-operative learning

**VIII Methods of Evaluation:**

- Self report
- Structured observation
- Self-reported behaviours
- Analytical essay
- Knowledge Mastery tests
- Official statistics
- Structured interviews

**IX Content Areas:**

- Diagnosing skills
- Skills, values and attitudes
- Human rights
- Citizenship
- ✔ Associated areas of peace-building
- Curriculum planning
- Programmes design
- Teaching/ facilitation of skills-building

**X Context:**

- ✔ Normal circumstances
- ✔ Entering a post-conflict/reconstruction phase
- Experiencing armed conflict
- Inter-group tensions
- Facing possibility of armed conflict
- Participants with a post-conflict trauma
Category: Ecology, the Environment, and Health

Title: The Education for Sustainable Development Toolkit

Bibliographical Data:
Affiliation: University of Tennessee, Education for Sustainable Development Toolkit and Energy, Environment and Resources Center
Author(s): Dr. Rosalyn McKeown

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
- ✓ Enhancement of positive behaviour
- □ Decrease in negative behaviour
- □ Other

III Target Groups:
- a) Formal Education:
  - □ Early Childhood
  - □ Primary
  - ✓ Secondary
  - □ Tertiary
  - □ Teacher Training
- b) Non-formal Education:
  - □ Extra/co-curricular
  - □ Youth Groups
  - ✓ Community Groups

IV Types of Intervention/ Programme:
- ✓ Advocacy
- ✓ Structured programme
- □ Teacher internalisation
- □ Occasional interventions
- □ Training of teachers

V Special Skills required:
- □ Higher Education
- □ Experience with interactive training methods

VI Duration of Programme:
- ✓ several hours
- □ several year
- □ several days
- □ school year
- ✓ Structured cyclic curriculum
- □ Occasional un/semi-structured curriculum

IX Content Areas:
- □ Diagnosing skills
- ✓ Skills, values and attitudes
- □ Human rights
- □ Citizenship
- ✓ Associated areas of peace-building
- ✓ Curriculum planning
- □ Evaluation/ needs identification
- □ Programme design
- □ Teaching/ facilitation of skills-building

X Context:
- ✓ Normal circumstances
- ✓ Entering a post-conflict/reconstruction phase
- □ Experiencing armed conflict
- □ Inter-group tensions
- □ Facing possibility of armed conflict
- □ Participants with a post-conflict trauma
Category: Ecology, the Environment, and Health

Title: Finding Solutions to Hunger: Kids Can Make Difference

Bibliographical Data:
Affiliation: World Hunger Year
Author(s): Stephanie Kempf

Analytical Data:

I Purpose Region/Country: global

II Purpose of the Programme:
- [ ] Enhancement of positive behaviour
- [ ] Decrease in negative behaviour
- [ ] Other

III Target Groups:
a) Formal Education:
- [ ] Early Childhood
- [ ] Primary
- [ ] Secondary
- [ ] Tertiary
- [ ] Teacher Training

b) Non-formal Education:
- [ ] Extra/co-curricular
- [ ] Youth Groups
- [ ] Community Groups

IV Types of Intervention/ Programme:
- [ ] Advocacy
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [ ] Training of teachers

- [ ] Structured programme
- [ ] Discret
- [ ] Formally non-formal
- [ ] Embedded
- [ ] Other: structure

V Special Skills required:
- [ ] Higher Education
- [ ] Experience with interactive training methods

VI Duration of Programme:
- [ ] several hours
- [ ] several days
- [ ] several weeks
- [ ] several months
- [ ] several year
- [ ] school year
- [ ] Structured cyclic curriculum
- [ ] Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- [ ] Written publication
- [ ] Visual media
- [ ] Lectures
- [ ] Simulation/role play
- [ ] Structured activities
- [ ] Games (with peace skills agenda)
- [ ] Co-operative learning

VIII Methods of Evaluation:
- [ ] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [ ] Diagnosing skills
- [ ] Skills, values and attitudes
- [ ] Human rights
- [ ] Citizenship
- [ ] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/ needs identification
- [ ] Programme design
- [ ] Teaching/ facilitation of skills-building

X Context:
- [ ] Normal circumstances
- [ ] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Participants with a post-conflict trauma

Title: Economics Education: Building a Movement for Global Economic Justice

Bibliographical Data:
Affiliation: American Friends Service Committee - Praxis/Economic Justice Project
Author(s): Mary Zerkel, ed.
Date of Publication: 2001
ISBN: -
URL: www.afsc.org

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- [ ] Enhancement of positive behaviour
- [ ] Decrease in negative behaviour
- [x] Other

III Target Groups:
- [x] Secondary
- [x] Teacher Training

IV Types of Intervention/ Programme:
- [x] Structured programme
- [ ] Advocacy
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [x] Training of teachers

V Special Skills required:
- [x] Experience with interactive training methods

VI Duration of Programme:
- [x] several months
- [ ] several weeks
- [ ] several days
- [ ] several hours
- [x] School year
- [ ] Structured cyclic curriculum
- [x] Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- [x] Written publication
- [ ] Visual media
- [ ] Lectures
- [ ] Simulation/role play
- [x] Structured activities
- [ ] Games (with peace skills agenda)
- [x] Co-operative learning

VIII Methods of Evaluation:
- [x] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [x] Diagnosing skills
- [ ] Skills, values and attitudes
- [ ] Human rights
- [x] Citizenship
- [x] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/ needs identification
- [ ] Programme design
- [x] Teaching/ facilitation of skills-building

X Context:
- [x] Normal circumstances
- [x] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Inter-group tensions
- [x] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma
Category: Economic and Social Justice

Title: Education for Development

Bibliographical Data:
Affiliation: Education Development Project, Croatia
Author(s): Renata Miljevic-Ricicki Dubrevka Males Majda Rijavec
Date of Publication: 1999 ISBN: 953-191125-8 URL:

Analytical Data:

I Target Region/Country: Eastern Europe, developing world

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:
  a) Formal Education: ☑ Early Childhood ☐ Extra/co-curricular
     ☑ Primary ☑ Youth Groups
     ☑ Secondary ☑ Community Groups
     ☑ Tertiary ☐ Teacher Training

  b) Non-formal Education:

IV Types of Intervention/ Programme:
☑ Advocacy ☑ Structured programme
     ☑ discreet ☑ formal ☑ non-formal
     ☑ embedded ☑ other structure

V Special Skills required:
☐ Higher Education ☑ Experience with interactive training methods

VI Duration of Programme:
☑ several hours ☐ several year
☑ several days ☐ school year
☑ several weeks ☑ Structured cyclic curriculum
☐ several months ☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☑ Structured activities
☑ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☑ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☑ Human rights
☑ Citizenship
☑ Associated areas of peace-building
☐ Curriculum planning
☑ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances ☑ Entering a post-conflict/reconstruction phase
☑ Inter-group tensions ☑ Facing possibility of armed conflict
☐ Experiencing armed conflict ☐ Participants with a post-conflict trauma
Title: Population in Perspective: A Curriculum Resource

Bibliographical Data:
Affiliation: Hampshire College, Amerst, MA, USA; Population and Development Program
Author(s): Mary Lugton  Pheobe McKinney
Date of Publication: 2004 ISBN: - URL: www.hampshirecollege.edu

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☐ Decrease in negative behaviour ☐ Other

III Target Groups:
a) Formal Education:  b) Non-formal Education:
☐ Early Childhood ☐ Extra/co-curricular
☐ Primary ☐ Youth Groups
☑ Secondary ☐ Community Groups
☐ Tertiary
☐ Teacher Training

IV Types of Intervention/ Programme:
☐ Advocacy ☐ Structured programme
☐ Teacher internalisation ☐ formal ☐ non-formal
☐ Occasional interventions ☐ embedded
☐ Training of teachers ☐ other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☑ several hours ☐ several year
☐ several days ☐ school year
☐ several weeks ☐ Structured cyclic curriculum
☑ several months ☐ Occasional un/semi-structured curriculum

X Context:
☑ Normal circumstances ☑ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict ☐ Inter-group tensions
☑ Facing possibility of armed conflict ☐ Participants with a post-conflict trauma

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☑ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☐ Skills, values and attitudes
☐ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building
Category: Economic and Social Justice

Title: A Very Popular Economic Education Sampler

Bibliographical Data:
Affiliation: Highlander Research and Education Center
Author(s):
Date of Publication: 1998
ISBN: -
URL: www.highlandercenter.org

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑️ Enhancement of positive behaviour
☑️ Decrease in negative behaviour
☐ Other

III Target Groups:
a) Formal Education:  
☐ Early Childhood
☐ Primary
☑️ Secondary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☑️ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers

☑️ Structured programme

☑️ formal
☐ non-formal

☐ embedded
☐ other structure

V Special Skills required:
☐ Higher Education
☑️ Experience with interactive training methods

VI Duration of Programme:
☑️ several hours
☑️ several days
☐ several weeks
☐ several months

☐ several year
☐ school year

☐ Structured cyclic curriculum
☐ Occasional un/semi- structured curriculum

VII Major Didactic Approaches:
☑️ Written publication
☐ Visual media
☐ Lectures
☑️ Simulation/role play
☑️ Structured activities
☑️ Games (with peace skills agenda)
☑️ Co-operative learning

VIII Methods of Evaluation:
☑️ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☑️ Official statistics
☐ Structured Interviews

IX Content Areas:
☐ Diagnosing skills
☑️ Skills, values and attitudes
☐ Human rights
☑️ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☑️ Teaching/ facilitation of skills-building

X Context:
☑️ Normal circumstances
☑️ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☑️ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Economic and Social Justice

Title: Today's Globalization

Bibliographical Data:
Affiliation: Institute for Elimination of Poverty and Genocide - Project South, Atlanta, GA, USA
Author(s):

Analytical Data:

I Target Region/Country: urban developing world

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☐ Decrease in negative behaviour ☐ Other

III Target Groups:
a) Formal Education: ☐ Early Childhood ☐ Primary ☐ Secondary ☐ Tertiary ☐ Teacher Training
☐ Extra/co-curricular ☐ Youth Groups ☐ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy ☐ Structured programme
☐ Teacher internalisation ☐ Structured cyclic curriculum
☐ Occasional interventions ☐ Occasional uni/semi-structured curriculum
☐ Training of teachers

V Special Skills required:
☐ Higher Education ☐ Experience with training methods

VI Duration of Programme:
☑ several hours ☐ several day s
☐ several weeks ☐ several months ☐ several year
☐ school year ☐ Structured cyclic curriculum
☐ Occasional uni/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication ☐ Visual media ☐ Lectures
☐ Simulation/role play ☑ Structured activities
☐ Games (with peace skills agenda) ☑ Co-operative learning

VIII Methods of Evaluation:
☐ Self report ☐ Structured observation
☐ Self-reported behaviours ☐ Analytical essay
☐ Knowledge Mastery tests ☐ Official statistics
☐ Structured interviews

IX Content Areas:
☑ Diagnosing skills ☦ Skills, values and attitudes
☐ Human rights ☑ Citizenship
☑ Associated areas of peace-building
☐ Curriculum planning ☐ Evaluation/ needs identification
☐ Programme design ☐ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances ☑ Entering a post-conflict/reconstruction phase ☐ Experiencing armed conflict
☐ Inter-group tensions ☑ Facing possibility of armed conflict ☐ Participants with a post-conflict trauma
Category: Economic and Social Justice

Title: Field Guide to the Global Economy

Bibliographical Data:
Affiliation: Institute for Policy Studies
Author(s): Sarah Anderson, John Cavanagh, Thea Lee
Date of Publication: 2000
ISBN: -
URL: www.ips-dc.org; www.thenewpress.com

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- ✓ Enhancement of positive behaviour
- ✓ Decrease in negative behaviour
- □ Other

III Target Groups:
- a) Formal Education:
  - □ Early Childhood
  - □ Primary
  - □ Secondary
  - □ Tertiary
  - ✓ Teacher Training
- b) Non-formal Education:
  - □ Extra/co-curricular
  - □ Youth Groups
  - ✓ Community Groups

IV Types of Intervention/ Programme:
- ✓ Advocacy
- ✓ Structured programme
- □ Discret
- □ Formal
- ✓ Non-formal
- □ Ambient
- □ Other structure

V Special Skills required:
- □ Higher Education
- □ Experience with interactive training methods

VI Duration of Programme:
- ✓ several hours
- □ several days
- □ several weeks
- □ several months
- □ several year
- □ School year
- □ Structured cyclic curriculum
- □ Occasional un/semi-structured curriculum

X Context:
- ✓ Normal circumstances
- □ Entering a post-conflict/reconstruction phase
- □ Experiencing armed conflict
- □ Inter-group tensions
- ✓ Facing possibility of armed conflict
- □ Participants with a post-conflict trauma

VII Major Didactic Approaches:
- ✓ Written publication
- □ Visual media
- □ Lectures
- □ Simulation/role play
- □ Structured activities
- □ Games (with peace skills agenda)
- □ Co-operative learning

VIII Methods of Evaluation:
- □ Self report
- □ Structured observation
- □ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- ✓ Structured interviews

IX Content Areas:
- □ Diagnosing skills
- □ Skills, values and attitudes
- □ Human rights
- ✓ Citizenship
- ✓ Associated areas of peace-building
- □ Curriculum planning
- □ Evaluation/ needs identification
- □ Programme design
- □ Teaching/ facilitation of skills-building
Category: Economic and Social Justice

Title: Ancient Futures: Learning from Ladakh

Bibliographical Data:
Affiliation: ISEC International Society for Ecology and Culture, Rethinking Schools: Ladakh Project
Author(s): John Page

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- Enhancement of positive behaviour
- Decrease in negative behaviour
- Other

III Target Groups:
- a) Formal Education:
  - Early Childhood
  - Primary
  - Secondary
  - Tertiary
  - Teacher Training
- b) Non-formal Education:
  - Extra-curricular
  - Youth Groups
  - Community Groups

IV Types of Intervention/Programme:
- Advocacy
- Structured programme
  - Discret
  - Formal
  - Non-formal
  - Embedded
  - Other structure

V Special Skills required:
- Higher Education
- Experience with interactive training methods

VI Duration of Programme:
- several hours
- several days
- several weeks
- several months
- several year
- school year
- Structured cyclic curriculum
- Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- Written publication
- Visual media
- Lectures
- Simulation/role play
- Structured activities
- Games (with peace skills agenda)
- Co-operative learning

VIII Methods of Evaluation:
- Self report
- Structured observation
- Self-reported behaviours
- Analytical essay
- Knowledge Mastery tests
- Official statistics
- Structured interviews

IX Content Areas:
- Diagnosing skills
- Skills, values and attitudes
- Human rights
- Citizenship
- Associated areas of peace-building
- Curriculum planning
- Evaluation/needs identification
- Programme design
- Teaching/facilitation of skills-building

X Context:
- Normal circumstances
- Entering a post-conflict/reconstruction phase
- Experiencing armed conflict
- Inter-group tensions
- Facing possibility of armed conflict
- Participants with a post-conflict trauma
Category: Economic and Social Justice

Title: The Fable of He and She

Bibliographical Data:
Affiliation: Learning Corporation of America
Author(s):
Date of Publication: ISBN: 0-388014024 URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:

a) Formal Education: ☐ Early Childhood ☐ Primary ☐ Tertiary
☑ Secondary ☐ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular ☐ Youth Groups
☑ Community Groups

IV Types of Intervention/Programme:
☐ Advocacy ☑ Structured programme
☑ Teacher internalisation ☐ formal ☐ non-formal
☐ Occasional interventions ☐ embedded
☑ Training of teachers ☐ other structure

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☑ several hours ☐ several days ☐ several weeks ☐ several months
☐ several year ☑ school year
☐ Structured cyclic curriculum ☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication
☑ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☑ Self report
☐ Structured observation
☑ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☐ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☑ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/needs identification
☐ Programme design
☐ Teaching/facilitation of skills-building

X Context:
☑ Normal circumstances ☑ Entering a post-conflict/reconstruction phase ☐ Experiencing armed conflict
☐ Inter-group tensions ☐ Facing possibility of armed conflict ☐ Participants with a post-conflict trauma
Title: Child Labor is not Cheap

Bibliographical Data:
Affiliation: National Labor Committee - Labor Committee for Worker and Human Rights
Author(s): Amy Sanders, Meredith Sommers
Date of Publication: 1997
ISBN: 0-961777-438-x
URL: www.nlcnet.org

Analytical Data:

I Target Region/Country: Latin World, global

II Purpose of the Programme:
- Enhancement of positive behaviour
- Decrease in negative behaviour
- Other

III Target Groups:
a) Formal Education:
- Early Childhood
- Primary
- Secondary
- Tertiary
- Teacher Training
b) Non-formal Education:
- Extra/co-curricular
- Youth Groups
- Community Groups

IV Types of Intervention/ Programme:
- Advocacy
- Structured programme
- Discret
- Formal
- Non-formal
- Embedded
- Other structure

V Special Skills required:
- Higher Education
- Experience with interactive training methods

VI Duration of Programme:
- Several hours
- Several days
- Several weeks
- Several months
- Several year
- School year
- Structured cyclic curriculum
- Occasional uns/semi-structured curriculum

VII Major Didactic Approaches:
- Written publication
- Visual media
- Lectures
- Simulation/role play
- Structured activities
- Games (with peace skills agenda)
- Co-operative learning

VIII Methods of Evaluation:
- Self report
- Structured observation
- Self-reported behaviours
- Analytical essay
- Knowledge Mastery tests
- Official statistics
- Structured interviews

IX Content Areas:
- Diagnosing skills
- Skills, values and attitudes
- Human rights
- Citizenship
- Associated areas of peace-building
- Curriculum planning
- Evaluation/ needs identification
- Programme design
- Teaching/ facilitation of skills-building

X Context:
- Normal circumstances
- Entering a post-conflict/reconstruction phase
- Facing possibility of armed conflict
- Experiencing armed conflict
- Participants with a post-conflict trauma
Category: Economic and Social Justice

Title: Something to Hide

Bibliographical Data:
Affiliation: National Labor Committee - United Students Against Sweatshops
Author(s):

Analytical Data:

I Target Region/Country: Latin world, USA

II Purpose of the Programme:
- ☑ Decrease in negative behaviour
- ☐ Other

III Target Groups:
a) Formal Education:
- ☐ Early Childhood
- ☐ Primary
- ☑ Secondary
- ☐ Tertiary
- ☐ Teacher Training

b) Non-formal Education:
- ☐ Extra/co-curricular
- ☐ Youth Groups
- ☑ Community Groups

IV Types of Intervention/ Programme:
- ☑ Advocacy
- ☑ Structured programme
- ☑ Discret
- ☑ Formal
- ☑ Non-formal
- ☑ Embedded
- ☐ Other structure

V Special Skills required:
- ☐ Higher Education
- ☐ Experience with interactive training methods

VI Duration of Programme:
- ☑ Several hours
- ☐ Several days
- ☐ Several weeks
- ☐ Several months
- ☐ Several year
- ☐ School year
- ☑ Structured cyclic curriculum
- ☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- ☐ Written publication
- ☑ Visual media
- ☐ Lectures
- ☐ Simulation/role play
- ☑ Structured activities
- ☐ Games (with peace skills agenda)
- ☐ Co-operative learning

VIII Methods of Evaluation:
- ☑ Self report
- ☐ Structured observation
- ☐ Self-reported behaviours
- ☐ Analytical essay
- ☑ Knowledge Mastery tests
- ☐ Official statistics
- ☑ Structured interviews

IX Content Areas:
- ☐ Diagnosing skills
- ☐ Skills, values and attitudes
- ☑ Human rights
- ☑ Citizenship
- ☑ Associated areas of peace-building
- ☐ Curriculum planning
- ☐ Evaluation/ needs identification
- ☐ Programme design
- ☐ Teaching, facilitation of skills-building

X Context:
- ☑ Normal circumstances
- ☑ Entering a post-conflict/reconstruction phase
- ☐ Experiencing armed conflict
- ☐ Inter-group tensions
- ☑ Facing possibility of armed conflict
- ☐ Participants with a post-conflict trauma
Category: Economic and Social Justice

Title: Bridges: Building a Race and Immigration Dialogue in the Global Economy

Bibliographical Data:
Affiliation: National Network for Immigrant and Refugee Rights
Author(s): Eunice Hyunhye Cho Francisco Arguelles Paz y Puente

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- ☑ Enhancement of positive behaviour
- ☑ Decrease in negative behaviour
- ☑ Other

III Target Groups:
- a) Formal Education:
  - ☑ Early Childhood
  - ☑ Primary
  - ☑ Secondary
  - ☑ Tertiary
  - ☑ Teacher Training
- b) Non-formal Education:
  - ☑ Extra/co-curricular
  - ☑ Youth Groups
  - ☑ Community Groups

IV Types of Intervention/ Programme:
- ☑ Advocacy
- ☑ Structured programme
- ☑ Teacher internalisation
- ☑ Occasional interventions
- ☑ Training of teachers

V Special Skills required:
- ☑ Higher Education
- ☑ Experience with interactive training methods

VI Duration of Programme:
- ☑ several hours
- ☑ several days
- ☑ several weeks
- ☑ several months
- ☑ several year
- ☑ school year
- ☑ Structured cyclic curriculum
- ☑ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- ☑ Written publication
- ☑ Visual media
- ☑ Lectures
- ☑ Simulation/role play
- ☑ Structured activities
- ☑ Games (with peace skills agenda)
- ☑ Co-operative learning

VIII Methods of Evaluation:
- ☐ Self report
- ☑ Structured observation
- ☐ Self-reported behaviours
- ☑ Analytical essay
- ☑ Knowledge Mastery tests
- ☑ Official statistics
- ☑ Structured interviews

IX Content Areas:
- ☑ Diagnosing skills
- ☑ Skills, values and attitudes
- ☑ Human rights
- ☑ Citizenship
- ☑ Associated areas of peace-building
- ☑ Curriculum planning
- ☑ Evaluation/ needs identification
- ☑ Programme design
- ☑ Teaching/ facilitation of skills-building

X Context:
- ☑ Normal circumstances
- ☑ Entering a post-conflict/reconstruction phase
- ☑ Experiencing armed conflict
- ☑ Inter-group tensions
- ☑ Facing possibility of armed conflict
- ☐ Participants with a post-conflict trauma

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Category: Economic and Social Justice

Title: Uprooted: Refugees of the Global Economy

Bibliographical Data:
Affiliation: National Network for Immigrant and Refugee Rights
Author(s): Sasha Khokha, Ulla Nilse, Jon Fromer
Date of Publication: 2001
ISBN: -
URL: www.nnir.org

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- ✔ Enhancement of positive behaviour
- ✔ Decrease in negative behaviour
- □ Other

III Target Groups:
- a) Formal Education:
  - Early Childhood
  - Primary
  - Secondary
  - Tertiary
  - Teacher Training
- b) Non-formal Education:
  - Extra/co-curricular
  - Youth Groups
  - Community Groups

IV Types of Intervention/ Programme:
- ✔ Advocacy
- ✔ Structured programme
- □ Teacher internalisation
- □ Occasional interventions
- □ Training of teachers
- □ Formal
- ✔ Non-formal
- □ Embedded
- □ Other structure

V Special Skills required:
- □ Higher Education
- □ Experience with interactive training methods

VI Duration of Programme:
- ✔ several hours
- □ several day
- □ several weeks
- □ several months
- □ several year
- □ Structured cyclic curriculum
- □ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- □ Written publication
- ✔ Visual media
- □ Lectures
- □ Simulation/role play
- □ Structured activities
- □ Games (with peace skills agenda)
- □ Co-operative learning

VIII Methods of Evaluation:
- □ Self report
- □ Structured observation
- □ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- □ Structured interviews

IX Content Areas:
- □ Diagnosing skills
- ✔ Skills, values and attitudes
- ✔ Human rights
- ✔ Citizenship
- □ Associated areas of peace-building
- □ Curriculum planning
- □ Evaluation/ needs identification
- □ Programme design
- □ Teaching/ facilitation of skills-building

X Context:
- ✔ Normal circumstances
- ✔ Entering a post-conflict/reconstruction phase
- □ Experiencing armed conflict
- ✔ Inter-group tensions
- □ Facing possibility of armed conflict
- □ Participants with a post-conflict trauma
Category: Economic and Social Justice

Title: The Hidden Face of Globalization: What Corporations Don’t Want to Know

Bibliographical Data:
Affiliation: No More Sweatshops Coalition
Author(s):
Date of Publication: 2003
ISBN: -
URL: www.nomoresweatshops.org

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour
☐ Other

III Target Groups:
a) Formal Education:
☐ Early Childhood
☐ Primary
☑ Secondary
☐ Tertiary
☐ Teacher Training
b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☑ Structured programme

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☑ several hours
☐ several days
☐ several weeks
☐ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional uni/semi-structured curriculum

X Context:
☑ Normal circumstances
☑ Entering a post-conflict/reconstruction phase
☑ Experiencing armed conflict
☐ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma

VII Major Didactic Approaches:
☐ Written publication
☑ Visual media
☐ Lectures
☑ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☑ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☑ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building
Category: Economic and Social Justice

Title: Anatomy of a Movement: the Zapatistas

Bibliographical Data:
Affiliation: Project South, Atlanta, GA, USA
Author(s):

Analytical Data:

I Target Region/Country: Western and Latin world, global

II Purpose of the Programme:
- ✓ Enhancement of positive behaviour
- ✓ Decrease in negative behaviour
- ☐ Other

III Target Groups:
- a) Formal Education:
  - ☐ Early Childhood
  - ☐ Primary
  - ✓ Secondary
  - ☐ Tertiary
  - ✓ Teacher Training
- b) Non-formal Education:
  - ☐ Extra/co-curricular
  - ✓ Youth Groups
  - ✓ Community Groups

IV Types of Intervention/Programme:
- ✓ Advocacy
- ✓ Structured programme
- ☐ Teacher internalisation
- ☐ Occasional interventions
- ☐ Training of teachers

V Special Skills required:
- ☐ Higher Education
- ✓ Experience with interactive training methods

VI Duration of Programme:
- ✓ several hours
- ✓ several days
- ✓ several weeks
- ☐ several months
- ☐ several year
- ☐ school year
- ☐ Structured cyclic curriculum
- ☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- ✓ Written publication
- ☐ Visual media
- ☐ Lectures
- ☐ Simulation/role play
- ✓ Structured activities
- ☐ Games (with peace skills agenda)
- ✓ Co-operative learning

VIII Methods of Evaluation:
- ☐ Self report
- ☐ Structured observation
- ☐ Self-reported behaviours
- ☐ Analytical essay
- ☐ Knowledge Mastery tests
- ☐ Official statistics
- ✓ Structured interviews

IX Content Areas:
- ☐ Diagnosing skills
- ☐ Skills, values and attitudes
- ✓ Human rights
- ✓ Citizenship
- ✓ Associated areas of peace-building
- ☐ Curriculum planning
- ☐ Evaluation/needs identification
- ☐ Programme design
- ☐ Teaching/facilitation of skills-building

X Context:
- ✓ Normal circumstances
- ✓ Entering a post-conflict/reconstruction phase
- ☐ Experiencing armed conflict
- ☐ Inter-group tensions
- ✓ Facing possibility of armed conflict
- ☐ Participants with a post-conflict trauma
Category: Economic and Social Justice

Title: The Roots of Terror: Yesterday's Struggles, Today's Lessons, Tomorrow's Visions

Bibliographical Data:
Affiliation: Project South, Atlanta, GA, USA
Author(s): 

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
✓ Enhancement of positive behaviour □ Decrease in negative behaviour □ Other

III Target Groups:
a) Formal Education: □ Early Childhood □ Primary □ Secondary □ Tertiary □ Teacher Training
b) Non-formal Education: □ Extra/co-curricular □ Youth Groups □ Community Groups

IV Types of Intervention/ Programme:
✓ Advocacy □ Teacher internalisation □ Occasional interventions □ Training of teachers
✓ Structured programme □ discursive □ formal □ non-formal □ embedded □ other structure

V Special Skills required:
□ Higher Education □ Experience with interactive training methods

VI Duration of Programme:
✓ several hours □ several year □ school year
✓ several days □ Structured cyclic curriculum
□ several weeks □ Occasional un/semi-structured curriculum

X Context:
✓ Normal circumstances □ Entering a post-conflict/reconstruction phase □ Experiencing armed conflict
✓ Inter-group tensions □ Facing possibility of armed conflict □ Participants with a post-conflict trauma

VII Major Didactic Approaches:
✓ Written publication □ Visual media □ Lectures
✓ Simulation/role play □ Structured activities
□ Games (with peace skills agenda) □ Co-operative learning

VIII Methods of Evaluation:
□ Self report □ Structured observation □ Self-reported behaviours
□ Analytical essay □ Knowledge Mastery tests □ Official statistics
□ Structured interviews

IX Content Areas:
□ Diagnosing skills □ Skills, values and attitudes □ Human rights
✓ Citizenship □ Associated areas of peace-building
□ Curriculum planning □ Evaluation/ needs identification
□ Programme design □ Teaching/ facilitation of skills-building
Category: Economic and Social Justice

Title: Popular Education for Movement Building, Vol II

Bibliographical Data:
Affiliation: Project South, Atlanta, GA, USA
Author(s):

Analytical Data:

I Target Region/Country: Western world, global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☐ Decrease in negative behaviour ☐ Other

III Target Groups:
a) Formal Education:  b) Non-formal Education:
☐ Early Childhood ☐ Extra/co-curricular
☐ Primary ☐ Youth Groups
☑ Secondary ☐ Community Groups
☐ Tertiary
☑ Teacher Training

IV Types of Intervention/Programme:
☑ Advocacy ☑ Structured programme
donon-formal
☐ Teacher internalisation ☐ formal ☑ embedded
donotformal
☐ Occasional Interventions ☐ other structure:
☐ Training of teachers

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☑ several hours ☐ several year
☑ several days ☐ school year
☐ several weeks ☐ Structured cyclic curriculum
☑ several months ☐ Occasional un/semi-structured curriculum

X Context:
☑ Normal circumstances ☑ Entering a post-conflict/reconstruction phase
☑ Inter-group tensions ☐ Experiencing armed conflict
☑ Facing possibility of armed conflict ☐ Participants with a post-conflict trauma

☑ Written publication ☑ Visual media
☐ Lectures ☐ Simulation/role play
☑ Structured activities
☑ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/needs identification
☐ Programme design
☐ Teaching/facilitation of skills-building
### Category: Economic and Social Justice

### Title: A Force More Powerful: A Centure of Non-violent Conflict

### Bibliographical Data:
- Affiliation: Public Broadcasting Corporation USA: 'A Force More Powerful' series
- Author(s): Peter Ackerman, Jack Duvall
- Date of Publication: 2000
- URL: www.aforcemorpowerful.org; www.pbs.org

### Analytical Data:

#### I Target Region/Country:
- India, South Africa, Poland, USA, global

#### II Purpose of the Programme:
- ✓ Enhancement of positive behaviour
- ✓ Decrease in negative behaviour
- □ Other

#### III Target Groups:
- a) Formal Education:
  - □ Early Childhood
  - □ Primary
  - ✓ Secondary
  - □ Tertiary
  - ✓ Teacher Training
- b) Non-formal Education:
  - □ Extra/co-curricular
  - □ Youth Groups
  - ✓ Community Groups

#### IV Types of Intervention/Programme:
- ✓ Advocacy
- ✓ Structured programme
  - □ Formal
  - □ Non-formal
  - ✓ Embedded
  - □ Other structure

#### V Special Skills required:
- □ Higher Education
- □ Experience with interactive training methods

#### VI Duration of Programme:
- ✓ several months
- □ several weeks
- ✓ several days
- □ several years
- □ School year
- □ Structured cyclic curriculum
- □ Occasional un/semi-structured curriculum

#### X Context:
- □ Normal circumstances
- ✓ Entering a post-conflict/reconstruction phase
- □ Experiencing armed conflict
- ✓ Inter-group tensions
- ✓ Facing possibility of armed conflict
- □ Participants with a post-conflict trauma

#### VII Major Didactic Approaches:
- ✓ Written publication
- ✓ Visual media
- □ Lectures
- ✓ Simulation/role play
- ✓ Structured activities
- □ Games (with peace skills agenda)
- ✓ Co-operative learning

#### VIII Methods of Evaluation:
- ✓ Self report
- ✓ Structured observation
- □ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- □ Structured interviews

#### IX Content Areas:
- □ Diagnosing skills
- ✓ Skills, values and attitudes
- ✓ Human rights
- ✓ Citizenship
- ✓ Associated areas of peace-building
- □ Curriculum planning
- □ Evaluation/ needs identification
- □ Programme design
- □ Teaching/ facilitation of skills-building
Category: Economic and Social Justice

Title: Rethinking Globalization: Teaching for Justice in an Unjust World

Bibliographical Data:
Affiliation: Rethinking Schools
Author(s): Bill Bigelow Bob Peterson
Date of Publication: 2002 ISBN: 0-9942961 URL: www.rethinkingschools.org

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- ✔ Enhancement of positive behaviour
- ✔ Decrease in negative behaviour
- □ Other

III Target Groups:
- a) Formal Education:
  - ✔ Early Childhood
  - □ Extra/co-curricular
  - ✔ Primary
  - □ Youth Groups
  - ✔ Secondary
  - ✔ Community Groups
  - □ Tertiary
  - □ Teacher Training
- b) Non-formal Education:
  - □ Extra/co-curricular
  - □ Youth Groups
  - □ Community Groups

IV Types of Intervention/ Programme:
- ✔ Advocacy
- ✔ Structured programme
- □ Discret
- □ Formal
- □ Non-formal
- □ Embedded
- □ Other structure

V Special Skills required:
- □ Higher Education
- ✔ Experience with interactive training methods

VI Duration of Programme:
- ✔ several hours
- □ several days
- □ several weeks
- ✔ several months
- □ several year
- □ school year
- □ Structured cyclic curriculum
- □ Occasional un/semi-structured curriculum

IX Content Areas:
- □ Diagnosing skills
- ✔ Skills, values and attitudes
- □ Human rights
- ✔ Citizenship
- ✔ Associated areas of peace-building
- □ Curriculum planning
- ✔ Evaluation/ needs identification
- □ Programme design
- □ Teaching/ facilitation of skills-building

X Context:
- ✔ Normal circumstances
- ✔ Entering a post-conflict/reconstruction phase
- ✔ Facing possibility of armed conflict
- □ Experiencing armed conflict
- □ Participants with a post-conflict trauma
Category: Economic and Social Justice

Title: Trinkets and Beads: Oil Companies and the Rain Forests

Bibliographical Data:
Affiliation: Rethinking Schools
Author(s): Bill Bigelow, Joe Kane
Date of Publication: 1999
ISBN: -
URL: www.rethinkingschools.org

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
- [ ] Enhancement of positive behaviour
- [ ] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- a) Formal Education:
  - [ ] Early Childhood
  - [ ] Primary
  - [x] Secondary
  - [ ] Tertiary
  - [ ] Teacher Training
- b) Non-formal Education:
  - [x] Extra/co-curricular
  - [x] Youth Groups
  - [ ] Community Groups

IV Types of Intervention/Programme:
- [x] Advocacy
- [x] Structured programme
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [ ] Training of teachers
- [ ] formal
- [x] non-formal
- [ ] embedded
- [ ] other structure

V Special Skills required:
- [ ] Higher Education
- [ ] Experience with interactive training methods

VI Duration of Programme:
- [x] several hours
- [ ] several days
- [ ] several weeks
- [ ] several months
- [x] several year
- [ ] school year
- [ ] Structured cyclic curriculum
- [ ] Occasional uni/semi-structured curriculum

X Context:
- [x] Normal circumstances
- [x] Inter-group tensions
- [ ] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma

VII Major Didactic Approaches:
- [ ] Written publication
- [x] Visual media
- [ ] Lectures
- [x] Simulation/role play
- [x] Structured activities
- [ ] Games (with peace skills agenda)
- [ ] Co-operative learning

VIII Methods of Evaluation:
- [ ] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [ ] Diagnosing skills
- [x] Skills, values and attitudes
- [ ] Human rights
- [x] Citizenship
- [x] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/needs identification
- [ ] Programme design
- [ ] Teaching/facilitation of skills-building
Category: Economic and Social Justice

Title: Searching for Peace: The Road to TRANSCEND

Bibliographical Data:
Affiliation: Transcend
Author(s): Johan Galtung, Carl G. Jacobsen, Kai Frith
Date of Publication: 2002
URL: www.transcend.org

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- [ ] Enhancement of positive behaviour
- [ ] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- a) Formal Education:
  - [ ] Early Childhood
  - [ ] Primary
  - [ ] Secondary
  - [ ] Tertiary
  - [ ] Teacher Training
- b) Non-formal Education:
  - [ ] Extra/co-curricular
  - [ ] Youth Groups
  - [ ] Community Groups

IV Types of Intervention/ Programme:
- [ ] Advocacy
- [ ] Structured programme
- [ ] Discrete
- [ ] Formal
- [ ] Non-formal
- [ ] Embedded
- [ ] Other structure

V Special Skills required:
- [ ] Higher Education
- [ ] Experience with interactive training methods

VI Duration of Programme:
- [ ] several hours
- [ ] several days
- [ ] several weeks
- [ ] several months
- [ ] several year
- [ ] School year
- [ ] Structured cyclic curriculum
- [ ] Occasional un/semi-structured curriculum

X Context:
- [ ] Normal circumstances
- [ ] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Inter-group tensions
- [ ] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma
Category: Economic and Social Justice

Title: Peace by Peaceful Means: Peace and Conflict Development and Civilization

Bibliographical Data:
Affiliation: Transcend
Author(s): Johan Galtung

Analytical Data:

I Target Region/Country: industrialized world, developing world

II Purpose of the Programme:
- ✓ Enhancement of positive behaviour
- ✓ Decrease in negative behaviour
- □ Other

III Target Groups:
- a) Formal Education:
  - □ Early Childhood
  - □ Primary
  - □ Secondary
  - ✓ Tertiary
  - ✓ Teacher Training
- b) Non-formal Education:
  - □ Extra/co-curricular
  - □ Youth Groups
  - ✓ Community Groups

IV Types of Intervention/ Programme:
- ✓ Advocacy
- ✓ Teacher internalisation
- □ Occasional interventions
- □ Training of teachers
- ✓ Structured programme
- □ discerel
- ✓ formal □ non-formal
- □ embedded □ other structure

V Special Skills required:
- □ Higher Education
- □ Experience with interactive training methods

VI Duration of Programme:
- □ several hours
- □ several days
- ✓ several weeks
- □ several months
- □ several year
- □ school year
- □ Structured cyclic curriculum
- □ Occasional un/semi-structured curriculum

X Context:
- ✓ Normal circumstances
- ✓ Inter-group tensions
- ✓ Entering a post-conflict/reconstruction phase
- ✓ Experiencing armed conflict
- ✓ Facing possibility of armed conflict
- □ Participants with a post-conflict trauma

VII Major Didactic Approaches:
- ✓ Written publication
- □ Visual media
- □ Lectures
- □ Simulation/role play
- □ Structured activties
- □ Games (with peace skills agenda)
- □ Co-operative learning

VIII Methods of Evaluation:
- □ Self report
- □ Structured observation
- □ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- □ Structured interviews

IX Content Areas:
- □ Diagnosing skills
- ✓ Skills, values and attitudes
- ✓ Human rights
- ✓ Citizenship
- ✓ Associated areas of peace-building
- □ Curriculum planning
- □ Evaluation/ needs identification
- □ Programme design
- □ Teaching/ facilitation of skills-building
Category: Economic and Social Justice

Title: Education for Development: A Teacher's Manual - Primary and Secondary

Bibliographical Data:
Affiliation: UNICEF, Mauritius Institute for Education, Reduit
Author(s): Roshan Maudho
Date of Publication: 1999
ISBN: -
URL:

Analytical Data:

I Target Region/Country: Africa, developing world

II Purpose of the Programme:
- ☑ Enhancement of positive behaviour
- ☑ Decrease in negative behaviour
- ☐ Other

III Target Groups:
- a) Formal Education:
  - ☑ Early Childhood
  - ☑ Primary
  - ☑ Secondary
  - ☐ Tertiary
  - ☐ Teacher Training
- b) Non-formal Education:
  - ☑ Extra/co-curricular
  - ☑ Youth Groups
  - ☐ Community Groups

IV Types of Intervention/Programme:
- ☑ Advocacy
- ☑ Teacher internalisation
- ☑ Occasional interventions
- ☑ Training of teachers
- ☑ Structured programme

V Special Skills required:
- ☐ Higher Education
- ☑ Experience with interactive training methods

VI Duration of Programme:
- ☑ several hours
- ☑ several days
- ☑ several weeks
- ☑ several months
- ☐ several year
- ☐ school year
- ☑ Structured cyclic curriculum
- ☑ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- ☐ Written publication
- ☐ Visual media
- ☑ Lectures
- ☐ Simulation/role play
- ☑ Structured activities
- ☐ Games (with peace skills agenda)
- ☑ Co-operative learning

VIII Methods of Evaluation:
- ☐ Self report
- ☑ Structured observation
- ☐ Self-reported behaviours
- ☑ Analytical essay
- ☐ Knowledge Mastery tests
- ☐ Official statistics
- ☑ Structured interviews

IX Content Areas:
- ☐ Diagnosing skills
- ☑ Skills, values and attitudes
- ☐ Human rights
- ☐ Citizenship
- ☑ Associated areas of peace-building
- ☑ Curriculum planning
- ☑ Evaluation/ needs identification
- ☑ Programme design
- ☑ Teaching/ facilitation of skills-building

X Context:
- ☐ Normal circumstances
- ☐ Entering a post-conflict/reconstruction phase
- ☐ Experiencing armed conflict
- ☐ Inter-group tensions
- ☐ Facing possibility of armed conflict
- ☐ Participants with a post-conflict trauma
Category: Human Rights

Title: Human Rights Education in the 21st Century

Bibliographical Data:
Affiliation: George J. Andreopoulos Richard P. Claude
Date of Publication: 1997 ISBN: 0-8122-1607-5 URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☐ Enhancement of positive behaviour
☒ Decrease in negative behaviour ☐ Other

III Target Groups:

a) Formal Education:
☐ Early Childhood ☐ Primary
☒ Secondary ☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular ☐ Community Groups
☐ Youth Groups

IV Types of Intervention/ Programme:

☐ Advocacy ☒ Structured programme
donori
☐ Teacher internalisation ☐ modal
☐ Occasional interventions ☐ non-modal
☐ Training of teachers ☐ embedded
donori
☐ other struc

V Special Skills required:

☐ Higher Education ☐ Experience with interactive training methods

VI Duration of Programme:

☒ several hours ☐ several year
☐ several days ☐ school year
☒ several weeks ☐ Structured cyclic curriculum
☐ several months ☐ Occasional uni/semi-structured curriculum

VII Major Didactic Approaches:

☒ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:

☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:

☒ Diagnosing skills
☐ Skills, values and attitudes
☒ Human rights
☒ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:

☒ Normal circumstances ☒ Entering a post-conflict/reconstruction phase ☐ Experiencing armed conflict
☐ Inter-group tensions ☐ Facing possibility of armed conflict ☐ Participants with a post-conflict trauma
Category: Human Rights

Title: Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights

Bibliographical Data:
Affiliation: Amnesty International - Human Rights Educators Advocacy Network
Author(s): Nancy Flowers, ed.

Analytical Data:

I Target Region/Country: global, USA

II Purpose of the Programme:
✓ Enhancement of positive behaviour
✓ Decrease in negative behaviour  □ Other

III Target Groups:
a) Formal Education:  b) Non-formal Education:
□ Early Childhood  □ Extra/co-curricular
✓ Primary  □ Youth Groups
✓ Secondary  □ Community Groups
□ Tertiary  □ Teacher Training

IV Types of Intervention/ Programme:
□ Advocacy  □ Structured programme
✓ Teacher internalisation  □ discreet
□ Occasional interventions  □ format  □ non-formal
□ Training of teachers  □ embedded
□  □ other structure

V Special Skills required:
□ Higher Education
✓ Experience with interactive training methods

VI Duration of Programme:
✓ several hours  □ several year
□ several days  □ school year
□ several weeks  □ Structured cyclic curriculum
✓ several months  □ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
✓ Written publication
□ Visual media
□ Lectures
□ Simulation/role play
✓ Structured activities
✓ Games (with peace skills agenda)
✓ Co-operative learning

VIII Methods of Evaluation:
✓ Self report
□ Structured observation
□ Self-reported behaviours
□ Analytical essay
□ Knowledge Mastery tests
□ Official statistics
□ Structured interviews

IX Content Areas:
✓ Diagnosing skills
✓ Skills, values and attitudes
✓ Human rights
✓ Citizenship
□ Associated areas of peace-building
□ Curriculum planning
□ Evaluation/ needs identification
□ Programme design
□ Teaching/ facilitation of skills-building

X Context:
✓ Normal circumstances  ✓ Entering a post-conflict/reconstruction phase  □ Experiencing armed conflict
✓ Inter-group tensions  ✓ Facing possibility of armed conflict  □ Participants with a post-conflict trauma
Category: Human Rights

Title: Siniko: Towards a Human Rights Culture in Africa - A Manual for Teaching Human Rights

Bibliographical Data:
Affiliation: Amnesty International, Africa - Human Rights Education Team
Author(s):
Date of Publication: ISBN: URL: www.amnesty.org

Analytical Data:

I Target Region/Country: Africa, global

II Purpose of the Programme:
- ✓ Enhancement of positive behaviour
- ✓ Decrease in negative behaviour
-☐ Other

III Target Groups:
- a) Formal Education: ☐ Early Childhood ☞ Primary ☞ Secondary ☐ Tertiary
-☐ Teacher Training
- b) Non-formal Education:
  ☐ Extra/co-curricular ☞ Youth Groups ☑ Community Groups

IV Types of Intervention/ Programme:
- ✓ Advocacy ☐ Teacher internalisation ☐ Occasional interventions ☐ Training of teachers
-☐ Structured programme ☑ Discret ☑ Formai ☑ Non-formal
-☐ Embedded ☑ Other structure

V Special Skills required:
-☐ Higher Education
-✓ Experience with interactive training methods

VI Duration of Programme:
- ✓ several hours ☐ several year
-☐ several days ☑ School year
-✓ several weeks ☑ Structured cyclic curriculum
-☐ several months ☑ Occasional un/semi-structured curriculum

X Context:
-✓ Normal circumstances ☑ Entering a post-conflict/reconstruction phase ☐ Experiencing armed conflict
-✓ Inter-group tensions ☑ Facing possibility of armed conflict ☐ Participants with a post-conflict trauma

VII Major Didactic Approaches:
-✓ Written publication
-☐ Visual media
-☐ Lectures
-☐ Simulation/role play
-✓ Structured activities
-☐ Games (with peace skills agenda)
-✓ Co-operative learning

VIII Methods of Evaluation:
-✓ Self report
-☐ Structured observation
-☐ Self-reported behaviours
-☐ Analytical essay
-☐ Knowledge Mastery tests
-☐ Official statistics
-☐ Structured interviews

IX Content Areas:
-☐ Diagnosing skills
-✓ Skills, values and attitudes
-✓ Human rights
-✓ Citizenship
-☐ Associated areas of peace-building
-☐ Curriculum planning
-☐ Evaluation/ needs identification
-☐ Programme design
-☐ Teaching/ facilitation of skills-building

UNESCO ED/PEQ/PHR  Analytical Review of Selected Peace Education Materials - Annex 1 142
Category: Human Rights

Title: Our World, Our Rights: Teaching the Rights and Responsibilities in the Primary School - A Handbook for Learning About the Universal Declaration of Human Rights

Bibliographical Data:
Affiliation: Amnesty International, UK
Author(s): Margot Brown, ed.

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour □ Other

III Target Groups:

a) Formal Education:  
☑ Primary  
☐ Secondary  
☐ Tertiary  
☐ Teacher Training

b) Non-formal Education:
☐ Early Childhood  
☐ Extra/co-curricular  
☐ Youth Groups  
☐ Community Groups

IV Types of Intervention/Programme:

☑ Advocacy  
☐ Teacher internalisation  
☐ Occasional interventions  
☐ Training of teachers

☑ Structured programme  
☐ Written programme  
☐ Structured activities

V Special Skills required:
☐ Higher Education  
☑ Experience with interactive training methods

VI Duration of Programme:

☑ several hours  
☐ several days  
☐ several weeks  
☑ several months  
☐ several year  
☐ school year  
☐ Structured cyclic curriculum  
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication  
☐ Visual media  
☐ Lectures  
☑ Simulation/role play  
☑ Structured activities  
☑ Games (with peace skills agenda)  
☑ Co-operative learning

VIII Methods of Evaluation:
☑ Self report  
☐ Structured observation  
☐ Self-reported behaviours  
☑ Analytical essay  
☐ Knowledge Mastery tests  
☐ Official statistics  
☑ Structured interviews

IX Content Areas:
☐ Diagnosing skills  
☑ Skills, values and attitudes  
☑ Human rights  
☑ Citizenship  
☐ Associated areas of peace-building  
☐ Curriculum planning  
☐ Evaluation/needs identification  
☐ Programme design  
☑ Teaching/facilitation of skills-building

X Context:
☑ Normal circumstances  
☑ Entering a post-conflict/reconstruction phase  
☐ Experiencing armed conflict
☐ Inter-group tensions  
☑ Facing possibility of armed conflict  
☐ Participants with a post-conflict trauma
Category: Human Rights

Title: Circle of Rights: Economic, Social and Cultural Rights Activism - A Training Manual

Bibliographical Data:
Author(s):
Date of Publication: 2000 ISBN: 0970770006 URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:
a) Formal Education:  
☐ Early Childhood  ☐ Primary  ☐ Secondary  ☐ Tertiary  ☐ Teacher Training  
b) Non-formal Education:
☐ Extra/co-curricular
☑ Youth Groups
☑ Community Groups

IV Types of Intervention/Programme:
☑ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☑ Structured programme
☐ Discret
☐ Formal ☑ Non-formal
☐ Embedded ☐ Other structure

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☑ several hours  ☑ several year
☐ several days  ☐ school year
☐ several weeks  ☐ Structured cyclic curriculum
☐ several months  ☑ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☑ Structured activities
☐ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☑ Self report
☑ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☑ Diagnosing skills
☑ Skills, values and attitudes
☑ Human rights
☑ Citizenship
☑ Associated areas of peace-building
☐ Curriculum planning
☑ Evaluation/ needs identification
☐ Programme design
☑ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances  ☑ Entering a post-conflict/reconstruction phase  ☐ Experiencing armed conflict
☑ Inter-group tensions  ☑ Facing possibility of armed conflict  ☐ Participants with a post-conflict trauma

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1 144
Category: Human Rights

Title: The Design and Evaluation of Human Rights Education Programs

Bibliographical Data:
Affiliation: Centre for the Study of Human Rights
Author(s): J. Paul Martin

Analytical Data:

I Target Region/Country: global, USA

II Purpose of the Programme:
☐ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:
a) Formal Education: ☑ Secondary ☑ Tertiary ☑ Teacher Training
b) Non-formal Education:
☐ Early Childhood ☐ Extra/co-curricular
☐ Primary ☐ Youth Groups
☑ Secondary ☐ Community Groups
☐ Tertiary

IV Types of Intervention/ Programme:
☑ Advocacy ☑ Structured programme
☐ Teacher internalisation ☐ formal ☐ non-formal
☐ Occasional interventions ☐ embedded
☐ Training of teachers ☑ other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☑ several hours ☐ several day(s)
☐ several days ☑ Structured cyclic curriculum
☐ several weeks ☐ Occasional un/semi-structured curriculum
☐ several months ☐ several year

X Context:
☑ Normal circumstances ☑ Entering a post-conflict/reconstruction phase ☐ Experiencing armed conflict
☐ Inter-group tensions ☐ Facing possibility of armed conflict ☐ Participants with a post-conflict trauma

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☑ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☑ Curriculum planning
☑ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building
Title: Educating for Human Dignity: Learning about Rights and Responsibilities

Bibliographical Data:
Affiliation: Columbia Teachers College, Centre for the Study of Human Rights, Peace Education Programme
Author(s): Betty Reardon
Date of Publication: 1995  ISBN: 0-8122-1524-9  URL: www.tc.edu/peaceed/

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- [ ] Enhancement of positive behaviour
- [ ] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- a) Formal Education:
  - [ ] Early Childhood
  - [ ] Primary
  - [ ] Secondary
  - [ ] Tertiary
  - [ ] Teacher Training
- b) Non-formal Education:
  - [ ] Extra/co-curricular
  - [ ] Youth Groups
  - [ ] Community Groups

IV Types of Intervention/ Programme:
- [ ] Advocacy
- [ ] Structured programme
  - [ ] discrete
  - [ ] formal
  - [ ] non-formal
  - [ ] embedded
  - [ ] other structure
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [ ] Training of teachers

V Special Skills required:
- [ ] Higher Education
- [ ] Experience with interactive training methods

VI Duration of Programme:
- [ ] several hours
- [ ] several days
- [ ] several weeks
- [ ] several months
- [ ] several year
- [ ] school year
- [ ] Structured cyclic curriculum
- [ ] Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- [ ] Written publication
- [ ] Visual media
- [ ] Lectures
- [ ] Simulation/role play
- [ ] Structured activities
- [ ] Games (with peace skills agenda)
- [ ] Co-operative learning

VIII Methods of Evaluation:
- [ ] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [ ] Diagnosing skills
- [ ] Skills, values and attitudes
- [ ] Human rights
- [ ] Citizenship
- [ ] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/ needs identification
- [ ] Programme design
- [ ] Teaching/ facilitation of skills-building

X Context:
- [ ] Normal circumstances
- [ ] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Inter-group tensions
- [ ] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma
Category: Human Rights

Title: Guidelines for Curriculum and Textbook Development in International Education

Bibliographical Data:
Affiliation: International Education
Author(s):
Date of Publication: 1991 ISBN: URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
- [ ] Enhancement of positive behaviour
- [ ] Decrease in negative behaviour
- [x] Other

III Target Groups:
-a) Formal Education:
- [ ] Early Childhood
- [ ] Primary
- [ ] Secondary
- [ ] Tertiary
- [ ] Teacher Training
-b) Non-formal Education:
- [ ] Extra/co-curricular
- [ ] Youth Groups
- [ ] Community Groups

IV Types of Intervention/ Programme:
- [x] Advocacy
- [x] Structured programme
- [ ] Discret
- [ ] Formal
- [ ] Non-formal
- [ ] Embedded
- [ ] Other structure

V Special Skills required:
- [x] Higher Education
- [ ] Experience with interactive training methods

VI Duration of Programme:
- [ ] Several hours
- [ ] Several days
- [ ] Several weeks
- [ ] Several months
- [ ] Several year
- [ ] School year
- [ ] Structured cyclic curriculum
- [ ] Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- [x] Written publication
- [ ] Visual media
- [x] Lectures
- [ ] Simulation/role play
- [ ] Structured activities
- [ ] Games (with peace skills agenda)
- [ ] Co-operative learning

VIII Methods of Evaluation:
- [ ] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [ ] Diagnosing skills
- [ ] Skills, values and attitudes
- [ ] Human rights
- [ ] Citizenship
- [ ] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/ needs identification
- [x] Programme design
- [x] Teaching/ facilitation of skills-building

X Context:
- [x] Normal circumstances
- [ ] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Inter-group tensions
- [ ] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma
Category: Human Rights

Title: A Call to Justice Resource Packet: Providing a Human Rights Framework to Empower the Work of NGO's, Community Workers and Others

Bibliographical Data:
Affiliation: People's Movement for Human Rights Education
Author(s):
Date of Publication: 2004
ISBN:
URL: www.pdhre.org

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- ✓ Enhancement of positive behaviour
- ✓ Decrease in negative behaviour
- Other

III Target Groups:
- a) Formal Education:
  - Early Childhood
  - Primary
  - Secondary
  - Tertiary
  ✓ Teacher Training
- b) Non-formal Education:
  - Extra/co-curricular
  - Community Groups

IV Types of Intervention/ Programme:
- ✓ Advocacy
- ✓ Teacher internalisation
- Occasional interventions
- Training of teachers
- Structured programme
- Other structure

V Special Skills required:
- ✓ Higher Education
- Experience with interactive training methods

VI Duration of Programme:
- ✓ several hours
- ✓ several days
- ✓ several weeks
- ✓ several months

X Context:
- ✓ Normal circumstances
- ✓ Entering a post-conflict/reconstruction phase
- Experiencing armed conflict
- Inter-group tensions
- ✓ Facing possibility of armed conflict
- Participants with a post-conflict trauma

VII Major Didactic Approaches:
- ✓ Written publication
- Visual media
- Lectures
- Simulation/role play
- ✓ Structured activities
- Games (with peace skills agenda)
- ✓ Co-operative learning

VIII Methods of Evaluation:
- ✓ Self report
- Structured observation
- ✓ Self-reported behaviours
- Analytical essay
- Knowledge Mastery tests
- Official statistics
- Structured interviews

IX Content Areas:
- ✓ Diagnosing skills
- Skills, values and attitudes
- Human rights
- Citizenship
- Associated areas of peace-building
- Curriculum planning
- Evaluation/ needs identification
- Programme design
- Teaching/ facilitation of skills-building

UNESCO ED/PEQ/PHR. Analytical Review of Selected Peace Education Materials - Annex 1
Category: Human Rights

Title: Passport to Dignity: Connecting the 12 Areas of Concern of the Beijing Platform for Action (BFFA) to the Human Rights Framework for the Fulfillment of Human Rights of Women of All Ages Worldwide

Bibliographical Data:
Affiliation: People's Movement for Human Rights Education
Author(s):
Date of Publication: 2004  ISBN:  URL: www.pdhre.org

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
✓ Enhancement of positive behaviour
✓ Decrease in negative behaviour
☐ Other

III Target Groups:
a) Formal Education: b) Non-formal Education:
☐ Early Childhood  ☑ Extra/co-curricular
☐ Primary  ☑ Youth Groups
☐ Secondary  ☑ Community Groups
✓ Tertiary
✓ Teacher Training

IV Types of Intervention/ Programme:
☐ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☑ Structured programme

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
✓ several hours  ☑ several year
☐ several days  ☑ school year
☐ several weeks  ☑ Structured cyclic curriculum
✓ several months  ☑ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
✓ Written publication
• Visual media
• Lectures
• Simulation/role play
✓ Structured activities
• Games (with peace skills agenda)
✓ Co-operative learning

VIII Methods of Evaluation:
✓ Self report
✓ Structured observation
✓ Self-reported behaviours
• Analytical essay
• Knowledge Mastery tests
• Official statistics
• Structured interviews

IX Content Areas:
✓ Diagnosing skills
✓ Skills, values and attitudes
✓ Human rights
✓ Citizenship
✓ Associated areas of peace-building
• Curriculum planning
✓ Evaluation/ needs identification
• Programme design
• Teaching/ facilitation of skills-building

X Context:
✓ Normal circumstances  ☑ Entering a post-conflict/reconstruction phase
✓ Inter-group tensions  ☑ Facing possibility of armed conflict
✓ Experiencing armed conflict
✓ Participants with a post-conflict trauma

UNESCO ED/PEQ/PHR  Analytical Review of Selected Peace Education Materials - Annex 1
**Category:** Human Rights

**Title:** All Human Rights - Manual for Human Rights Education

**Bibliographical Data:**
- Affiliation: UNESCO
- Author(s):
- Date of Publication: 1998
- ISBN: 92-3-103512-6
- URL:

**Analytical Data:**

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<td>☑ Teacher Training</td>
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<tr>
<td>☐ Participants with a post-conflict trauma</td>
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Category: Human Rights

Title: Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy

Bibliographical Data:
Affiliation: UNESCO
Author(s):
Date of Publication: 1995
ISBN: -
URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
- [ ] Enhancement of positive behaviour
- [ ] Decrease in negative behaviour
- [ ] Other

III Target Groups:
a) Formal Education:
- [ ] Early Childhood
- [ ] Primary
- [ ] Secondary
- [ ] Tertiary
- [ ] Teacher Training

b) Non-formal Education:
- [ ] Extra/co-curricular
- [ ] Youth Groups
- [ ] Community Groups

IV Types of Intervention/ Programme:
- [ ] Advocacy
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [ ] Training of teachers
- [ ] Structured programme
- [ ] Discrete
- [ ] Formal
- [ ] Non-formal
- [ ] Embedded
- [ ] Other structure

V Special Skills required:
- [ ] Higher Education
- [ ] Experience with interactive training methods

VI Duration of Programme:
- [ ] several hours
- [ ] several days
- [ ] several weeks
- [ ] several months
- [ ] several year
- [ ] school year
- [ ] Structured cyclic curriculum
- [ ] Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- [ ] Written publication
- [ ] Visual media
- [ ] Lectures
- [ ] Simulation/role play
- [ ] Structured activities
- [ ] Games (with peace skills agenda)
- [ ] Co-operative learning

VIII Methods of Evaluation:
- [ ] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [ ] Diagnosing skills
- [ ] Skills, values and attitudes
- [ ] Human rights
- [ ] Citizenship
- [ ] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/ needs identification
- [ ] Programme design
- [ ] Teaching/ facilitation of skills-building

X Context:
- [ ] Normal circumstances
- [ ] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Inter-group tensions
- [ ] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma
Category: Human Rights

Title: Tolerance in Films - Keys to the Language of Motion Pictures in Schools

Bibliographical Data:
Affiliation: UNESCO - Peace Programme
Author(s):
Date of Publication: 1997
ISBN: -
URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
✓ Enhancement of positive behaviour
☐ Decrease in negative behaviour
☐ Other

III Target Groups:
a) Formal Education:
☐ Early Childhood
☐ Primary
☐ Secondary
☐ Tertiary
☐ Teacher Training
b) Non-formal Education:
☐ Extra/co-curricular
✓ Youth Groups
✓ Community Groups

IV Types of Intervention/ Programme:
☐ Advocacy
☐ Teacher internalisation
✓ Occasional interventions
☐ Training of teachers
☐ Structured programme
☐ Discret
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
✓ several hours
☐ several days
☐ several weeks
☐ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

X Context:
✓ Normal circumstances
✓ Inter-group tensions
✓ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma

VII Major Didactic Approaches:
☐ Written publication
✓ Visual media
☐ Lectures
☐ Simulation/role play
✓ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
✓ Skills, values and attitudes
✓ Human rights
✓ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building
Category: Human Rights

Title: Human Rights - Questions and Answers

Bibliographical Data:
Affiliation: UNESCO - Section for Human Right, Democracy and Peace (Education sector)
Author(s): Leah Levin
Date of Publication: 1996
ISBN: URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
☐ Enhancement of positive behaviour
☐ Decrease in negative behaviour
☐ Other

III Target Groups:

a) Formal Education:
☐ Early Childhood
☐ Primary
☐ Secondary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/Programme:

☐ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☐ Structured programme
☐ Discrete
☐ Formal
☐ Non-formal
☐ Embedded
☐ Other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours
☐ several days
☐ several weeks
☐ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☐ Skills, values and attitudes
☐ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/needs identification
☐ Programme design
☐ Teaching/facilitation of skills-building

X Context:
☐ Normal circumstances
☐ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Human Rights

Title: Guia de Educacion en Derechos Humanos

Bibliographical Data:
Affiliation: UNESCO Santo Domingo, Facultad Latino Americana de Ciencia Sociales
Author(s): Monisha Bajaj
Date of Publication: ISBN: URL:

Analytical Data:

I Target Region/Country: Latin America

II Purpose of the Programme:
- [ ] Enhancement of positive behaviour
- [x] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- a) Formal Education:
  - [ ] Early Childhood
  - [ ] Primary
  - [ ] Secondary
  - [ ] Tertiary
  - [x] Teacher Training
- b) Non-formal Education:
  - [ ] Extra/co-curricular
  - [ ] Youth Groups
  - [x] Community Groups

IV Types of Intervention/ Programme:
- [x] Advocacy
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [x] Training of teachers
- [ ] Structured programme
  - [ ] formal
  - [ ] non-formal
  - [ ] embedded
  - [ ] other structure

V Special Skills required:
- [ ] Higher Education
- [x] Experience with interactive training methods

VI Duration of Programme:
- [ ] several hours
- [ ] several days
- [ ] several weeks
- [x] several months
- [ ] several year
- [ ] school year
- [ ] Structured cyclic curriculum
- [ ] Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- [ ] Written publication
- [ ] Visual media
- [ ] Lectures
- [ ] Simulation/role play
- [ ] Structured activities
- [ ] Games (with peace skills agenda)
- [ ] Co-operative learning

VIII Methods of Evaluation:
- [x] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [ ] Diagnosing skills
- [ ] Skills, values and attitudes
- [x] Human rights
- [ ] Citizenship
- [ ] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/ needs identification
- [ ] Programme design
- [ ] Teaching/ facilitation of skills-building

X Context:
- [x] Normal circumstances
- [ ] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Inter-group tensions
- [ ] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma
Category: Human Rights

Title: Culture of Democracy: A Challenge for Schools

Bibliographical Data:
Affiliation: UNESCO, Associated Schools Programme
Author(s): Patrice Meyer-Bisch, ed.
Date of Publication: 1995 ISBN: 92-3-103093-0 URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
- [ ] Enhancement of positive behaviour
- [ ] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- [ ] Formal Education:
  - [ ] Early Childhood
  - [ ] Primary
  - [ ] Secondary
  - [ ] Tertiary
  - [ ] Teacher Training
- [ ] Non-formal Education:
  - [ ] Extra/co-curricular
  - [ ] Youth Groups
  - [ ] Community Groups

IV Types of Intervention/Programme:
- [ ] Advocacy
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [ ] Training of teachers
- [ ] Structured programme
  - [ ] Formal
  - [ ] Non-formal
  - [ ] Embedded
  - [ ] Other structure

V Special Skills required:
- [ ] Higher Education
- [ ] Experience with interactive training methods

VI Duration of Programme:
- [ ] several hours
- [ ] several days
- [ ] several weeks
- [ ] several months
- [ ] several year
- [ ] Structured cyclic curriculum
- [ ] Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- [ ] Written publication
- [ ] Visual media
- [ ] Lectures
- [ ] Simulation/role play
- [ ] Structured activities
- [ ] Games (with peace skills agenda)
- [ ] Co-operative learning

VIII Methods of Evaluation:
- [ ] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [ ] Diagnosing skills
- [ ] Skills, values and attitudes
- [ ] Human rights
- [ ] Citizenship
- [ ] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/needs identification
- [ ] Programme design
- [ ] Teaching/facilitation of skills-building

X Context:
- [ ] Normal circumstances
- [ ] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Inter-group tensions
- [ ] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma
Category: Human Rights

Title: It's Only Right: A Practical Guide to Learning about the Convention on the Rights of the Child

Bibliographical Data:
Affiliation: UNICEF - Education for Development Section
Author(s): Susan Fountain

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour
☐ Other

III Target Groups:

a) Formal Education:  
☐ Early Childhood
☑ Primary
☑ Secondary
☐ Tertiary
☑ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☑ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:

☑ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers

☑ Structured programme

☑ Discrete
☑ Sequential
☐ Other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:

☑ several hours
☐ several days
☐ several weeks
☑ several months

☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:

☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☑ Structured activities
☐ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:

☑ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:

☑ Diagnosing skills
☑ Skills, values and attitudes
☑ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☑ Programme design
☐ Teaching/ facilitation of skills-building

X Context:

☑ Normal circumstances
☑ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☑ Facing possibility of armed conflict
☑ Participants with a post-conflict trauma
### Category: Human Rights

**Title:** ABC Teaching Human Rights - Practical Activities for primary and Secondary Schools

**Bibliographical Data:**
- **Affiliation:** United Nations, New York; Centre for Human Rights, Geneva
- **Author(s):**
- **Date of Publication:** 1989
- **ISBN:** -
- **URL:**

**Analytical Data:**

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<td>☐ several weeks</td>
<td>☐ Structured cyclic curriculum</td>
</tr>
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<td>☐ several months</td>
<td>☐ Occasional un/semi-structured curriculum</td>
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<td>☐ Inter-group tensions</td>
<td>☐ Experiencing armed conflict</td>
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<td>☐ Facing possibility of armed conflict</td>
<td>☐ Participants with a post-conflict trauma</td>
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Category: Human Rights


Bibliographical Data:
Affiliation: University of Minnesota, Human Rights Resource Centre
Author(s): Nancy Flowers
Date of Publication: 2000
ISBN: 0-9675334-3-0
URL: www.hrusa.org; www.umn.edu/humanrts

Analytical Data:

I Target Region/Country: global, USA

II Purpose of the Programme:
- Enhancement of positive behaviour
- Decrease in negative behaviour
- Other

III Target Groups:
- Formal Education:
  - Early Childhood
  - Primary
  - Secondary
  - Tertiary
- Non-formal Education:
  - Extra/co-curricular
  - Community Groups

IV Types of Intervention/Programme:
- Advocacy
- Teacher internalisation
- Occasional interventions
- Training of teachers
- Structured programme

V Special Skills required:
- Higher Education
- Experience with interactive training methods

VI Duration of Programme:
- several hours
- several days
- several weeks
- several months
- several year
- school year
- Structured cyclic curriculum
- Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- Written publication
- Visual media
- Lectures
- Simulation/role play
- Structured activities
- Games (with peace skills agenda)
- Co-operative learning

VIII Methods of Evaluation:
- Self report
- Structured observation
- Self-reported behaviours
- Analytical essay
- Knowledge Mastery tests
- Official statistics
- Structured interviews

IX Content Areas:
- Diagnosing skills
- Skills, values and attitudes
- Human rights
- Citizenship
- Associated areas of peace-building
- Curriculum planning
- Evaluation/needs identification
- Programme design
- Teaching/facilitation of skills-building

X Context:
- Normal circumstances
- Entering a post-conflict/reconstruction phase
- Experiencing armed conflict
- Inter-group tensions
- Facing possibility of armed conflict
- Participants with a post-conflict trauma
Category: Human Rights

Title: Economic and Social Justice: A Human Rights Perspective

Bibliographical Data:
Affiliation: University of Minnesota, Human Rights Resource Centre
Author(s): David Shipman
Date of Publication: ISBN: 0-9675334-0-6 URL: www.hrusa.org; www.umn.edu/humanrts

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- [x] Enhancement of positive behaviour
- [x] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- a) Formal Education:
  - [x] Early Childhood
  - [x] Primary
  - [x] Secondary
  - [x] Tertiary
  - [ ] Teacher Training
- b) Non-formal Education:
  - [x] Extra/co-curricular
  - [x] Youth Groups
  - [x] Community Groups

IV Types of Intervention/Programme:
- [x] Advocacy
- [ ] Structured programme
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [ ] Training of teachers

V Special Skills required:
- [ ] Higher Education
- [x] Experience with interactive training methods

VI Duration of Programme:
- [x] several hours
- [ ] several days
- [x] several weeks
- [ ] several months

VII Major Didactic Approaches:
- [x] Written publication
- [ ] Visual media
- [x] Lectures
- [ ] Simulation/role play
- [x] Structured activities
- [x] Games (with peace skills agenda)
- [x] Co-operative learning

VIII Methods of Evaluation:
- [x] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [ ] Diagnosing skills
- [x] Skills, values and attitudes
- [x] Human rights
- [x] Citizenship
- [x] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/ needs identification
- [ ] Programme design
- [ ] Teaching/ facilitation of skills-building

X Context:
- [x] Normal circumstances
- [x] Entering a post-conflict/reconstruction phase
- [x] Inter-group tensions
- [x] Facing possibility of armed conflict
- [ ] Experiencing armed conflict
- [ ] Participants with a post-conflict trauma
Category: Human Rights

Title: Raising Children with Roots, Rights, and Responsibilities: Celebrating the UN Convention of the Rights of the Child

Bibliographical Data:
Affiliation: University of Minnesota, Human Rights Resource Centre - The Circle for the Child Project
Author(s): Lori Dupont, Joanne Foley, Annette Gagliardi
Date of Publication: 1999
ISBN: 0-9675334-1-3
URL: www.hrusa.org

Analytical Data:

I Target Region/Country: global, USA

II Purpose of the Programme:
- ✓ Enhancement of positive behaviour
- ✓ Decrease in negative behaviour
- □ Other

III Target Groups:
- a) Formal Education: ✓ Early Childhood
- ✓ Primary
- □ Secondary
- □ Tertiary
- □ Teacher Training
- b) Non-formal Education:
- ✓ Extra/co-curricular
- □ Community Groups

IV Types of Intervention/ Programme:
- ✓ Advocacy
- □ Teacher internalisation
- □ Occasional interventions
- □ Training of teachers
- ✓ Structured programme
- □ Discret
- □ formal
- □ non-formal
- □ Embedded
- □ Other structure

V Special Skills required:
- □ Higher Education
- ✓ Experience with interactive training methods

VI Duration of Programme:
- ✓ several hours
- □ several days
- ✓ several weeks
- □ several months
- □ several year
- □ School year
- □ Structured cyclic curriculum
- ✓ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- ✓ Written publication
- □ Visual media
- □ Lectures
- □ Simulation/role play
- ✓ Structured activities
- ✓ Games (with peace skills agenda)
- ✓ Co-operative learning

VIII Methods of Evaluation:
- ✓ Self report
- □ Structured observation
- □ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- □ Structured interviews

IX Content Areas:
- □ Diagnosing skills
- ✓ Skills, values and attitudes
- ✓ Human rights
- ✓ Citizenship
- □ Associated areas of peace-building
- □ Curriculum planning
- □ Evaluation/ needs identification
- □ Programme design
- □ Teaching/ facilitation of skills-building

X Context:
- ✓ Normal circumstances
- ✓ Entering a post-conflict/reconstruction phase
- □ Experiencing armed conflict
- ✓ Inter-group tensions
- ✓ Facing possibility of armed conflict
- □ Participants with a post-conflict trauma
Category: Human Rights

Title: School Effectiveness and Education for Democracy and Non-violence

Bibliographical Data:
Affiliation: University of Natal, Department of Education
Author(s): Chris Harber
Date of Publication: 1997 ISBN: - URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
  - ☑ Enhancement of positive behaviour
  - ☐ Decrease in negative behaviour
  - ☐ Other

III Target Groups:
  a) Formal Education:
     - ☐ Early Childhood
     - ☐ Primary
     - ☐ Secondary
     - ☐ Tertiary
     - ☐ Teacher Training
  b) Non-formal Education:
     - ☐ Extra/co-curricular
     - ☐ Youth Groups
     - ☐ Community Groups

IV Types of Intervention/ Programme:
  - ☑ Advocacy
  - ☑ Teacher internalisation
  - ☐ Occasional interventions
  - ☐ Training of teachers
  - ☑ Structured programme
    - ☑ discreet
    - ☑ formal
    - ☐ non-formal
    - ☐ embedded
    - ☐ other structure

V Special Skills required:
  - ☑ Higher Education
  - ☐ Experience with interactive training methods

VI Duration of Programme:
  - ☑ several hours
  - ☐ several days
  - ☐ several weeks
  - ☐ several months
  - ☑ several year
  - ☐ school year
  - ☐ Structured cyclic curriculum
  - ☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
  - ☐ Written publication
  - ☐ Visual media
  - ☑ Lectures
  - ☐ Simulation/role play
  - ☐ Structured activities
  - ☐ Games (with peace skills agenda)
  - ☐ Co-operative learning

VIII Methods of Evaluation:
  - ☐ Self report
  - ☐ Structured observation
  - ☐ Self-reported behaviours
  - ☐ Analytical essay
  - ☐ Knowledge Mastery tests
  - ☐ Official statistics
  - ☐ Structured interviews

IX Content Areas:
  - ☑ Diagnosing skills
  - ☐ Skills, values and attitudes
  - ☑ Human rights
  - ☑ Citizenship
  - ☐ Associated areas of peace-building
  - ☐ Curriculum planning
  - ☐ Evaluation/ needs identification
  - ☐ Programme design
  - ☑ Teaching/ facilitation of skills-building

X Context:
  - ☑ Normal circumstances
  - ☑ Entering a post-conflict/reconstruction phase
  - ☑ Experiencing armed conflict
  - ☐ Inter-group tensions
  - ☐ Facing possibility of armed conflict
  - ☐ Participants with a post-conflict trauma

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1
Category: Human Rights

Title: Violence Prevention: An Important Element of a Health-Promoting School (WHO information series on school health - document 3)

Bibliographical Data:
Affiliation: World Health Organization, WHO's Global School Health Initiative
Author(s):
Date of Publication: 1999  ISBN: -  URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
- ☑ Enhancement of positive behaviour
- ☐ Decrease in negative behaviour
- ☑ Other

III Target Groups:
- a) Formal Education:
  - ☐ Early Childhood
  - ☐ Primary
  - ☐ Secondary
  - ☐ Tertiary
  - ☑ Teacher Training

- b) Non-formal Education:
  - ☐ Extra/co-curricular
  - ☐ Youth Groups
  - ☑ Community Groups

IV Types of Intervention/ Programme:
- ☑ Advocacy
- ☑ Teacher internalisation
- ☐ Occasional interventions
- ☐ Training of teachers
- ☑ Structured programme
- ☑ Discret
- ☐ Formal
- ☑ Non-formal
- ☐ Embedded
- ☐ Other structure

V Special Skills required:
- ☑ Higher Education
- ☐ Experience with interactive training methods

VI Duration of Programme:
- ☑ several hours
- ☐ several days
- ☐ several weeks
- ☐ several months
- ☐ several year
- ☐ school year
- ☐ Structured cyclic curriculum
- ☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- ☐ Written publication
- ☐ Visual media
- ☑ Lectures
- ☐ Simulation/role play
- ☑ Structured activities
- ☐ Games (with peace skills agenda)
- ☐ Co-operative learning

VIII Methods of Evaluation:
- ☐ Self report
- ☑ Structured observation
- ☐ Self-reported behaviours
- ☐ Analytical essay
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- ☐ Official statistics
- ☐ Structured interviews

IX Content Areas:
- ☐ Diagnosing skills
- ☑ Skills, values and attitudes
- ☑ Human rights
- ☑ Citizenship
- ☐ Associated areas of peace-building
- ☐ Curriculum planning
- ☐ Evaluation/ needs identification
- ☐ Programme design
- ☑ Teaching/ facilitation of skills-building

X Context:
- ☑ Normal circumstances
- ☑ Entering a post-conflict/reconstruction phase
- ☑ Experiencing armed conflict
- ☑ Inter-group tensions
- ☑ Facing possibility of armed conflict
- ☑ Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: Peace Education, 2nd edition

Bibliographical Data:
Affiliation:
Author(s): Ian Harris Mary Lee Morrison

Analytical Data:

I Target Region/Country: USA, industrialized world

II Purpose of the Programme:
✓ Enhancement of positive behaviour
✓ Decrease in negative behaviour □ Other

III Target Groups:
a) Formal Education:
□ Early Childhood
□ Primary
✓ Secondary
✓ Tertiary
✓ Teacher Training
b) Non-formal Education:
□ Extra/co-curricular
□ Youth Groups
□ Community Groups

IV Types of Intervention/ Programme:
✓ Advocacy
✓ Teacher internalisation
□ Occasional interventions
✓ Training of teachers
✓ Structured programme
✓ Structured cyclic curriculum

V Special Skills required:
□ Higher Education
✓ Experience with interactive training methods

VI Duration of Programme:
✓ several hours □ several year
✓ several days □ school year
✓ several weeks □ Structured cyclic curriculum
□ several months □ Occasional un/semi-structured curriculum

X Context:
✓ Normal circumstances □ Entering a post-conflict/reconstruction phase
✓ Inter-group tensions □ Facing possibility of armed conflict
□ Experiencing armed conflict
□ Participants with a post-conflict trauma

✓ Written publication
□ Visual media
□ Lectures
□ Simulation/role play
✓ Structured activities
□ Games (with peace skills agenda)
✓ Co-operative learning

VII Major Didactic Approaches:

VIII Methods of Evaluation:
✓ Self report
□ Structured observation
✓ Self-reported behaviours
□ Analytical essay
□ Knowledge Mastery tests
□ Official statistics
□ Structured interviews

IX Content Areas:
□ Diagnosing skills
✓ Skills, values and attitudes
□ Human rights
✓ Citizenship
✓ Associated areas of peace-building
□ Curriculum planning
□ Evaluation/ needs identification
□ Programme design
□ Teaching/ facilitation of skills-building

Category: Peace Pedagogy

Title: I'd Rather Teach Peace

Bibliographical Data:

Affiliation: 
Author(s): Coleman McCarthy 
Date of Publication: 2002  ISBN: 1-57075-430-6  URL: 

Analytical Data:

I Target Region/Country: USA, industrialized world

II Purpose of the Programme:

☑ Enhancement of positive behaviour  ☐ Decrease in negative behaviour  ☐ Other

III Target Groups:

a) Formal Education:  
☐ Early Childhood  ☐ Primary  ☑ Secondary  ☑ Tertiary  ☐ Teacher Training

b) Non-formal Education:  
☐ Extra/co-curricular  ☑ Youth Groups  ☑ Community Groups

IV Types of Intervention/ Programme:

☑ Advocacy  ☑ Structured programme
☐ Teacher internalisation  ☑ Structured formal  ☑ non-formal
☐ Occasional interventions  ☐ embedded  ☐ other structures
☐ Training of teachers

V Special Skills required:

☐ Higher Education  ☐ Experience with interactive training methods

VI Duration of Programme:

☐ several hours  ☑ several days  ☑ several weeks  ☐ several months  ☑ several year  ☐ school year

☑ Structured cyclic curriculum  ☐ Occasional un/semi- structured curriculum

VII Major Didactic Approaches:

☑ Written publication  ☐ Visual media  ☐ Lectures
☐ Simulation/role play  ☐ Structured activities  ☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:

☐ Self report  ☐ Structured observation  ☐ Self-reported behaviours
☐ Analytical essay  ☐ Knowledge Mastery tests  ☐ Official statistics
☐ Structured interviews

IX Content Areas:

☑ Diagnosing skills  ☑ Skills, values and attitudes
☐ Human rights  ☑ Citizenship
☐ Associated areas of peace-building  ☐ Curriculum planning
☑ Evaluation/ needs identification  ☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:

☑ Normal circumstances  ☑ Entering a post-conflict/reconstruction phase  ☐ Experiencing armed conflict
☑ Inter-group tensions  ☑ Facing possibility of armed conflict  ☐ Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: The Kid's Guide to Social Action

Bibliographical Data:
Affiliation: 
Author(s): Barbara A. Lewis 
Date of Publication: 1998 ISBN: 1-57542-038-4 URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
- [ ] Enhancement of positive behaviour
- [ ] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- a) Formal Education:
  - [ ] Early Childhood
  - [x] Primary
  - [ ] Secondary
  - [ ] Tertiary
  - [ ] Teacher Training
- b) Non-formal Education:
  - [ ] Extra/co-curricular
  - [ ] Youth Groups
  - [ ] Community Groups

IV Types of Intervention/ Programme:
- [ ] Advocacy
- [x] Structured programme
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [ ] Training of teachers
- [ ] formal
- [ ] non-formal
- [ ] embed
den
- [ ] other

V Special Skills required:
- [ ] Higher Education
- [x] Experience with interactive training methods

VI Duration of Programme:
- [ ] several hours
- [ ] several days
- [ ] several weeks
- [x] several months
- [ ] several year
- [ ] school year
- [ ] Structured cyclic curriculum
- [ ] Occasional un/semi-structured curriculum

X Context:
- [x] Normal circumstances
- [ ] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Inter-group tensions
- [ ] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma
- [ ] Visual media
- [ ] Lectures
- [ ] Simulation/role play
- [x] Structured activities
- [ ] Games (with peace skills agenda)
- [x] Co-operative learning

VII Major Didactic Approaches:
- [x] Written publication
- [ ] Visual media
- [ ] Lectures
- [ ] Simulation/role play
- [x] Structured activities
- [ ] Games (with peace skills agenda)
- [x] Co-operative learning

VIII Methods of Evaluation:
- [x] Self report
- [x] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [x] Structured interviews

IX Content Areas:
- [x] Diagnosing skills
- [x] Skills, values and attitudes
- [ ] Human rights
- [x] Citizenship
- [ ] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/ needs identification
- [ ] Programme design
- [ ] Teaching/ facilitation of skills-building
Category: Peace Pedagogy

Title: Fighting to Learn

Bibliographical Data:
Affiliation:  
Author(s): John Hammond  
Date of Publication: 1998  
ISBN: 0-8135-2526-8  
URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- [x] Enhancement of positive behaviour
- [x] Decrease in negative behaviour  
- [ ] Other

III Target Groups:
- [ ] Early Childhood
- [ ] Primary
- [ ] Secondary
- [ ] Tertiary
- [x] Teacher Training

a) Formal Education:  
- [ ] Early Childhood
- [ ] Primary
- [ ] Secondary
- [ ] Tertiary

b) Non-formal Education:
- [ ] Extra/co-curricular
- [x] Youth Groups
- [x] Community Groups

IV Types of Intervention/Programme:
- [x] Advocacy
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [ ] Training of teachers
- [x] Structured programme

V Major Didactic Approaches:
- [x] Written publication
- [ ] Visual media
- [ ] Lectures
- [ ] Simulation/role play
- [ ] Structured activities
- [ ] Games (with peace skills agenda)
- [ ] Co-operative learning

VII Methods of Evaluation:
- [ ] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

VIII Content Areas:
- [x] Skills, values and attitudes
- [ ] Human rights
- [x] Citizenship
- [ ] Associated areas of peace-building
- [ ] Curriculum planning
- [x] Evaluation/needs identification
- [ ] Programme design
- [ ] Teaching/facilitation of skills-building

IX Context:
- [x] Normal circumstances
- [x] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Inter-group tensions
- [ ] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: The Paulo Freire Reader

Bibliographical Data:
Affiliation: Ana Maria Araujo Freire Donaldo Macedo
Date of Publication: 1988 ISBN: 0-8264-1088-x URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:
  a) Formal Education: ☐ Early Childhood ☐ Extra/co-curricular
     ☐ Primary ☐ Youth Groups
     ☑ Secondary ☐ Community Groups
     ☐ Tertiary
     ☑ Teacher Training
  b) Non-formal Education:

IV Types of Intervention/ Programme:
☑ Advocacy ☑ Structured programme
☑ Teacher internalisation ☐ Activity-related
☑ Occasional interventions ☐ Other activity-related
☑ Training of teachers

V Special Skills required:
☐ Higher Education ☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours ☐ several year
☐ several days ☐ school year
☑ several weeks ☐ Structured cyclic curriculum
☐ several months ☑ Occasional un/semi-structured curriculum

X Context:
☑ Normal circumstances ☑ Entering a post-conflict/reconstruction phase ☐ Experiencing armed conflict
☑ Inter-group tensions ☑ Facing possibility of armed conflict ☐ Participants with a post-conflict trauma

☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☑ Games (with peace skills agenda)
☑ Co-operative learning

☑ Self report
☐ Structured observation
☐ Self-reported behaviours
☑ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

☑ Diagnosing skills
☑ Skills, values and attitudes
☑ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☑ Teaching/ facilitation of skills-building

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Category: Peace Pedagogy

Title: Freire for the Classroom

Bibliographical Data:
Affiliation: 
Author(s): Ira Shor, ed.
Date of Publication: 1987  ISBN: 0-86709-197-5  URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☒ Enhancement of positive behaviour
☐ Decrease in negative behaviour  ☐ Other

III Target Groups:

a) Formal Education:  b) Non-formal Education:
☐ Early Childhood  ☐ Extra/co-curricular
☐ Primary  ☐ Youth Groups
☐ Secondary  ☐ Community Groups
☒ Tertiary
☒ Teacher Training

IV Types of Intervention/ Programme:
☐ Advocacy  ☒ Structured programme
☒ Teacher internalisation  ☒ Formal
☒ Occasional interventions  ☐ non-formal
☐ Training of teachers  ☐ Embedded
☐ other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours  ☐ several year
☐ several days  ☐ school year
☒ several weeks  ☒ Structured cyclic curriculum
☐ several months  ☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☒ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☒ Structured activities
☐ Games (with peace skills agenda)
☒ Co-operative learning

VIII Methods of Evaluation:
☒ Self report
☐ Structured observation
☒ Self-reported behaviours
☐ Analytical essay
☒ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☒ Diagnosing skills
☒ Skills, values and attitudes
☐ Human rights
☒ Citizenship
☒ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☒ Teaching/ facilitation of skills-building

X Context:
☒ Normal circumstances  ☒ Entering a post-conflict/reconstruction phase
☒ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Experiencing armed conflict
☐ Participants with a post-conflict trauma
Title: En Clau de Pau - un programa pedagògic per al nou millenni (The Key for Peace - a Pedagogical Programme for the new Millenium)

Bibliographical Data:
Affiliation: Centre d'Estudis de L'Esplai
Author(s):
Date of Publication: 1999  ISBN: -  URL:

Analytical Data:

I Target Region/Country: Spain/Catalan Country

II Purpose of the Programme:
☐ Enhancement of positive behaviour
☐ Decrease in negative behaviour  ☐ Other

III Target Groups:
   a) Formal Education:  b) Non-formal Education:
☐ Early Childhood  ☑ Extra/co-curricular
☐ Primary  ☑ Youth Groups
☐ Secondary  ☐ Community Groups
☐ Tertiary
☐ Teacher Training

IV Types of Intervention/ Programme:
☐ Advocacy  ☑ Structured programme
☐ Teacher internalisation  ☐ formal  ☑ non-formal
☐ Occasional interventions  ☐ embedded
☐ Training of teachers  ☐ other structure

V Special Skills required:
☑ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☐ several hours  ☐ several year
☐ several days  ☑ school year
☐ several weeks  ☑ Structured cyclic curriculum
☐ several months  ☑ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☐ Lectures
☑ Simulation/role play
☐ Structured activities
☑ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☑ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☑ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances  ☐ Entering a post-conflict/reconstruction phase
☑ Inter-group tensions  ☐ Facing possibility of armed conflict
☐ Experiencing armed conflict  ☐ Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: Education for a Culture of Peace in a Gender Perspective

Bibliographical Data:
Affiliation: Columbia University Teachers College - Peace Education Program
Author(s): Betty Reardon
Date of Publication: 2001 ISBN: 92-3-103811-7 URL: www.tc.edu/peaceed/

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour
☐ Other

III Target Groups:
a) Formal Education: b) Non-formal Education:
☐ Early Childhood ☐ Extra/co-curricular
☐ Primary ☐ Youth Groups
☑ Secondary ☐ Community Groups
☐ Tertiary
☑ Teacher Training

IV Types of Intervention/Programme:
☑ Advocacy
☑ Teacher internalisation
☑ Occasional interventions
☑ Training of teachers
☑ Structured programme
☐ formal
☑ non-formal
☑ embedded
☐ other structure

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☑ several hours ☐ several year
☐ several days ☐ school year
☑ several weeks ☐ Structured cyclic curriculum
☐ several months ☐ Occasional un/semi-structured curriculum

IX Content Areas:
☐ Diagnosing skills
☐ Skills, values and attitudes
☑ Human rights
☑ Citizenship
☑ Associated areas of peace-building
☑ Curriculum planning
☑ Evaluation/needs identification
☑ Programme design
☐ Teaching/facilitation of skills-building

X Context:
☑ Normal circumstances ☑ Entering a post-conflict/reconstruction phase
☑ Inter-group tensions ☑ Facing possibility of armed conflict
☐ Experiencing armed conflict
☑ Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: Educating for a Change

Bibliographical Data:
Affiliation: Doris Marshall Institute for Education and Action
Author(s):
Date of Publication: 1995 ISBN: 0-921284-48-9 URL:

Analytical Data:

I Target Region/Country: Canada, USA, global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:

a) Formal Education:
☐ Early Childhood
☐ Primary
☑ Secondary
☑ Tertiary
☑ Teacher Training

b) Non-formal Education:
 ☐ Extra/co-curricular
☑ Youth Groups
☑ Community Groups

IV Types of Intervention/Programme:

☑ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers

☑ Structured programme
discrete
formal non-formal
embedded other structure

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:

☐ several hours
☐ several days
☑ several weeks
☐ several months

☐ several year
☐ school year
☑ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☑ Simulation/role play
☑ Structured activties
☐ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:

☑ Self report
☐ Structured observation
☐ Self-reported behaviours
☑ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:

☑ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☑ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☑ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances ☑ Entering a post-conflict/reconstruction phase ☐ Experiencing armed conflict
☑ Inter-group tensions ☐ Facing possibility of armed conflict ☐ Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: The Power of the Media - A Handbook for Peacebuilders

Bibliographical Data:
Affiliation: European Centre for Conflict Prevention, Europen Centre for Common Ground, IMPACS
Author(s): Ross Howard Francis Rolt Hans van de Veen
Date of Publication: 2003 ISBN: 90-77145-02-8 URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
- Enhancement of positive behaviour
- Decrease in negative behaviour
- Other

III Target Groups:
- a) Formal Education: Early Childhood Primary Secondary Tertiary Teacher Training
- b) Non-formal Education: Extra/co-curricular Youth Groups Community Groups

IV Types of Intervention/Programme:
- Advocacy
- Teacher internalisation
- Occasional interventions
- Training of teachers
- Structured programme
  - Discrete
  - Embedded
  - Other structure

V Special Skills required:
- Higher Education
- Experience with interactive training methods

VI Duration of Programme:
- several hours
- several days
- several weeks
- several months
- several year
- school year
- Structured cyclic curriculum
- Occasional un/semi-structured curriculum

X Context:
- Normal circumstances
- Entering a post-conflict/reconstruction phase
- Experiencing armed conflict
- Inter-group tensions
- Facing possibility of armed conflict
- Participants with a post-conflict trauma

VII Major Didactic Approaches:
- Written publication
- Visual media
- Lectures
- Simulation/role play
- Structured activities
- Games (with peace skills agenda)
- Co-operative learning

VIII Methods of Evaluation:
- Self report
- Structured observation
- Self-reported behaviours
- Analytical essay
- Knowledge Mastery tests
- Official statistics
- Structured interviews

IX Content Areas:
- Diagnosing skills
- Skills, values and attitudes
- Human rights
- Citizenship
- Associated areas of peace-building
- Curriculum planning
- Evaluation/needs identification
- Programme design
- Teaching/facilitation of skills-building
Category: Peace Pedagogy

Title: Living Values: An Educational Program - LVEP Educator Training Guide

Bibliographical Data:
Affiliation: Health Communications, Inc.
Author(s): Diana Tillman Pillar Quera Colomina
Date of Publication: 2000 ISBN: 1-58874-679 URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- □ Enhancement of positive behaviour
- □ Decrease in negative behaviour
- □ Other

III Target Groups:
- a) Formal Education: □ Early Childhood
  □ Primary
  □ Secondary
  □ Tertiary
  □ Teacher Training
- b) Non-formal Education: □ Extra/co-curricular
  □ Youth Groups
  □ Community Groups

IV Types of Intervention/Programme:
- □ Advocacy
- □ Teacher internalisation
- □ Occasional interventions
- □ Training of teachers
- □ Structured programme
  - □ Discrete
  - □ Formal
  - □ Non-formal
  - □ Embedded
  - □ Other

V Special Skills required:
- □ Higher Education
- □ Experience with interactive training methods

VI Duration of Programme:
- □ Several hours
- □ Several days
- □ Several weeks
- □ Several months
- □ Several year
- □ School year
- □ Structured cyclic curriculum
- □ Occasional uns/semi-structured curriculum

VII Major Didactic Approaches:
- □ Written publication
- □ Visual media
- □ Lectures
- □ Simulation/role play
- □ Structured activities
- □ Games (with peace skills agenda)
- □ Co-operative learning

VIII Methods of Evaluation:
- □ Self report
- □ Structured observation
- □ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- □ Structured interviews

IX Content Areas:
- □ Diagnosing skills
- □ Skills, values and attitudes
- □ Human rights
- □ Citizenship
- □ Associated areas of peace-building
- □ Curriculum planning
- □ Evaluation/needs identification
- □ Programme design
- □ Teaching/facilitation of skills-building

X Context:
- □ Normal circumstances
- □ Entering a post-conflict/reconstruction phase
- □ Experiencing armed conflict
- □ Inter-group tensions
- □ Facing possibility of armed conflict
- □ Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: Living Values: An Educational Program - Activities for Young Adults

Bibliographical Data:
Affiliation: Health Communications, Inc.
Author(s): Diana Tillman
Date of Publication: 2000
URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- [ ] Enhancement of positive behaviour
- [ ] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- [ ] Early Childhood
- [ ] Primary
- [ ] Secondary
- [ ] Tertiary
- [ ] Teacher Training
- [x] Youth Groups
- [ ] Community Groups

IV Types of Intervention/ Programme:
- [ ] Advocacy
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [ ] Training of teachers
- [ ] Structured programme
- [ ] Discret
- [ ] Formal
- [ ] Non-formal
- [ ] Embedded
- [ ] Other structure

V Special Skills required:
- [ ] Higher Education
- [ ] Experience with interactive training methods

VI Duration of Programme:
- [ ] several hours
- [ ] several days
- [x] several weeks
- [ ] several months
- [ ] several year
- [ ] School year
- [ ] Structured cyclic curriculum
- [ ] Occasional un/semi-structured curriculum

X Context:
- [x] Normal circumstances
- [ ] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Inter-group tensions
- [ ] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma

 VII Major Didactic Approaches:
- [ ] Written publication
- [ ] Visual media
- [ ] Lectures
- [ ] Simulation/role play
- [x] Structured activities
- [ ] Games (with peace skills agenda)
- [ ] Co-operative learning

VIII Methods of Evaluation:
- [ ] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [ ] Diagnosing skills
- [x] Skills, values and attitudes
- [x] Human rights
- [x] Citizenship
- [x] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/ needs identification
- [ ] Programme design
- [ ] Teaching/ facilitation of skills-building
Title: Living Values: An Educational Program - Activities for Children Ages 8-14

Bibliographical Data:
Affiliation: Health Communications, Inc.
Author(s): Diana Tillman, Diana Hsu
Date of Publication: 2000

Analytical Data:

I Target Region/Country: Global

II Purpose of the Programme:
- [ ] Enhancement of positive behaviour
- [ ] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- [ ] Formal Education:
  - [ ] Early Childhood
  - [ ] Primary
  - [ ] Secondary
  - [ ] Tertiary
  - [ ] Teacher Training
  - [ ] Extra/co-curricular
  - [ ] Youth Groups
  - [ ] Community Groups

IV Types of Intervention/Programme:
- [ ] Advocacy
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [ ] Training of teachers
- [ ] Structured programme
- [ ] Decentralised
- [ ] Embedded
- [ ] Other

V Special Skills required:
- [ ] Higher Education
- [ ] Experience with interactive training methods

VI Duration of Programme:
- [ ] several hours
- [ ] several days
- [ ] several weeks
- [ ] several months
- [ ] several year
- [ ] school year
- [ ] Structured cyclic curriculum
- [ ] Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- [ ] Written publication
- [ ] Visual media
- [ ] Lectures
- [ ] Simulation/role play
- [ ] Structured activities
- [ ] Games (with peace skills agenda)
- [ ] Co-operative learning

VIII Methods of Evaluation:
- [ ] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [ ] Diagnosing skills
- [ ] Skills, values and attitudes
- [ ] Human rights
- [ ] Citizenship
- [ ] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/needs identification
- [ ] Programme design
- [ ] Teaching/facilitation of skills-building

X Context:
- [ ] Normal circumstances
- [ ] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Inter-group tensions
- [ ] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: Living Values: An Educational Program - Activities for Children Ages 3-7

Bibliographical Data:
Affiliation: Health Communications, Inc.
Author(s): Diana Tillman Diana Hsu
Date of Publication: 2000 ISBN: 1-55874-879-2 URL:

Analytical Data:

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☐ Decrease in negative behaviour
☐ Other

III Target Groups:
a) Formal Education: ☑ Primary
☐ Secondary
☐ Tertiary
☐ Teacher Training
b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☑ Structured programme
☐ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours
☐ several days
☑ several weeks
☐ several months
☐ several year
☑ school year

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☐ Lectures
☑ Simulation/role play
☐ Structured activities
☑ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☑ Skills, values and attitudes
☑ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances
☐ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: Living Values: An Educational Program - Parent Groups: A Facilitator’s Guide

Bibliographical Data:
Affiliation: Health Communications, Inc.
Author(s): Diana Tillman
Date of Publication: 2000

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- [ ] Enhancement of positive behaviour
- [ ] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- [ ] a) Formal Education: Early Childhood
- [ ] Primary
- [ ] Secondary
- [ ] Tertiary
- [ ] Teacher Training
- [ ] b) Non-formal Education: Extra-curricular
- [ ] Youth Groups
- [ ] Community Groups

IV Types of Intervention/Programme:
- [ ] Advocacy
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [ ] Training of teachers
- [ ] Structured programme
- [ ] Discrete
- [ ] Formal
- [ ] Non-formal
- [ ] Embedded
- [ ] Other

V Special Skills required:
- [ ] Higher Education
- [ ] Experience with interactive training methods

VI Duration of Programme:
- [ ] several hours
- [ ] several days
- [ ] several weeks
- [ ] several months
- [ ] several year
- [ ] School year
- [ ] Structured cyclic curriculum
- [ ] Occasional unstructured curriculum

X Context:
- [ ] Normal circumstances
- [ ] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Inter-group tensions
- [ ] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma

VII Major Didactic Approaches:
- [ ] Written publication
- [ ] Visual media
- [ ] Lectures
- [ ] Simulation/role play
- [ ] Structured activities
- [ ] Games (with peace skills agenda)
- [ ] Co-operative learning

VIII Methods of Evaluation:
- [ ] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [ ] Diagnosing skills
- [ ] Skills, values and attitudes
- [ ] Human rights
- [ ] Citizenship
- [ ] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/needs identification
- [ ] Programme design
- [ ] Teaching/facilitation of skills-building
Title: The Inter-Agency Network for Education in Emergencies - Technical Kit
No. 3 Peace Education Programme: Peacemaker - The Peace Education
Newsletter issue No 2: Encounter with a Young Specialist of Peace

Bibliographical Data:
Affiliation: INEE, UNHCR Office, Nairobi, Kenya - Peace Education Programme
Author(s):
Date of Publication: 2001 ISBN: - URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
- [ ] Enhancement of positive behaviour
- [ ] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- [ ] Formal Education:
  - Early Childhood
  - Primary
  - Secondary
  - Tertiary
  - Teacher Training
- [ ] Non-formal Education:
  - Extra/co-curricular
  - Youth Groups
  - Community Groups

IV Types of Intervention/ Programme:
- [ ] Advocacy
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [ ] Training of teachers
- [ ] Structured programme
  - [ ] Discrete
  - [ ] Formal
  - [ ] Non-formal
  - [ ] Expected
  - [ ] Other

V Special Skills required:
- [ ] Higher Education
- [ ] Experience with interactive training methods

VI Duration of Programme:
- [ ] several hours
- [ ] several days
- [ ] several weeks
- [ ] several months
- [ ] several year
- [ ] school year
- [ ] Structured cyclic curriculum
- [ ] Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- [ ] Written publication
- [ ] Visual media
- [ ] Lectures
- [ ] Simulation/role play
- [ ] Structured activities
- [ ] Games (with peace skills agenda)
- [ ] Co-operative learning

VIII Methods of Evaluation:
- [ ] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [ ] Diagnosing skills
- [ ] Skills, values and attitudes
- [ ] Human rights
- [ ] Citizenship
- [ ] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/ needs identification
- [ ] Programme design
- [ ] Teaching/ facilitation of skills-building

X Context:
- [ ] Normal circumstances
- [ ] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Inter-group tensions
- [ ] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: The Inter-Agency Network for Education in Emergencies - Technical Kit No. 3 Peace Education Programme: Youth Manual

Bibliographical Data:
Affiliation: INEE, UNHCR Office, Nairobi, Kenya - Peace Education Programme
Author(s):
Date of Publication: 2001 ISBN: - URL:

Analytical Data:

I Target Region/Country: Africa

II Purpose of the Programme:
☐ Enhancement of positive behaviour
☒ Decrease in negative behaviour
☐ Other

III Target Groups:
a) Formal Education:
☐ Early Childhood
☐ Primary
☐ Secondary
☐ Tertiary
☐ Teacher Training
b) Non-formal Education:
☐ Extra/co-curricular
☐ Community Groups

IV Types of Intervention/ Programme:
☐ Advocacy
☒ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☐ Structured programme

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours
☐ several days
☐ several weeks
☐ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☒ Lectures
☐ Simulation/role play
☒ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☒ Skills, values and attitudes
☒ Human rights
☐ Citizenship
☒ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/needs identification
☐ Programme design
☒ Teaching/ facilitation of skills-building

X Context:
☒ Normal circumstances
☒ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: The Inter-Agency Network for Education in Emergencies - Technical Kit No. 3 Peace Education Programme: Booklets for a Culture of Peace Extract from a Mini-library of Peace Education Materials

Bibliographical Data:
Affiliation: INEE, UNHCR Office, Nairobi, Kenya - Peace Education Programme
Author(s):
Date of Publication: 2000 ISBN: - URL:

Analytical Data:

I Target Region/Country: Africa

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☐ Decrease in negative behaviour
☐ Other

III Target Groups:

a) Formal Education:
☐ Early Childhood
☐ Primary
☐ Secondary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
☑ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/Programme:
☐ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☐ Structured programme
☐ Formative
☐ Non-formative
☐ Embedded
☐ Other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☑ several hours
☐ several days
☐ several weeks
☐ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional uni/semi-structured curriculum

X Context:
☑ Normal circumstances
☐ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☑ Inter-group tensions
☑ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☑ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☐ Skills, values and attitudes
☐ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/needs identification
☐ Programme design
☐ Teaching/facilitation of skills-building
Category: Peace Pedagogy

Title: The Inter-Agency Network for Education in Emergencies - Technical Kit No. 3 Peace Education Programme: Facilitator Resource Notes

Bibliographical Data:
Affiliation: INEE, UNHCR Office, Nairobi, Kenya - Peace Education Programme
Author(s):
Date of Publication: ISBN: - URL:

Analytical Data:

I Target Region/Country: Africa

II Purpose of the Programme:
☑ Enhancement of positive behaviour
□ Decrease in negative behaviour
□ Other

III Target Groups:
a) Formal Education:
□ Early Childhood
□ Primary
□ Secondary
□ Tertiary
□ Teacher Training
b) Non-formal Education:
□ Extra/co-curricular
□ Youth Groups
☑ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy
☑ Teacher internalisation
□ Occasional interventions
□ Training of teachers
□ Structured programme
□ Discret
□ Formal
☑ Non-formal
□ Embedded
□ Other structure

V Special Skills required:
□ Higher Education
□ Experience with interactive training methods

VI Duration of Programme:
□ Several hours
□ Several days
□ Several weeks
□ Several months
□ Several year
□ School year
□ Structured cyclic curriculum
□ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☑ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
□ Human rights
□ Citizenship
□ Associated areas of peace-building
□ Curriculum planning
□ Evaluation/ needs identification
□ Programme design
☑ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances
☑ Entering a post-conflict/reconstruction phase
□ Experiencing armed conflict
□ Inter-group tensions
□ Facing possibility of armed conflict
□ Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: The Inter-Agency Network for Education in Emergencies - Technical Kit No. 3 Peace Education Programme: Teacher Training Manual

Bibliographical Data:
Affiliation: INEE, UNHCR Office, Nairobi, Kenya - Peace Education Programme
Author(s):
Date of Publication: ISBN: - URL:

Analytical Data:

I Target Region/Country: Africa

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☐ Decrease in negative behaviour
☐ Other

III Target Groups:
a) Formal Education:
☐ Early Childhood
☐ Primary
☐ Secondary
☐ Tertiary
☑ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☐ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☑ Training of teachers
☑ Structured programme
☐ discrete
☐ formal
☐ non-formal
☐ embedded
☐ other structure

V Special Skills required:
☑ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours
☑ several days
☐ several weeks
☐ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

X Context:
☑ Normal circumstances
☑ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ inter-group tensions
☐ Facing possibility of armed conflict
☑ Participants with a post-conflict trauma

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☑ Structured activities
☑ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☑ Self report
☑ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☐ Skills, values and attitudes
☐ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☑ Teaching/ facilitation of skills-building

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1
Category: Peace Pedagogy

Title: The Inter-Agency Network for Education in Emergencies - Technical Kit No. 3 Peace Education Programme: Teacher Resource Notes

Bibliographical Data:
Affiliation: INEE, UNHCR Office, Nairobi, Kenya - Peace Education Programme
Author(s):
Date of Publication: ISBN: - URL:

Analytical Data:

I Target Region/Country: Africa

II Purpose of the Programme:
☑️ Enhancement of positive behaviour
☐ Decrease in negative behaviour
☐ Other

III Target Groups:
   
a) Formal Education: 
☐ Early Childhood
☐ Primary
☐ Secondary
☐ Tertiary
☑️ Teacher Training

   
b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☐ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☑️ Training of teachers

☐ Structured programme
☐ discreet
☐ formal ☐ non-formal
☐ embedded
☐ other structure

V Special Skills required:
☐ Higher Education
☑️ Experience with interactive training methods

VI Duration of Programme:
☐ several hours
☐ several days
☐ several weeks
☐ several months

☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☑️ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☑️ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑️ Skills, values and attitudes
☐ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☑️ Teaching/ facilitation of skills-building

X Context:
☑️ Normal circumstances
☑️ Entering a post-conflict/reconstruction phase
☑️ Experiencing armed conflict
☐ Inter-group tensions
☑️ Facing possibility of armed conflict
☑️ Participants with a post-conflict trauma
Title: The Inter-Agency Network for Education in Emergencies - Technical Kit No. 3 Peace Education Programme: Teacher Activity Book

Bibliographical Data:
Affiliation: INEE, UNHCR Office, Nairobi, Kenya - Peace Education Programme
Author(s):
Date of Publication: ISBN: URL:

Analytical Data:
I Target Region/Country: Africa

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☐ Decrease in negative behaviour
☐ Other

III Target Groups:
a) Formal Education: 
☐ Early Childhood
☑ Primary
☑ Secondary
☐ Tertiary
☐ Teacher Training
b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☐ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☑ Structured programme
☐ Discrete
☐ Formal
☐ Non-formal
☐ Unstructured
☐ Other

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☐ several hours
☐ several days
☐ several weeks
☐ several months
☑ several years
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

X Context:
☑ Normal circumstances
☐ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☐ Lectures
☑ Simulation/role play
☑ Structured activities
☐ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☐ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☑ Teaching/ facilitation of skills-building
Category: Peace Pedagogy

Title:
The Inter-Agency Network for Education in Emergencies - Technical Kit
No. 3 Peace Education Programme: Story Book

Bibliographical Data:
Affiliation: INEE, UNHCR Office, Nairobi, Kenya - Peace Education Programme
Author(s):
Date of Publication: ISBN: URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
- [ ] Enhancement of positive behaviour
- [ ] Decrease in negative behaviour
- [ ] Other

III Target Groups:

a) Formal Education:
- [ ] Early Childhood
- [ ] Primary
- [ ] Secondary
- [ ] Tertiary
- [ ] Teacher Training

b) Non-formal Education:
- [ ] Extra/co-curricular
- [ ] Youth Groups
- [ ] Community Groups

IV Types of Intervention/ Programme:

- [ ] Advocacy
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [ ] Training of teachers
- [ ] Structured programme
- [ ] Evaluation
- [ ] Other structure

V Special Skills required:
- [ ] Higher Education
- [ ] Experience with interactive training methods

VI Duration of Programme:
- [ ] several hours
- [ ] several days
- [ ] several weeks
- [ ] several months
- [ ] several year
- [ ] school year
- [ ] Structured cyclic curriculum
- [ ] Occasional un/semi-structured curriculum

X Context:
- [ ] Normal circumstances
- [ ] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Inter-group tensions
- [ ] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma

VII Major Didactic Approaches:
- [ ] Written publication
- [ ] Visual media
- [ ] Lectures
- [ ] Simulation/role play
- [ ] Structured activites
- [ ] Games (with peace skills agenda)
- [ ] Co-operative learning

VIII Methods of Evaluation:
- [ ] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [ ] Diagnosing skills
- [ ] Skills, values and attitudes
- [ ] Human rights
- [ ] Citizenship
- [ ] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/ needs identification
- [ ] Programme design
- [ ] Teaching/ facilitation of skills-building
Category: Peace Pedagogy

Title: The Inter-Agency Network for Education in Emergencies - Technical Kit
No. 3 Peace Education Programme: Facilitator Training Manual

Bibliographical Data:
Affiliation: INEE, UNHCR Office, Nairobi, Kenya - Peace Education Programme
Author(s):
Date of Publication:
ISBN: -
URL:

Analytical Data:

I Target Region/Country: Africa

II Purpose of the Programme:
☐ Enhancement of positive behaviour
☐ Decrease in negative behaviour
☐ Other

III Target Groups:
a) Formal Education:  
☐ Early Childhood
☐ Primary
☐ Secondary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☐ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☐ Structured programme

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours
☐ several days
☐ several weeks (✓)
☐ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agendas)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☐ Skills, values and attitudes
☐ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☐ Normal circumstances (✓)
☐ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: The Inter-Agency Network for Education in Emergencies - Technical Kit No. 3 Peace Education Programme: Effective Peacemaking - a Booklet for Facilitators

Bibliographical Data:
Affiliation: INEE, UNHCR Office, Nairobi, Kenya - Peace Education Programme
Author(s):
Date of Publication: ISBN: - URL:

Analytical Data:

I Target Region/Country: Africa

II Purpose of the Programme:
☐ Enhancement of positive behaviour
☐ Decrease in negative behaviour ☐ Other

III Target Groups:
a) Formal Education: b) Non-formal Education:
☐ Early Childhood ☐ Extra/co-curricular
☐ Primary ☐ Youth Groups
☐ Secondary ☑ Community Groups
☐ Tertiary ☐ Teacher Training

IV Types of Intervention/ Programme:
☑ Advocacy ☐ Structured programme
☑ Teacher internalisation ☐ Curriculum planing
☐ Occasional interventions ☐ Evaluation/ needs identification
☐ Training of teachers ☐ Programme design

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours ☐ several year
☐ several days ☐ school year
☐ several weeks ☐ Structured cyclic curriculum
☑ several months ☑ Occasional un/semi-structured curriculum

X Context:
☐ Normal circumstances ☑ Entering a post-conflict/reconstruction phase
☑ Inter-group tensions ☐ Facing possibility of armed conflict
☐ Experiencing armed conflict ☐ Participants with a post-conflict trauma

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☑ Lectures
☐ Simulation/role play
☑ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☑ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☑ Teaching/ facilitation of skills-building

Category: Peace Pedagogy

Title: Co-ordinating Education during Emergencies and Reconstruction - Challenges and Responsibilities

Bibliographical Data:
Affiliation: International Institute for Education Planning (IIEP)/ UNESCO
Author(s): Marc Sommers
Date of Publication: 2004 ISBN: -

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
☐ Enhancement of positive behaviour
☐ Decrease in negative behaviour ☐ Other

III Target Groups:
a) Formal Education:  ☐ Early Childhood ☐ Extra/co-curricular
☐ Primary ☐ Youth Groups
☐ Secondary ☐ Community Groups
☐ Tertiary ☐ Teacher Training

IV Types of Intervention/ Programme:
☐ Advocacy ☐ Structured programme
☐ Teacher internalisation ☐ Discret
☐ Occasional interventions ☐ formal ☐ non-formal
☐ Training of teachers ☐ embedded
☐ Other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours ☐ several year
☐ several days ☐ school year
☐ several weeks ☐ Structured cyclic curriculum
☐ several months ☐ Occasional un/semi-structured curriculum

X Context:
☐ Normal circumstances ☐ Entering a post-conflict/reconstruction phase ☐ Experiencing armed conflict
☐ Inter-group tensions ☐ Facing possibility of armed conflict ☐ Participants with a post-conflict trauma

☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

☑ Self report
☐ Self-reported observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

☑ Diagnosing skills
☐ Skills, values and attitudes
☐ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1 188
Category: Peace Pedagogy

Title: Learning Independence - Education in Emergency and Transition in Timor-Leste since 1999

Bibliographical Data:
Affiliation: International Institute for Educational Planning (IIIEP)/UNESCO
Author(s): Date of Publication: 2004 ISBN: - URL:

Analytical Data:

I Target Region/Country: Timor-Leste

II Purpose of the Programme:
☐ Enhancement of positive behaviour
☐ Decrease in negative behaviour
☐ Other

III Target Groups:
  a) Formal Education:
     ☐ Early Childhood
     ☐ Primary
     ☐ Secondary
     ☐ Tertiary
     ☐ Teacher Training
  b) Non-formal Education:
     ☐ Extra/co-curricular
     ☐ Youth Groups
     ☐ Community Groups

IV Types of Intervention/Programme:
☐ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☐ Structured programme
☐ Discrete
☐ Formal
☐ Non-formal
☐ Embedded
☐ Other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours
☐ several days
☐ several weeks
☐ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☐ Skills, values and attitudes
☐ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☐ Normal circumstances
☐ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1 189
Category: Peace Pedagogy

Title: Parallel Worlds - Rebuilding the Education System in Kosovo

Bibliographical Data:
Affiliation: International Institute for Educational Planning (IIEP)/UNESCO
Author(s): Marc Sommers Peter Buckland
Date of Publication: 2004 ISBN: - URL: 

Analytical Data:

I Target Region/Country: Kosovo

II Purpose of the Programme:
☐ Enhancement of positive behaviour
☐ Decrease in negative behaviour ☐ Other

III Target Groups:
a) Formal Education:
☐ Early Childhood
☐ Primary
☐ Secondary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers

☐ Structured programme
☐ formal ☐ non-formal
☐ embedded ☐ other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours
☐ several days
☐ several weeks
☐ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☐ Skills, values and attitudes
☐ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☐ Normal circumstances ☐ Entering a post-conflict/reconstruction phase
☐ Inter-group tensions ☐ Facing possibility of armed conflict ☐ Experiencing armed conflict
☐ Participants with a post-conflict trauma

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1 190
Category: Peace Pedagogy

Title: Never Again - Education for Reconstruction in Rwanda

Bibliographical Data:
Affiliation: International Institute for Educational Planning (IIIEP)/UNESCO
Author(s): Anna Obura
Date of Publication: 2003  ISBN: -  URL:

Analytical Data:

I Target Region/Country: Rwanda

II Purpose of the Programme:
☐ Enhancement of positive behaviour
☐ Decrease in negative behaviour
☐ Other

III Target Groups:

a) Formal Education:  b) Non-formal Education:
☐ Early Childhood  ☐ Extra/co-curricular
☐ Primary  ☐ Youth Groups
☐ Secondary  ☐ Community Groups
☐ Tertiary
☐ Teacher Training

IV Types of Intervention/ Programme:
☐ Advocacy  ☐ Structured programme
☐ Teacher internalisation  ☐ formal  ☐ non-formal
☐ Occasional interventions  ☐ embedded
☐ Training of teachers  ☐ other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours  ☐ several year
☐ several days  ☐ school year
☐ several weeks  ☐ Structured cyclic curriculum
☐ several months  ☐ Occasional uni/semi-structured curriculum

X Context:
☐ Normal circumstances
☑ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☑ Facing possibility of armed conflict
☑ Participants with a post-conflict trauma

☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☐ Skills, values and attitudes
☐ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning
Title: Surviving School - Education for Refugee Children from Rwanda 1994-1996

Bibliographical Data:
Affiliation: International Institute for Educational Planning (IIIEP)/UNESCO
Author(s): Lindsay Bird
Date of Publication: 2003 ISBN: - URL:

Analytical Data:

I Target Region/Country: Rwanda

II Purpose of the Programme:
☐ Enhancement of positive behaviour
☐ Decrease in negative behaviour ☐ Other

III Target Groups:

a) Formal Education:
☐ Early Childhood
☐ Primary
☐ Secondary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/Programme:
☐ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☐ Structured programme ☐ discreet ☐ formal ☐ non-formal
☐ embedded ☐ other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours ☐ several year
☐ several days ☐ school year
☐ several weeks ☐ Structured cyclic curriculum
☐ several months ☐ Occasional un/semi-structured curriculum

X Context:
☐ Normal circumstances ☐ Entering a post-conflict/reconstruction phase
☐ Inter-group tensions ☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☐ Skills, values and attitudes
☐ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/needs identification
☐ Programme design
☐ Teaching/facilitation of skills-building
Category: Peace Pedagogy

Title: Planning Education in and after Emergencies

Bibliographical Data:
Affiliation: International Institute for Educational Planning (IIIEP)/UNESCO
Author(s): Margaret Sinclair
Date of Publication: 2002
ISBN:
URL:

Analytical Data:

I Target Region/Country: IIIEP

II Purpose of the Programme:
☐ Enhancement of positive behaviour
☐ Decrease in negative behaviour
☐ Other

III Target Groups:
   a) Formal Education:
      ☐ Early Childhood
      ☐ Primary
      ☐ Secondary
      ☐ Tertiary
      ☐ Teacher Training
   b) Non-formal Education:
      ☐ Extra/co-curricular
      ☐ Youth Groups
      ☐ Community Groups

IV Types of Intervention/Programme:
☐ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☐ Structured programme
☐ Professional development
☐ Information dissemination
☐ Other form
☐ Discrete
☐ Structured
c) Other forms

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours
☐ several days
☐ several weeks
☐ several months
☐ several years
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☐ Skills, values and attitudes
☐ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/needs identification
☐ Programme design
☐ Teaching/facilitation of skills-building

X Context:
☐ Normal circumstances
☐ Experiencing armed conflict
☐ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma

UNESCO ED/PEQ/PFR Analytical Review of Selected Peace Education Materials - Annex 1 193
Category: Peace Pedagogy

Title: Peace Education in Out of School Care - Examples of Good Practice in Three Countries

Bibliographical Data:
Affiliation: L’Esai’ Catalan Foundation
Author(s): 
Date of Publication: 1999  ISBN: -  URL: 

Analytical Data:

I Target Region/Country: Europe

II Purpose of the Programme:
☐ Enhancement of positive behaviour
☐ Decrease in negative behaviour ☐ Other

III Target Groups:
a) Formal Education: □ Early Childhood ☑ Extra/co-curricular
□ Primary ☑ Youth Groups
□ Secondary □ Community Groups
□ Tertiary □ Teacher Training

IV Types of Intervention/ Programme:
☐ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers □ Structured programme

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours
☐ several days
☐ several weeks
☐ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☐ Lectures
☑ Simulation/role play
☐ Structured activities
☑ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☑ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☑ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☑ Teaching/ facilitation of skills-building

X Context: ☑ Normal circumstances
☑ Inter-group tensions
☐ Entering a post-conflict/reconstruction phase
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: Rethinking Our Classrooms: Teaching for Equity and Justice, Vol. II

Bibliographical Data:
Affiliation: Rethinking Schools
Author(s): Bill Bigelow, Bob Peterson, Linda Christensen
Date of Publication: 2002
URL: www.rethinkingschools.org

Analytical Data:

I Target Region/Country: USA, global

II Purpose of the Programme:
- [✓] Enhancement of positive behaviour
- [✓] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- a) Formal Education:  
  - [ ] Early Childhood
  - [ ] Primary
  - [✓] Secondary
  - [ ] Tertiary
  - [✓] Teacher Training
- b) Non-formal Education:
  - [ ] Extra/co-curricular
  - [✓] Youth Groups
  - [ ] Community Groups

IV Types of Intervention/Programme:
- [✓] Advocacy
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [ ] Training of teachers
- [✓] Structured programme

V Special Skills required:
- [ ] Higher Education
- [✓] Experience with interactive training methods

VI Duration of Programme:
- [✓] several hours
- [ ] several days
- [ ] several weeks
- [✓] several months
- [✓] several year
- [ ] school year
- [✓] Structured cyclic curriculum
- [✓] Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- [✓] Written publication
- [ ] Visual media
- [ ] Lectures
- [✓] Simulation/role play
- [✓] Structured activities
- [✓] Games (with peace skills agenda)
- [✓] Co-operative learning

VIII Methods of Evaluation:
- [✓] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [✓] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [✓] Diagnosing skills
- [✓] Skills, values and attitudes
- [✓] Human rights
- [✓] Citizenship
- [✓] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/needs identification
- [ ] Programme design
- [ ] Teaching/facilitation of skills-building

X Context:
- [✓] Normal circumstances
- [✓] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [✓] Inter-group tensions
- [✓] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: Teaching about Social Justice and the Power of the Written Word

Bibliographical Data:

Affiliation: Rethinking Schools
Author(s): Linda Christensen

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- Enhancement of positive behaviour
- Decrease in negative behaviour

III Target Groups:

a) Formal Education:
- Early Childhood
- Primary
- Secondary
- Tertiary
- Teacher Training

b) Non-formal Education:
- Extra/co-curricular
- Youth Groups
- Community Groups

IV Types of Intervention/ Programme:
- Advocacy
- Teacher internalisation
- Occasional interventions
- Training of teachers
- Structured programme
- Formal
- Non-formal
- Embedded
- Other structured

V Special Skills required:
- Higher Education
- Experience with interactive training methods

VI Duration of Programme:
- several hours
- several days
- several weeks
- several months
- several year
- school year
- Structured cyclic curriculum
- Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- Written publication
- Visual media
- Lectures
- Simulation/role play
- Structured activities
- Games (with peace skills agenda)
- Co-operative learning

VIII Methods of Evaluation:
- Self report
- Structured observation
- Self-reported behaviours
- Analytical essay
- Knowledge Mastery tests
- Official statistics
- Structured interviews

IX Content Areas:
- Diagnosing skills
- Skills, values and attitudes
- Human rights
- Citizenship
- Associated areas of peace-building
- Curriculum planning
- Evaluation/ needs identification
- Programme design
- Teaching/ facilitation of skills-building

X Context:
- Normal circumstances
- Entering a post-conflict/reconstruction phase
- Experiencing armed conflict
- Inter-group tensions
- Facing possibility of armed conflict
- Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: Rethinking Our Classrooms: Teaching for Equity and Justice, Vol I

Bibliographical Data:
Affiliation: Rethinking Schools
Author(s): Bill Bigelow, Bob Peterson, Linda Christensen
Date of Publication: 1994
ISBN: 0-99429981-18-8
URL: www.rethinkingschools.org

Analytical Data:

I Target Region/Country: USA, global

II Purpose of the Programme:
- ✔ Enhancement of positive behaviour
- ✔ Decrease in negative behaviour
- ☐ Other

III Target Groups:
- ☐ Early Childhood
- ☐ Primary
- ☑ Secondary
- ☐ Tertiary
- ☑ Teacher Training

IV Types of Intervention/ Programme:
- ✔ Advocacy
- ✔ Structured programme
- ☐ Discrete
- ☑ Non-formal
- ☐ Embedded
- ☐ Other structured

V Special Skills required:
- ☐ Higher Education
- ✔ Experience with interactive training methods

VI Duration of Programme:
- ✔ several hours
- ☐ several days
- ☐ several weeks
- ✔ several months
- ☐ several year
- ☐ school year
- ☐ Structured cyclic curriculum
- ☑ Occasional un/semi-structured curriculum

X Context:
- ✔ Normal circumstances
- ✔ Entering a post-conflict/reconstruction phase
- ☐ Experiencing armed conflict
- ✔ Inter-group tensions
- ✔ Facing possibility of armed conflict
- ☐ Participants with a post-conflict trauma
- ☐ Self-report
- ☐ Structured observation
- ☐ Self-reported behaviours
- ☐ Analytical essay
- ☐ Knowledge Mastery tests
- ☐ Official statistics
- ☐ Structured interviews

IX Content Areas:
- ☐ Diagnosing skills
- ✔ Skills, values and attitudes
- ☐ Human rights
- ✔ Citizenship
- ☑ Associated areas of peace-building
- ☐ Curriculum planning
- ☐ Evaluation/ needs identification
- ☐ Programme design
- ☐ Teaching/ facilitation of skills-building
Category: Peace Pedagogy

Title: Learning to Abolish War: Teaching Toward a Culture of Peace, Book I: Rational and Approaches to Peace

Bibliographical Data:
Affiliation: The Hague Appeal for Peace, Columbia University Teachers College - Peace Education Program
Author(s): Betty Reardon Alicia Cabezudo et al.

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☐ Enhancement of positive behaviour
☐ Decrease in negative behaviour ☐ Other

III Target Groups:
a) Formal Education: b) Non-formal Education:
☐ Early Childhood ☐ Extra/co-curricular
☐ Primary ☐ Youth Groups
☐ Secondary ☐ Community Groups
☐ Tertiary
☐ Teacher Training

IV Types of Intervention/Programme:
☐ Advocacy ☐ Structured programme
☐ Teacher internalisation ☐ discreet
☐ Occasional interventions ☐ formal ☐ non-formal
☐ Training of teachers ☐ embedded
☐ other str.

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours ☐ several year
☐ several days ☐ school year
☐ several weeks ☐ Structured cyclic curriculum
☐ several months ☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☐ Skills, values and attitudes
☐ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☐ Normal circumstances ☐ Entering a post-conflict/reconstruction phase ☐ Experiencing armed conflict
☐ Inter-group tensions ☐ Facing possibility of armed conflict ☐ Participants with a post-conflict trauma
# Category: Peace Pedagogy

## Title:
Learning to Abolish War: Teaching Toward a Culture of Peace, Book II: Sample Learning Units

### Bibliographical Data:
- **Affiliation:** The Hague Appeal for Peace, Columbia University Teachers College - Peace Education Program
- **Author(s):** Betty Reardon, Alicia Cabezudo et al.
- **Date of Publication:** 2002
- **ISBN:** -
- **URL:** www.tc.edu/peceed/; www.haguepeace.

### Analytical Data:

#### I Target Region/Country:
- Global

#### II Purpose of the Programme:
- ✓ Enhancement of positive behaviour
- ✓ Decrease in negative behaviour
- ○ Other

#### III Target Groups:
- a) Formal Education:
  - [ ] Early Childhood
  - [ ] Primary
  - ✓ Secondary
  - [ ] Tertiary
  - ✓ Teacher Training
- b) Non-formal Education:
  - [ ] Extra/co-curricular
  - [ ] Youth Groups
  - [ ] Community Groups

#### IV Types of Intervention/Programme:
- ✓ Advocacy
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [ ] Training of teachers
- ✓ Structured programme
- ✓ Discret
- [ ] Formal
- ✓ Non-formal
- [ ] Embedded
- [ ] Other structure

#### V Special Skills required:
- [ ] Higher Education
- ✓ Experience with interactive training methods

#### VI Duration of Programme:
- ✓ Several hours
- [ ] Several days
- [ ] Several weeks
- ✓ Several months
- [ ] Several year
- [ ] School year
- [ ] Structured cyclic curriculum
- [ ] Occasional un/semi-structured curriculum

#### VII Major Didactic Approaches:
- ✓ Written publication
- [ ] Visual media
- [ ] Lectures
- ✓ Simulation/role play
- ✓ Structured activities
- ✓ Games (with peace skills agenda)
- ✓ Co-operative learning

#### VII Methods of Evaluation:
- ✓ Self report
- ✓ Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

#### IX Content Areas:
- ✓ Diagnosing skills
- ✓ Skills, values and attitudes
- ✓ Human rights
- ✓ Citizenship
- [ ] Associated areas of peace-building
- ✓ Curriculum planning
- [ ] Evaluation/ needs identification
- ✓ Programme design
- [ ] Teaching/ facilitation of skills-building

#### X Context:
- ✓ Normal circumstances
- ✓ Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- ✓ Inter-group tensions
- ✓ Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: Education for a Culture of Peace from a Gender Perspective

Bibliographical Data:
Affiliation: UNESCO
Author(s): Betty Reardon
Date of Publication: 2001
ISBN: 92-3-10381167
URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
- ☑ Enhancement of positive behaviour
- ☐ Decrease in negative behaviour
- ☐ Other

III Target Groups:
- a) Formal Education:
  - ☐ Early Childhood
  - ☑ Primary
  - ☑ Secondary
  - ☐ Tertiary
  - ☑ Teacher Training
- b) Non-formal Education:
  - ☑ Extra/co-curricular
  - ☑ Youth Groups
  - ☐ Community Groups

IV Types of Intervention/ Programme:
- ☑ Structured programme
  - ☑ formal
  - ☑ non-formal
  - ☑ embedded
  - ☑ other structure

V Special Skills required:
- ☑ Higher Education
- ☐ Experience with interactive training methods

VI Duration of Programme:
- ☑ several hours
- ☐ several days
- ☑ several weeks
- ☑ several months
- ☐ several year
- ☑ school year
- ☑ Structured cyclic curriculum
- ☑ Occasional uni-semi-structured curriculum

X Context:
- ☑ Normal circumstances
- ☐ Entering a post-conflict/reconstruction phase
- ☐ Experiencing armed conflict
- ☐ Inter-group tensions
- ☐ Facing possibility of armed conflict
- ☐ Participants with a post-conflict trauma

VII Major Didactic Approaches:
- ☑ Written publication
- ☑ Visual media
- ☑ Lectures
- ☐ Simulation/role play
- ☑ Structured activities
- ☑ Games (with peace skills agenda)
- ☑ Co-operative learning

VIII Methods of Evaluation:
- ☑ Self report
- ☑ Structured observation
- ☐ Self-reported behaviours
- ☑ Analytical essay
- ☇ Knowledge Mastery tests
- ☐ Official statistics
- ☐ Structured interviews

IX Content Areas:
- ☇ Diagnosing skills
- ☑ Skills, values and attitudes
- ☐ Human rights
- ☐ Citizenship
- ☐ Associated areas of peace-building
- ☐ Curriculum planning
- ☐ Evaluation/ needs identification
- ☑ Programme design
- ☑ Teaching/ facilitation of skills-building
Category: Peace Pedagogy

Title: All Human Beings

Bibliographical Data:
Affiliation: UNESCO
Author(s):
Date of Publication: 2000 ISBN: 92-3103512-6 URL:

Analytical Data:
I Target Region/Country: global

II Purpose of the Programme:
☐ Enhancement of positive behaviour  ☐ Decrease in negative behaviour  ☐ Other

III Target Groups:
a) Formal Education:  b) Non-formal Education:
☐ Early Childhood  ☑ Extra/co-curricular
☐ Primary  ☐ Youth Groups
☐ Secondary  ☐ Community Groups
☐ Tertiary  
☐ Teacher Training

IV Types of Intervention/ Programme:
☑ Advocacy  ☑ Structured programme
☑ Teacher internalisation  ☐ formal  ☑ non-formal
☐ Occasional interventions  ☐ embedded
☐ Training of teachers  ☐ other structure

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☑ several hours  ☐ several year
☐ several days  ☐ school year
☐ several weeks  ☐ Structured cyclic curriculum
☐ several months  ☐ Occasional un/semi-structured curriculum

X Context:
☐ Normal circumstances  ☐ Entering a post-conflict/reconstruction phase
☐ Inter-group tensions  ☐ Experiencing armed conflict
☐ Facing possibility of armed conflict  ☐ Participants with a post-conflict trauma

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☑ Simulation/role play
☑ Structured activities
☐ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☐ Skills, values and attitudes
☑ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☑ Teaching/ facilitation of skills-building
Category: Peace Pedagogy

Title: The Culture of Peace - A Beginning: The New Page

Bibliographical Data:
Affiliation: UNESCO
Author(s):
Date of Publication: 1999 ISBN: 92-3-103618-1 URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
- [ ] Enhancement of positive behaviour
- [ ] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- a) Formal Education:
  - [ ] Early Childhood
  - [ ] Primary
  - [ ] Secondary
  - [ ] Tertiary
  - [ ] Teacher Training

- b) Non-formal Education:
  - [ ] Extra/co-curricular
  - [ ] Youth Groups
  - [ ] Community Groups

IV Types of Intervention/Programme:
- [ ] Advocacy
- [ ] Structured programme

- [ ] Teacher internalisation
- [ ] Occasional interventions
- [ ] Training of teachers

- [ ] formal
- [ ] non-formal

- [ ] embedded
- [ ] other structure

V Special Skills required:
- [ ] Higher Education
- [ ] Experience with interactive training methods

VI Duration of Programme:
- [ ] several hours
- [ ] several days
- [ ] several weeks
- [ ] several months
- [ ] several year
- [ ] school year
- [ ] Structured cyclic curriculum
- [ ] Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- [ ] Written publication
- [ ] Visual media
- [ ] Lectures
  - [ ] Simulation/role play
  - [ ] Structured activities
  - [ ] Games (with peace skills agenda)
  - [ ] Co-operative learning

VIII Methods of Evaluation:
- [ ] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [ ] Diagnosing skills
- [ ] Skills, values and attitudes
- [ ] Human rights
- [ ] Citizenship
- [ ] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/needs identification
- [ ] Programme design
- [ ] Teaching/facilitation of skills-building

X Context:
- [ ] Normal circumstances
- [ ] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Inter-group tensions
- [ ] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: The Culture of Peace - A Beginning: Science Power

Bibliographical Data:
Affiliation: UNESCO
Author(s):
Date of Publication: 1999 ISBN: 92-3-103619-x URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☐ Decrease in negative behaviour
☐ Other

III Target Groups:

a) Formal Education:
☐ Early Childhood
☐ Primary
☐ Secondary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☐ Structured programme
☐ discreet
☐ formal
☐ non-formal
☐ embedded
☐ other structure

V Special Skills required:
☑ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours
☐ several days
☐ several weeks
☐ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☑ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☑ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☐ Normal circumstances
☐ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1
Category: Peace Pedagogy

Title: The Culture of Peace - A Beginning: Memory of the Future

Bibliographical Data:
Affiliation: UNESCO
Author(s):
Date of Publication: 1999
ISBN:
URL:

Analytical Data:
I Target Region/Country:

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☐ Decrease in negative behaviour
☐ Other

III Target Groups:
a) Formal Education:
☐ Early Childhood
☐ Primary
☐ Secondary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy
☐ Structured programme
☐ Teacher internalisation
☐ Occasional interventions
☑ Training of teachers
☐ Advocacy
☐ Structured programme

V Special Skills required:
☑ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours
☐ several days
☐ several weeks
☐ several months
☐ several year
☑ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☑ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☑ Human rights
☑ Citizenship
☑ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☐ Normal circumstances
☐ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: The Culture of Peace - A Beginning: UNESCO - an Ideal Action

Bibliographical Data:
Affiliation: UNESCO
Author(s):
Date of Publication: 1999
ISBN: 92-3-103617-3
URL:

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☐ Decrease in negative behaviour
☐ Other

III Target Groups:

a) Formal Education:  
☐ Early Childhood
☐ Primary
☐ Secondary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:

☑ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers

☐ Structured programme
☐ discreet
☐ formal
☐ non-formal
☐ embedded
☐ other structure

V Special Skills required:

☑ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:

☐ several hours
☐ several days
☐ several weeks
☐ several months

☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:

☐ Written publication
☐ Visual media
☑ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:

☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:

☐ Diagnosing skills
☑ Skills, values and attitudes
☑ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:

☐ Normal circumstances
☐ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1
Category: Peace Pedagogy

Title: Tolerance: The Threshold of Peace - Unit 3: Secondary School Resource Unit

Bibliographical Data:
Affiliation: UNESCO  
Author(s): Betty A. Reardon  
Date of Publication: 1997  
ISBN: 92-3-103378-6  
URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- [ ] Enhancement of positive behaviour
- [X] Decrease in negative behaviour  
- [ ] Other

III Target Groups:
- a) Formal Education:
  - [ ] Early Childhood
  - [X] Primary
  - [X] Secondary
  - [ ] Tertiary
  - [X] Teacher Training
- b) Non-formal Education:
  - [ ] Extra/co-curricular
  - [X] Youth Groups
  - [X] Community Groups

IV Types of Intervention/Programme:
- [X] Advocacy
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [X] Training of teachers
- [ ] Structured programme

V Special Skills required:
- [X] Higher Education
- [ ] Experience with interactive training methods

VI Duration of Programme:
- [ ] several hours
- [ ] several days
- [ ] several weeks
- [ ] several months
- [ ] several year
- [ ] school year
- [ ] Structured cyclic curriculum
- [ ] Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- [ ] Written publication
- [ ] Visual media
- [ ] Lectures
- [X] Simulation/role play
- [ ] Structured activities
- [ ] Games (with peace skills agenda)
- [X] Co-operative learning

VIII Methods of Evaluation:
- [ ] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [X] Diagnosing skills
- [X] Skills, values and attitudes
- [X] Human rights
- [X] Citizenship
- [X] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation / needs identification
- [ ] Programme design
- [X] Teaching / facilitation of skills-building

X Context:
- [X] Normal circumstances
- [ ] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [X] Inter-group tensions
- [ ] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: Tolerance: The Threshold of Peace - Unit 2: Primary School Resource Unit

Bibliographical Data:
Affiliation: UNESCO
Author(s): Betty A. Reardon
Date of Publication: 1997 ISBN: 92-3-103377-8 URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☐ Decrease in negative behaviour ☐ Other

III Target Groups:
 a) Formal Education: ☐ Early Childhood ☐ Extra/co-curricular
☑ Primary ☐ Youth Groups
☐ Secondary ☐ Community Groups
☐ Tertiary
☑ Teacher Training

b) Non-formal Education:

IV Types of Intervention/ Programme:
☑ Advocacy ☒ Structured programme
☐ Teacher internalisation ☐ Formal
☐ Occasional interventions ☐ Embedded ☐ Other structured
☑ Training of teachers

V Special Skills required:
☑ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours ☐ several year
☐ several days ☐ school year
☐ several weeks ☐ Structured cyclic curriculum
☐ several months ☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☐ Structured activities
☑ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☑ Diagnosing skills
☑ Skills, values and attitudes
☑ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☑ Programme design
☑ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances ☐ Entering a post-conflict/reconstruction phase
☑ Inter-group tensions ☐ Facing possibility of armed conflict
☐ Experiencing armed conflict
☐ Participants with a post-conflict trauma

UNESCO ED/PEQ/PHR Analytical Review of Selected Peace Education Materials - Annex 1 207
Category: Peace Pedagogy

Title: Tolerance The Threshold of Peace - Unit 1: Teacher Training Resource Unit

Bibliographical Data:
Affiliation: UNESCO
Author(s): Betty A. Reardon
Date of Publication: ISBN: 92-3-103376-x URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- [ ] Enhancement of positive behaviour
- [✓] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- [ ] Formal Education:
  - [ ] Early Childhood
  - [ ] Primary
  - [ ] Secondary
  - [✓] Tertiary
  - [✓] Teacher Training
- [ ] Non-formal Education:
  - [ ] Extra/co-curricular
  - [ ] Youth Groups
  - [✓] Community Groups

IV Types of Intervention/Programme:
- [ ] Advocacy
- [✓] Structured programme
- [ ] Teacher internalisation
- [✓] Formal
- [ ] Occasional interventions
- [✓] Extraneous
- [✓] Other similar
- [✓] Training of teachers

V Special Skills required:
- [✓] Higher Education
- [ ] Experience with interactive training methods

VI Duration of Programme:
- [ ] several hours
- [ ] several days
- [ ] several weeks
- [✓] several months
- [ ] several year
- [ ] school year

VII Major Didactic Approaches:
- [ ] Written publication
- [ ] Visual media
- [ ] Lectures
- [ ] Simulation/role play
- [✓] Structured activities
- [ ] Games (with peace skills agenda)
- [ ] Co-operative learning

VIII Methods of Evaluation:
- [ ] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [✓] Diagnosing skills
- [✓] Skills, values and attitudes
- [ ] Human rights
- [ ] Citizenship
- [✓] Associated areas of peace-building
- [✓] Curriculum planning
- [ ] Evaluation/needs identification
- [ ] Programme design
- [✓] Teaching/ facilitation of skills-building

X Context:
- [✓] Normal circumstances
- [ ] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Inter-group tensions
- [ ] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: Education for a Culture of Peace: Source Book for Teacher Training

Bibliographical Data:
Affiliation: UNESCO - Asia Pacific Center of Education for international Understanding
Author(s):

Analytical Data:
I Target Region/Country: Asia, Pacific Rim

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour
☐ Other

III Target Groups:
a) Formal Education:
☐ Early Childhood
☐ Primary
☐ Secondary
☐ Tertiary
☑ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers

☐ Structured programme
☐ Discrete
☐ Format
☐ Non-formal
☐ Embedded
☐ Other structure

V Special Skills required:
☐ Higher Education
☑ Experience with interactive training methods

VI Duration of Programme:
☑ several hours
☐ several days
☐ several weeks
☐ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☑ Structured activities
☐ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☑ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☑ Evaluation/ needs identification
☐ Programme design
☑ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances
☑ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☑ Inter-group tensions
☑ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: Learning the Way of Peace - A Teachers’ Guide to Peace Education

Bibliographical Data:
Affiliation: UNESCO New Delhi
Author(s):
Date of Publication: 2001
ISBN: -
URL: 

Analytical Data:

I Target Region/Country: South Asia

II Purpose of the Programme:
- ✔ Enhancement of positive behaviour
- □ Decrease in negative behaviour
- □ Other

III Target Groups:
- a) Formal Education:
  - □ Early Childhood
  - ✔ Primary
  - ✔ Secondary
  - □ Tertiary
  - ✔ Teacher Training
- b) Non-formal Education:
  - □ Extra/co-curricular
  - □ Youth Groups
  - ✔ Community Groups

IV Types of Intervention/ Programme:
- ✔ Advocacy
- ✔ Structured programme
- ✔ formal
- □ non-formal
- □ embedded
- □ other structure

V Special Skills required:
- ✔ Higher Education
- □ Experience with interactive training methods

VI Duration of Programme:
- ✔ several years
- □ school year
- ✔ Structured cyclic curriculum
- □ Occasional un/semi-structured curriculum

X Context:
- ✔ Normal circumstances
- □ Entering a post-conflict/reconstruction phase
- □ Experiencing armed conflict
- ✔ Inter-group tensions
- □ Facing possibility of armed conflict
- □ Participants with a post-conflict trauma

VII Major Didactic Approaches:
- ✔ Written publication
- □ Visual media
- □ Lectures
- □ Simulation/role play
- ✔ Structured activities
- □ Games (with peace skills agenda)
- ✔ Co-operative learning

VIII Methods of Evaluation:
- ✔ Self report
- ✔ Structured observation
- □ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- □ Structured interviews

IX Content Areas:
- ✔ Diagnosing skills
- ✔ Skills, values and attitudes
- □ Human rights
- □ Citizenship
- ✔ Associated areas of peace-building
- ✔ Curriculum planning
- ✔ Evaluation/ needs identification
- ✔ Programme design
- ✔ Teaching/ facilitation of skills-building
Category: Peace Pedagogy

Title: UNESCO Peace Package for Elementary School Teachers - a Teacher's Handbook

Bibliographical Data:
Affiliation: UNESCO, Associated Schools Project Network (ASPnet)
Author(s):
Date of Publication: 2000 ISBN: - URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- [✓] Enhancement of positive behaviour
- [ ] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- [✓] Formal Education:
  - [✓] Early Childhood
  - [✓] Primary
  - [ ] Secondary
  - [ ] Tertiary
  - [ ] Teacher Training
- [✓] Non-formal Education:
  - [✓] Extra/co-curricular
  - [ ] Youth Groups
  - [ ] Community Groups

IV Types of Intervention/Programme:
- [ ] Advocacy
- [✓] Structured programme
  - [ ] Discret
  - [✓] Formal
- [✓] Non-formal
  - [ ] Embedded
  - [ ] Other structure
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [ ] Training of teachers

V Special Skills required:
- [ ] Higher Education
- [ ] Experience with interactive training methods

VI Duration of Programme:
- [✓] several hours
- [ ] several days
- [ ] several weeks
- [ ] several months
- [ ] several year
- [ ] school year
- [ ] Structured cyclic curriculum
- [ ] Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- [ ] Written publication
- [ ] Visual media
- [ ] Lectures
- [✓] Simulation/role play
- [✓] Structured activities
- [ ] Games (with peace skills agenda)
- [ ] Co-operative learning

VIII Methods of Evaluation:
- [ ] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [✓] Diagnosing skills
- [✓] Skills, values and attitudes
- [✓] Human rights
- [ ] Citizenship
- [ ] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/needs identification
- [ ] Programme design
- [ ] Teaching/facilitation of skills-building

X Context:
- [✓] Normal circumstances
- [ ] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: UNESCO Peace Package for Elementary School Teachers - Colouring Book on Life of Mahatma Gandhi

Bibliographical Data:
Affiliation: UNESCO, Associated Schools Project Network (ASPnet)
Author(s):
Date of Publication: 2000 ISBN: - URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☐ Decrease in negative behaviour
☐ Other

III Target Groups:

a) Formal Education:
☐ Early Childhood
☐ Primary
☐ Secondary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
☑ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:

☐ Advocacy
☐ Teacher internalisation
☑ Occasional interventions
☐ Training of teachers

☐ Structured programme

☐ formal ☐ non-formal
☐ embedded ☐ other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:

☑ several hours
☐ several days
☐ several weeks
☐ several months

☐ several year
☐ school year

☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☑ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☑ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances
☐ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: De la non-violence education

Bibliographical Data:
Affiliation: UNESCO, Peace Education Programme
Author(s): Jean-Marie Muller
Date of Publication: 2002
ISBN: -

Analytical Data:

I Target Region/Country:

II Purpose of the Programme:
- ☑ Enhancement of positive behaviour
- ☑ Decrease in negative behaviour
- ☐ Other

III Target Groups:

IV Types of Intervention/Programme:
- ☑ Advocacy
- ☐ Teacher internalisation
- ☐ Occasional interventions
- ☐ Training of teachers
- ☐ Structured programme
- ☐ formal
- ☐ non-formal
- ☑ embedded
- ☐ other structure

V Special Skills required:
- ☐ Higher Education
- ☑ Experience with interactive training methods

VI Duration of Programme:
- ☑ several hours
- ☐ several days
- ☑ several weeks
- ☐ several months
- ☐ several year
- ☑ school year
- ☑ Structured cyclic curriculum
- ☑ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- ☑ Written publication
- ☑ Visual media
- ☑ Lectures
- ☑ Simulation/role play
- ☑ Structured activities
- ☑ Games (with peace skills agenda)
- ☑ Co-operative learning

VIII Methods of Evaluation:
- ☑ Self report
- ☑ Structured observation
- ☑ Self-reported behaviours
- ☑ Analytical essay
- ☑ Knowledge Mastery tests
- ☐ Official statistics
- ☑ Structured interviews

IX Content Areas:
- ☑ Diagnosing skills
- ☑ Skills, values and attitudes
- ☑ Human rights
- ☑ Citizenship
- ☑ Associated areas of peace-building
- ☑ Curriculum planning
- ☑ Evaluation/needs identification
- ☑ Programme design
- ☑ Teaching/facilitation of skills-building

X Context:
- ☑ Normal circumstances
- ☑ Entering a post-conflict/reconstruction phase
- ☑ Experiencing armed conflict
- ☑ Inter-group tensions
- ☐ Facing possibility of armed conflict
- ☑ Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: The Art of Living in Peace - Guide to Education for a Culture of Peace

Bibliographical Data:
Affiliation: UNESCO, University of Brazilia - UNIPAX Programme
Author(s): Pierre Weil
Date of Publication: 2002 ISBN: 92-3-103804-4 URL:

Analytical Data:

I Target Region/Country: Brazil

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☐ Decrease in negative behaviour
☐ Other

III Target Groups:
a) Formal Education:  
☐ Early Childhood
☐ Primary
☐ Secondary
☐ Tertiary
☑ Teacher Training  
b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy
☑ Teacher internalisation
☐ Occasional Interventions
☑ Training of teachers
☐ Structured programme
☐ Discret
☐ Formal
☐ Non-formal
☐ Embedded
☐ Other structure

V Special Skills required:
☑ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours
☐ several days
☐ several weeks
☐ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☑ Lectures
☐ Simulation/role play
☐ Structured activities
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☑ Diagnosing skills
☐ Skills, values and attitudes
☐ Human rights
☑ Citizenship
☐ Associated areas of peace-building
☑ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances
☐ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: World Heritage in Young Hands: To Know, Cherish, and Act, chp 6: "World Heritage and a Culture of Peace"

Bibliographical Data:
Affiliation: UNESCO, Associated Schools Project: Young People's World Heritage Education Project
Author(s): Susan Fountain
Date of Publication: 2002 ISBN: 92-3-103843-5 URL:

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☑ Decrease in negative behaviour ☐ Other

III Target Groups:

a) Formal Education: ☑ Secondary
☐ Early Childhood
☐ Primary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy
☑ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☑ Structured programme
☐ discrel
☐ formai ☑ non-formai:
☐ embedded
☐ other structure

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☑ several hours
☐ several days
☐ several weeks
☐ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☑ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☑ Structured activities
☐ Games (with peace skills agenda)
☑ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☐ Diagnosing skills
☑ Skills, values and attitudes
☑ Human rights
☑ Citizenship
☑ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☑ Normal circumstances ☑ Entering a post-conflict/reconstruction phase ☑ Experiencing armed conflict
☑ Inter-group tensions ☑ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Peace Pedagogy

Title: School-based Healing and Peace Initiative: Trauma Healing and Peaceful Problem Solving for Primary Schools in Western and Eastern Slavonia

Bibliographical Data:
Affiliation: UNICEF, CARE and Croatian Ministry of Education - The Health of Children in War Zones
Author(s): Barry Hart
Date of Publication: ISBN: -
URL:

Analytical Data:

I Target Region/Country: Croatia, former Yugoslavia, other war zones

II Purpose of the Programme:
✓ Enhancement of positive behaviour
✓ Decrease in negative behaviour
☐ Other

III Target Groups:

a) Formal Education: 
☐ Early Childhood
✓ Primary
☐ Secondary
☐ Tertiary
✓ Teacher Training

b) Non-formal Education:
✓ Extra/co-curricular
✓ Youth Groups
☐ Community Groups

IV Types of Intervention/ Programme:
☐ Advocacy
✓ Structured programme
✓ Discrit
☐ Formal
✓ Non-formal
☐ Embedded
☐ Other structure

V Special Skills required:
☐ Higher Education
✓ Experience with interactive training methods

VI Duration of Programme:
✓ several hours
☐ several days
☐ several weeks
✓ several months
☐ several year
☐ School year
✓ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

X Context:
✓ Normal circumstances
✓ Entering a post-conflict/reconstruction phase
✓ Experiencing armed conflict
✓ Inter-group tensions
☐ Facing possibility of armed conflict
✓ Participants with a post-conflict trauma

VII Major Didactic Approaches:
✓ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
✓ Structured activities
✓ Games (with peace skills agenda)
✓ Co-operative learning

VIII Methods of Evaluation:
✓ Self report
☐ Structured observation
✓ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
✓ Diagnosing skills
✓ Skills, values and attitudes
☐ Human rights
✓ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
✓ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building
Category: Peace Pedagogy

Title: The Inter-Agency Network for Education in Emergencies - Technical Kit No. 3 Peace Education Programme: Community Course Booklet

Bibliographical Data:
Affiliation: INEE, UNHCR Office, Nairobi, Kenya - Peace Education Programme
Author(s):
Date of Publication: 2000 ISBN: - URL:

Analytical Data:

I Target Region/Country: Africa

II Purpose of the Programme:
- [ ] Enhancement of positive behaviour
- [ ] Decrease in negative behaviour
- [ ] Other

III Target Groups:
- a) Formal Education:
  - [ ] Early Childhood
  - [ ] Primary
  - [ ] Secondary
  - [ ] Tertiary
  - [ ] Teacher Training
- b) Non-formal Education:
  - [ ] Extra/co-curricular
  - [ ] Youth Groups
  - [ ] Community Groups

IV Types of Intervention/ Programme:
- [ ] Advocacy
- [ ] Teacher internalisation
- [ ] Occasional interventions
- [ ] Training of teachers
- [ ] Structured programme

V Special Skills required:
- [ ] Higher Education
- [ ] Experience with interactive training methods

VI Duration of Programme:
- [ ] several hours
- [ ] several days
- [ ] several weeks
- [ ] several months
- [ ] several year
- [ ] school year
- [ ] Structured cyclic curriculum
- [ ] Occasional uni/semi-structured curriculum

VII Major Didactic Approaches:
- [ ] Written publication
- [ ] Visual media
- [ ] Lectures
- [ ] Simulation/role play
- [ ] Structured activities
- [ ] Games (with peace skills agenda)
- [ ] Co-operative learning

VIII Methods of Evaluation:
- [ ] Self report
- [ ] Structured observation
- [ ] Self-reported behaviours
- [ ] Analytical essay
- [ ] Knowledge Mastery tests
- [ ] Official statistics
- [ ] Structured interviews

IX Content Areas:
- [ ] Diagnosing skills
- [ ] Skills, values and attitudes
- [ ] Human rights
- [ ] Citizenship
- [ ] Associated areas of peace-building
- [ ] Curriculum planning
- [ ] Evaluation/ needs identification
- [ ] Programme design
- [ ] Teaching/ facilitation of skills-building

X Context:
- [ ] Normal circumstances
- [ ] Entering a post-conflict/reconstruction phase
- [ ] Experiencing armed conflict
- [ ] Inter-group tensions
- [ ] Facing possibility of armed conflict
- [ ] Participants with a post-conflict trauma
Category: Peace Pedodgy

Title: The Inter-Agency Network for Education in Emergencies - Technical Kit No. 3 Peace Education Programme: Community Workshop Manual

Bibliographical Data:
Affiliation: INEE, UNHCR Office, Nairobi, Kenya - Peace Education Programme
Author(s):
Date of Publication: ISBN: - URL:

Analytical Data:
I Target Region/Country: Africa

II Purpose of the Programme:
☑ Enhancement of positive behaviour
☐ Decrease in negative behaviour
☐ Other

III Target Groups:
a) Formal Education:
☐ Early Childhood
☐ Primary
☐ Secondary
☐ Tertiary
☐ Teacher Training

b) Non-formal Education:
☐ Extra/co-curricular
☐ Youth Groups
☑ Community Groups

IV Types of Intervention/ Programme:
☑ Advocacy
☐ Teacher internalisation
☐ Occasional interventions
☐ Training of teachers
☑ Structured programme

V Special Skills required:
☐ Higher Education
☐ Experience with interactive training methods

VI Duration of Programme:
☐ several hours
☐ several days
☑ several weeks
☐ several months
☐ several year
☐ school year
☐ Structured cyclic curriculum
☐ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
☐ Written publication
☐ Visual media
☐ Lectures
☐ Simulation/role play
☑ Structured activies
☐ Games (with peace skills agenda)
☐ Co-operative learning

VIII Methods of Evaluation:
☐ Self report
☐ Structured observation
☐ Self-reported behaviours
☐ Analytical essay
☐ Knowledge Mastery tests
☐ Official statistics
☐ Structured interviews

IX Content Areas:
☑ Diagnosing skills
☐ Skills, values and attitudes
☑ Human rights
☐ Citizenship
☐ Associated areas of peace-building
☐ Curriculum planning
☐ Evaluation/ needs identification
☐ Programme design
☐ Teaching/ facilitation of skills-building

X Context:
☐ Normal circumstances
☐ Entering a post-conflict/reconstruction phase
☐ Experiencing armed conflict
☐ Inter-group tensions
☐ Facing possibility of armed conflict
☐ Participants with a post-conflict trauma
Category: Peace Pedogogy

Title: Learning to Abolish War: Teaching Toward a Culture of Peace, Book III: Sustaining the Global Campaign for Peace Education

Bibliographical Data:
Affiliation: The Hague Appeal for Peace, Columbia University Teachers College - Peace Education Program
Author(s): Betty Reardon, Alicia Cabazudo et al.

Analytical Data:

I Target Region/Country: global

II Purpose of the Programme:
- ✔ Enhancement of positive behaviour
- ✔ Decrease in negative behaviour □ Other

III Target Groups:
- a) Formal Education:
  - □ Early Childhood
  - ✔ Primary
  - ✔ Secondary
  - □ Tertiary
  - ✔ Teacher Training
- b) Non-formal Education:
  - □ Extra/co-curricular
  - □ Youth Groups
  - □ Community Groups

IV Types of Intervention/ Programme:
- ✔ Advocacy
- □ Teacher internalisation
- √ Occasional interventions
- □ Training of teachers
- ✔ Structured programme
  - ✔ discret
  - □ formal ✔ non-formal
  - □ embedded
  - □ other structure

V Special Skills required:
- □ Higher Education
- ✔ Experience with interactive training methods

VI Duration of Programme:
- ✔ several hours
- □ several days
- □ several weeks
- □ several months
- ✔ several year
- □ school year
- □ Structured cyclic curriculum
- □ Occasional un/semi-structured curriculum

VII Major Didactic Approaches:
- ✔ Written publication
- □ Visual media
- □ Lectures
- □ Simulation/role play
- ✔ Structured activities
- □ Games (with peace skills agenda)
- ✔ Co-operative learning

VIII Methods of Evaluation:
- ✔ Self report
- ✔ Structured observation
- □ Self-reported behaviours
- □ Analytical essay
- □ Knowledge Mastery tests
- □ Official statistics
- □ Structured interviews

IX Content Areas:
- ✔ Diagnosing skills
- ✔ Skills, values and attitudes
- □ Human rights
- ✔ Citizenship
- □ Associated areas of peace-building
- □ Curriculum planning
- ✔ Evaluation/ needs identification
- □ Programme design
- ✔ Teaching/ facilitation of skills-building

X Context:
- ✔ Normal circumstances
- ✔ Entering a post-conflict/reconstruction phase
- □ Experiencing armed conflict
- ✔ Inter-group tensions
- ✔ Facing possibility of armed conflict
- ✔ Participants with a post-conflict trauma
Annex 2:

Suggested Elements for the Review of the Peace Education Component in the INEE Kit
Objective

After presenting the compressive peace education kits database, and before addressing some specific remarks on the reviewed materials it seems to be pertinent to define the scope of this work.

The objective of this document is to provide elements that may contribute to the revision of the INEE Technical kit on Peace Education and enrich in some way, its adaptation to different contexts.

A reference to the objective of the Peace Education Programme, for which this report has been developed, needs also to be done. The INEE Kit: Learning Materials of Peace Education and Conflict Resolution (hereinafter, the INEE Peace education kit) has been conceived as a supportive module for building peace values and behaviours in post conflict situations and specifically in the context of educational interventions in emergencies.

The aspects listed below correspond to issues that were raised from the review of the learning materials included in the first part of this report, and from the readings of some working documents on Peace Education from UNICEF, UNHCR, UNESCO, IIEP, IBE and the World Bank.
Some elements for your consideration

**Elements:**

1. Keeping teacher training at the core of peace education
2. Needs assessment component may be reinforced
3. Multidisciplinary approach is needed
4. Transdisciplinarity is the only way to address cultural diversity and complex circumstances
5. The cultural background behind peace education materials must be taken into account
6. Culture of Evaluation needs to be enhanced
7. Integrate Media as a key complementary component of Peace Education
1. Keeping teacher training at the core of peace education

- It is remarkable the way in which the INEE strengthens the teacher's role as pillars of social transformation and peace-builders. The assumption that teachers must first transform themselves before teaching peace values and behaviour have been linked to the methodological part of the programme which promote cooperative learning or inter-active methodologies in the educational process. But the impacts of this methodological approach goes beyond the particular intervention on peace education in emergency context and it may lay the foundations for transforming the educational emergencies approach as a whole, even in the reconstruction phase of educational systems.

In this sense the teacher training component of some peace education programmes serves the long term purposes of improving quality education or correcting mistakes or failures of the educational system in the country where the intervention has taken place.¹

Suggestions:

- The training teacher component could be reinforced in the INEE Kit, by introducing a module in cooperative learning and interactive methodologies.

- To motivate teachers to participate in teacher training in emergencies, (in refugee camps or in context of IDP) a certificate could be created. Given the fact that recognition of studies or training raises many problems, it could be useful to think about introducing international certificates for teacher or leaders trained in the context of PEP, by international agencies such is the case of the INEE programme. These certificates could be validated by the international organization providing the training, such as UNESCO or UNHCR, in co-operation with a regional University. The UNESCO Chairs programme, which provide a world wide network on Higher Education, could be an excellent framework in which developing internationally valid certificates for teacher training in emergencies would be possible.

2. Needs assessment component may be reinforced

- Very few materials provide elements for needs assessment. This is of particular importance in the context of post conflict situations and previous to implementing a programme in order to ensure its pertinence to the audience and context.

- The assessment could be focused in different aspects such as:

  - Existing learning skills and competencies (children and facilitators or community leaders).
  - Existing cultural values.

- Existing conflict resolution and transformation mechanisms.
- Psychological needs.
- Other needs or expectations.

- The materials devoted to peace education rarely make references to how deal with trauma in post-conflict situation and this is particular important because some trauma may interfere with their acquisition of healthy interpersonal and intrapersonal skills of children. "When children have learned aggressive or violent behaviours, which damage their ability to adapt and contribute to a healthy productive society".

**Suggestions:**

- A good example of what could be done in this field is the WHO information series on School Health document "Violence Prevention: An Important Element of a Health-Promoting School" which, thanks to its medical approach, introduce needs assessment as a pillar of its educational intervention. This aspect could be reinforced in the INEE Peace Education Kit.

- Teachers working with emergency-affected children should be trained to understand the effects of trauma on children, how to cope with their needs in the classroom, and how to recognize children who should be referred to a more specialized service. It seems to be important to enrich the INEE Peace Education Kit with a module that helps teachers, facilitators or community members to identify and address psych-social needs.

- A component or module addressed to healing from the trauma of war or conflict could be included in the INEE kit. At least to help children to accept their environment and to offer some tools for dealing with their pain while helping them develop positive social and emotional skills.

3. **Multidisciplinary approach is needed**

- Lack of a multidisciplinary approach to such complex situations such as conflict or post conflicts societies is sometimes evident. Perhaps this explains why some programmes include peace education as a separate module rather than including the peace education approach as a component that may mainstream all educational interventions, especially in the context of emergencies.

- This lack of a multidisciplinary approach also produces overlapping programmes and materials in emergencies but also in normal circumstances. This is evident in the case of the programmes of international agencies, which work in separate compartments such as preventing AIDS and other contagious diseases, addressing gender disparities, promoting conflict resolution or peace values, and protecting environment or dealing with some aspects of globalization.

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2 This WHO document is included in the UNESCO's Citizenship Kit
Suggestions:

- The INEE peace education kit could incorporate some of these key issues and it may provide the space for promoting this multidisciplinary approach while addressing specific problems faced by people while teaching peace education values, knowledge or skills.

4. Transdisciplinarity is the only way to address cultural diversity and complex circumstances

- Peace issues, and particularly peace education programmes, request a transdisciplinary approach which allows different fields of knowledge co-operate in producing relevant answers to complex situations in which people affected by conflicts are living.

- Peace education materials rarely make reference to key controversial issues surrounding targeted populations, (refugee camps or IDPs settlements) such as water supply, sanitation, population issues or governance. The perception of peace education remains in sometimes in an idealistic discourse ignoring main concerns of populations. This may explain why peace education component considered just as a complementary and additional part of educational interventions, even when facing humanitarian crisis, instead of being considered as a key component mainstreaming all capacity building actions during and after conflicts.

Suggestions:

- New research should be promoted in the transdisciplinary approach of peace education in order to facilitate the adaptation of materials and programmes to local contexts or circumstances.

- There is a very interesting list of recommendations in the UNICEF kit4, which includes some clues for addressing different types of audiences and to identify accepted behaviours. This part could help to enrich the INEE Peace Education kit.

5. The cultural background behind peace education materials must be taken into account

- The structured way of thinking, the systematised presentation of data, the separated compartmented knowledge approach and the use of sophisticated language could interfere the implementation of the learning materials by local teachers in conflict or post conflict situations. All peace education materials should use a very basic vocabulary, even when addressing technical concepts, such as the case of legal terms. A good example could be the ABC teaching human rights document included in the UNESCO's kit the practice of citizenship which includes a plain language version of the Universal Declaration of Human Rights.

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• Many documents have forgotten that a large segment of the world population has difficulties in accepting the individual conception of human rights, instead of collective rights, as well as to understand the lack of reference to duties, responsibilities or respect for the nature or the environment.

• It is important to bear in mind cultural differences in the perception of violence, stereotypes or aggressive behaviour. Moreover, there are some cultural differences in the perception of what is the right behaviour in a classroom or in the relationship with people representing authority. These ‘cultural literacy’ tools are important in implementing peace education programmes with participatory methodologies.

• There is a general idea that peace education is crucial in the third world. This perception could produce a blind spot in developing countries regarding to their particular conflicts within their societies. As an example of this could be that very few documents include references to a key problem in European classrooms: the violence by the multicultural schools environment. Teachers have not tools for dealing with the social phenomenon created by the current migratory process in Europe.

Suggestion:

• It may be useful to include a glossary in the INEE kit, aiming to help teachers in translating concepts into local terminology and mentality.

• It is necessary to allow people to refresh actively the programmes in which they are participating in order to culturally pertinent interventions.

• It is necessary to open peace education to other disciplines for achieving goals and to broaden its impact in the society. This could be done by:
  - Inviting people from other disciplines to monitor or evaluate education programmes.
  - Using institutional channels such as the UNESCO Clubs and Chairs for sharing knowledge and experience.
  - Creating new spaces such as a Peace Internet Chat for sharing and building-up new knowledge on peace education.
  - Promoting multidisciplinary networks, including academicians, community leaders, politicians, writers, journalist among others, would be a good initiative to open the peace education world to other cultures and actors.

6. Culture of Evaluation needs to be enhanced

• Most of the kits have no reference to evaluation. In the case of UNESCO’s materials on Peace and Human Rights Education, and as they are mainly advocacy documents, there are not many elements to be mentioned. This is a problem that affects not only UNESCO but almost all programmes on peace or human rights education.

• There are very few systematic attempts to evaluate peace education programmes.
Suggestions:

- A "culture of the measurable" and of evaluation should be promoted in peace education programmes. In the different components of the INEE kit, measurable objectives, aims and outcomes could be included. This may be from the interest of donors when considering funding new peace education projects.

- Related to the culture of evaluation, there are some kits or materials promoting the auto-evaluation of attitudes by comparing personal or collective behaviours with different groups (taking into account religion, sex, age, races, and economic or social status). This approach could be incorporated in the INEE kit.

- Assessment of needs, capacities and socio cultural values may be incorporated as an additional component of the INEE kit, in order to ensure the pertinence of peace education interventions and to build-up on existing capacities.

The following are some suggestion of preliminary assessments:

(i) a diagnostic of needs, including the capacity to recognize when a child needs a professional psychological assistance.

(ii) social rules and cultural values. That would be especially useful when trainers are from different cultures of targeted group.

(iii) educational level or skills of teachers

- Outcomes evaluation may include also cultural approach, specially when evaluation methodologies involve participants.

- An excellent analysis on evaluation has been included in the UNICEF's paper on Peace Education\(^3\), prepared by Susan Fountain (1999). In particular, there is a list of methods for evaluating peace education programmes, sample behavioural indicators, and suggestions for setting up an evaluation, which could be useful to take into account if broadening the evaluation component of the INEE Peace Education Kit is envisaged. (See annex II)

7. Integrate Media as a key complementary component of Peace Education

- Media has a very important role to play in peace education. It is well known that media can play a critical role in inciting violence, by transmitting biased information and exacerbating war or, in consolidating peace, by promoting tolerance, providing information with objectivity and bringing elements to understand social context\(^4\). It is

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crucial that messages transmitted by media encompasses the peace education values and knowledge taught in schools, otherwise people will be facing two realities, and that will increase frustration, stress and will reduce confidence in peace building process.

Suggestion:

- The INEE peace education kit may include a training component for media staff. This could be counted as a complementary strategy in building peace especially during and after a conflicts.