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ABSTRACT

This pamphlet presents brief abstracts of selected English language reports and papers from the activities of the project group "Preparedness for Peace." For several years this project has carried out research and development work on peace education and related issues. The tasks have also included editorial work and publishing related to PEC (The Peace Education Commission of the International Peace Research Association). These abstracts, arranged alphabetically, are a result of this work from 1992-1996. (EH)

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ED 416 131

# Peace Education Miniprints

No. 86

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## MALMÖ PEACE EDUCATION ABSTRACTS

Abstracts of Selected English-Language  
Reports Published 1992-1996 by the  
Malmö School of Education

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# MALMÖ PEACE EDUCATION ABSTRACTS

**Abstracts of Selected English-Language Reports  
Published 1992-1996 by the Malmö School of Education**

The project group “Preparedness for Peace” in Malmö, Sweden has for some years carried out research and development work on peace education and related issues. The tasks have also included editorial work and publishing related to PEC (The Peace Education Commission of the International Peace Research Association). This pamphlet presents brief abstracts of selected English language reports and papers from these activities. The present list contains publications from 1992-1996. Most of them can be ordered from: School of Education, Box 23501, S-20045 Malmö, Sweden.

Abrams, I. Postage stamps and peace education: The Nobel Prize. *Peace Education Miniprints*, No. 79, 1995.

The author and his collaborator, Scott London, have been building a collection of peace stamps of the last half century. This paper suggests how these can be used as an educational tool to further understanding of the movement for world peace. In this effort the Nobel Peace Prize, the most prestigious award in the world for peacemaking, is used as a focus. In the prizes from 1901 to the present, the Norwegian Nobel committees have recognized the major paths to peace. This variety is considered in portraying a number of laureates. In referring to prize winners, the author distinguishes between what have been called negative peace and positive peace and what the author terms "fundamental peace". The paper also presents a number of additional suggestions for the use of stamp collections illustrating other subjects relevant to peace education.

Aspeslagh, R. Tragic Pages: How the GDR, FRG and Japan processed their war history – Lessons for education for peace. *Peace Education Miniprints*, No. 39, 1992. (Rev. ed., 1994.)

"Tragic Pages" deals with three different attitudes towards war history: (a) disclaimers of responsibility, (b) sense of guilt and responsibility, and (c) mirror image and the role of the victim. Various events during the last few years make it clear, says the author, that the Second World War is still present in the lives of the people.

As one example, the attention in the former Federal Republic of Germany (FRG) to the fate of the former Soviet Union, in particular the massive aid of the population to Russia, bears a strong undertone of a sense of guilt: during the war the German army killed millions of Russians. The FRG accepted a responsibility for the Second World War and developed many programs, both for education and the mass media, to inform the young people and the public in general about the atrocities of Nazism. Nonetheless in the old "Länder" of the new FRG extreme right wing groups are also growing.

According to the author, it is important for peace education to deal with the "tragic pages" of one's own history, and the three cases dealt with here (the GDR, the FRG and Japan) are used to demonstrate what this may mean.

Bjerstedt, Å. *Comprehensive peace education: A bibliography*. (Educational Information and Debate, 96.) Malmö: School of Education, 1992.

Books, articles and reports, directly or indirectly relevant for the task of peace education, are very heterogeneous in kind and have been published

in a broad range of sources. It is difficult to get an integrated view of existing materials in this area. For this reason, a selective bibliography seemed to be useful. In this book a 167-page bibliography is presented. Its major focus is on books, reports and articles in English, German and the Scandinavian languages. The literature has been grouped into eight content categories. Introductory comments are given in English.

Bjerstedt, Å. (Ed.) Education for peace: A conference report from Kyoto. *Peace Education Reports*, No. 6, 1992.

PEC – the Peace Education Commission of the International Peace Research Association - is a transnational network of people interested in peace education and research related to peace education. The present report tries to give some idea of what happened at the PEC sessions in Kyoto, Japan, in July 1992.

After an introduction with some overview information about the conference, the report is divided into four parts. The first part includes three “area studies”, that is papers reporting on developments related to peace education in a special geographical area. The second part includes three “comparative studies”, where comparisons are made between various countries or between different time periods. The third part is titled “Concepts and Methods” and comprises seven papers. While parts 1-3 contain full papers (or substantial extracts of papers), the fourth part of the report presents nineteen papers in brief abstract or summary form.

Bjerstedt, Å. Doctoral dissertations related to education for peace and multicultural awareness. *Peace Education Miniprints*, No. 43, 1993.

A number of doctoral dissertations dealing with peace education, multicultural education and related areas are listed. Most of the dissertations are written in English or German and were presented during the last two decades. – Some information on abstracts and ordering possibilities has been added, for example references to Dissertation Abstracts International and copying through UMI Dissertation Services.

Some dissertations from India on non-violence, Mahatma Gandhi and related topics are listed separately in an Appendix (with Hindi titles translated into English).

Bjerstedt, Å. Fifty peace educators: Self-portraits in passing from twenty-two countries. *Peace Education Reports*, No. 7, 1993.

During the seventies and eighties, an increasing number of educators and researchers have taken an interest in, and worked with, peace education.

Who are these people; what motivates them to start working in this difficult area; and what are they doing? The present report will help the reader to acquire some idea about possible answers to these questions by presenting "self-portraits in passing" (based on interviews) of fifty peace educators representing twenty-two different countries. Interviewer: Åke Bjerstedt.

Bjerstedt, Å. (Ed.) *Peace education: Global perspectives*. (Studia psychologica et paedagogica, 107.) Stockholm: Almqvist & Wiksell International, 1993.

This book was put together to further a needed international dialogue and exchange of experiences in the young, developing field of peace education. The authors are all involved in an international network - The Peace Education Commission (PEC) of the International Peace Research Association. The PEC members work with research and development in this field and can report on tentative experiences from many parts of our world.

Part 1 of the book contains a series of papers describing peace education efforts in a number of different countries and settings, demonstrating both difficulties and possibilities.

Part 2 is the "editor's corner" and has a more mixed character. It reports on some attempts made to gather information on the present status of peace education, partly through questionnaires to school authorities, partly through informal interviews with experts. It also gives the interested reader some information on sources of further reading in this field, among other things by describing the publication activities of the Peace Education Commission.

Bjerstedt, Å. (Ed.) *Peace museums: for peace education?* (Educational Information and Debate, 102.) Malmö: School of Education, 1993.

Education for peace is in principle relevant for all age groups. Most peace educators primarily think about peace education within schools and universities. But target groups outside the formal educational systems, "adults in general", are of course also important. Examples of vehicles in this case may be our mass media. Peace museums may be one potential instrument, however (one that, by the way, may be useful *both* within the general public *and* for schools). The peace museum idea has been around for some time, but so far the peace museums of the world are quite few, and there has not been very much discussion about them. This booklet is intended to stimulate such discussion.

Among other things, results from a questionnaire are reported, answered by 60 respondents (interested in peace education) from 25

different countries on their view of the potential value and the preferred character of such peace museums.

Bjerstedt, Å. *Peace/war issues from a psychological perspective: A selective bibliography*. (Educational Information and Debate, 98.) Malmö: School of Education, 1993.

It is reasonable that you can be more effective and efficient as a peace educator if you have a good knowledge of typical conceptions and other psychological prerequisites among the school pupils or other groups you want to educate or influence. In addition, psychological components are important in most conflict and war situations.

In this list examples of publications containing studies or discussion related to psychological aspects of war, peace etc. and of peace education are given. In the 1980s many studies dealt with reactions to the nuclear war threat. – The major focus is on materials in English from recent years, with some examples added from other language areas.

Bjerstedt, Å. (Ed.) *Education beyond fatalism and hate: Some principles and procedures in peace-related educational efforts*. (Educational Information and Debate, 103.) Malmö: School of Education, 1994.

This is a collection of papers: (a) Education Beyond Hate (by Morton Deutsch, USA); (b) Education Beyond Fatalism and Impoverished Social Imagination: Are We Actively Listening to Young People's Voices on the Future? (by Francis P. Hutchinson, Australia); (c) Peace Education Across the Curriculum: Some Perspectives from New Zealand (by James Collinge, New Zealand); (d) The Teaching of Conflict Resolution and Nonviolence in Australian Schools: A Context for Peace Education (by Max Lawson, Australia); (e) Peace Education in Teacher Training: Some Examples (by Hanns-Fred Rathenow, Germany); and (f) Conflict Mitigation: Philosophy and Methodology (by Jan Øberg, Sweden).

Bjerstedt, Å. (Ed.) *Education for peace: A conference report from Malta. Peace Education Reports, No. 13, 1994.*

This is a 213-page report on the sessions of the Peace Education Commission (of the International Peace Research Association) at a conference in Valletta, Malta, Oct. 31 - Nov. 4, 1994. – After an introduction with some overview information about the conference, the report is divided into five parts. The first four parts give examples of full-length papers within different content areas (such as "Conflict Resolution" or "Children's Ideas and the Future"), while the fifth part presents additional

papers in brief abstract or summary form.

Bjerstedt, Å. "Schooling for peace": Notes on a project for developing teaching materials in Sweden. *Peace Education Miniprints*, No. 81, 1995.

"Schooling for Peace" was a project for the development of teachers' manuals and students' workbooks for Swedish schools – a cooperative project between the Alva and Gunnar Myrdal Foundation, the Swedish Red Cross and the Swedish UN Association. The work resulted in five separate teachers' manuals and three students' workbooks (for different educational levels).

"Preparedness for Peace" is an umbrella name for a group of studies at the Malmö School of Education with the aim of increasing our knowledge, via research and development efforts, about possible ways of helping children and young people to deal constructively with questions of war and peace.

Considering that "Schooling for Peace" was quite an ambitious effort in an area where lack of teaching materials has been emphasized, it seemed natural for the Malmö group to study and evaluate the products from "Schooling for Peace". A series of reports and miniprints dealing with this task have been published in Swedish. Here some aspects of this work are summarized, mainly employing the texts for the upper secondary school for illustration.

Bjerstedt, Å. What have Peace Education Commission papers dealt with in the 1990s? The contributions to six PEC conferences: A guide and some comments. *Peace, Environment and Education*, 1996, 7(1), 31-60.

During the period 1990-1994 the Peace Education Commission (PEC) arranged five international conferences (in Groningen, Firenze, Kyoto, Budapest and Valletta). From each of these meetings a conference report has been put together in which the contributions have been presented either in full-text form or in summary form. These five conference reports have been published by the Malmö School of Education with Å. Bjerstedt responsible for the editorial work.

These conference proceedings seem to be a profitable source of information for researchers and educators interested in peace-related education. It therefore seemed to be useful to put together a small guide to these five reports. In order to update the information, the contributions at the latest PEC conference (held in Brisbane, 1996) have been added. This guide is included as an Appendix.

In this article, the guide is briefly described and commented upon. - The guide has three major parts: (a) First, a complete list of the contributions; (b) second, an author index (with information about country);



(c) and third, a subject index with a number of keywords or key expressions for various kinds of contents dealt with.

Bjerstedt, Å. (Ed.) *Peace, Environment and Education*. (Malmö: School of Education), 1990-1996. (Twenty journal issues.)

“Peace, Environment and Education” is a combined journal and newsletter with a focus upon education for peace, broadly conceived. From 1990 to 1996 twenty issues have been published. A journal issue typically contains 64 pages with subsections entitled: papers; people and perspectives (interviews with peace educators); places (brief conference reports); publications; and postscripts (mixed notes).

Burns, R. & Weber, T. Gandhi and Freire on campus: Theory and practice in tertiary peace studies programs. *Peace Education Miniprints*, No. 76, 1995.

Over the past twenty years, the formal study of peace at universities and colleges has become an option available to many students. The development of such peace studies programs is very diverse. There are a variety of theoretical and ideological/philosophical approaches to peace. However, how to develop a course which is theory-based, and to compare different theoretical orientations, has not been much explored.

In this paper, the authors take up that challenge. Each of them has been responsible for a peace studies program in Australia, one through taking on and transforming an existing interdisciplinary undergraduate course and the other through developing a peace education course within a graduate education program. The ideas which inspired each author are presented. Paulo Freire and Mahatma Gandhi, whose work for justice and social change has been outstanding, are particularly emphasized. The authors find that a dialogue which develops the ideas, key concepts, analyses and actions of Gandhi and Freire (within contemporary settings, and with appropriate learning processes) provides a fruitful basis for a peace studies or peace education program.

Collinge, J. Peace education across the curriculum: Some perspectives from New Zealand. *Peace Education Miniprints*, No. 52, 1993.

Issues of peace and war and related environmental and social questions ought to form part of the curriculum of a truly democratic education system. The aim of these studies is not to indoctrinate young people into predetermined positions, but to help them develop into independently thinking and questioning adults. Controversial issues such as those we

might deal with in peace education should not be limited to older students. Many of these issues are of concern to young children and should be dealt with at a level appropriate to their developments.

A second part of this paper looks at some curriculum developments in New Zealand education, in which, even though there is not official support for peace education, there is scope within the new curriculum to deal with peace issues. Learning peace, however, is more than just curriculum development; it is concerned with the process of education as much as with content and all aspects of the life of the school are involved.

Dovey, V. Exploring peace education in South African settings. *Peace Education Miniprints*, No. 68, 1994.

The Youth Project of the Centre for Conflict Resolution (CCR), an autonomous institute associated with the University of Cape Town, focuses on the field of constructive conflict resolution and peacemaking empowerment for young South Africans.

In 1992 the Human Sciences Research Council initiated a Co-operative Research Programme into South African youth and the problems and challenges they face. CCR was commissioned to participate and submit a report on conflict resolution and peacemaking among youth. The report was compiled by Valerie Botha (Dovey), coordinator of the Youth Project, and an associate, Adele Kirsten.

This paper provides a synopsis of the research report, in three sections looking, firstly, at the needs of South African children and youth; secondly, at the range of initiatives already working in this field; and thirdly, at some suggested future directions.

van den Dungen, P. On the creative principles, message and thematic content of a peace museum. *Peace Education Miniprints*, No. 49, 1993.

A peace museum should exhibit objects related to ideas, efforts, and achievements about peace. The fight for peace (and with peaceful means) is a story filled with action, drama and heroism. The rich diversity of peace history should be fully reflected in the museum, based on a careful selection of themes and, within each theme, of events, individuals, movements etc. A general outline of eighteen possible major themes is presented. In addition, separate sections characterized by the nature of the objects displayed may be of value (for example, a "Cartoon Gallery", a gallery of Nobel peace laureates or "The Great Books of Peace") and add to the liveliness and variety of the peace museum.

Fujita, H. Adult education for peace: Japanese experiences. *Peace Education Miniprints*, No. 74, 1995.

So far peace education has been carried out and discussed more in elementary and high schools than for adults. This paper stresses the need for adult education for peace and discusses the organization, content and methods of such education, with special attention to experiences in Japan. - For example, among methods used, the following were dealt with: (a) Testimonials of war experience (the original Japanese method). (b) Exhibitions for peace. (c) Movie meetings. (d) Lectures. (e) Study through survey. (f) Role playing, singing, reciting poetry for peace. (g) Peace tours (for example, visits to Hiroshima and Nagasaki).

Harris, I.M. Peace studies in the United States at the university and college levels. *Peace Education Miniprints*, No. 26, 1992.

In the nineteen eighties peace studies in the United States expanded to over 300 colleges and university campuses. At this point peace studies programs take many different forms at both graduate and undergraduate levels and vary from certificate programs at small church affiliated colleges to peace studies majors at large public universities. This article discusses the growth of peace studies, makes some observations about the current practice of peace studies, and presents brief descriptions of eleven peace studies programs. It concludes by stating that there exists little agreement about what ought to be in a peace studies program. Because peace studies is currently being taught by professors trained in disparate fields, courses and programs reflect the diverse training of faculty and not common, agreed-upon assumptions about the nature of peace and violence.

Hutchinson, F. Building alternatives to violence: Are there needs and opportunities for teachers and teacher educators to be practical futurists? *Peace Education Miniprints*, No. 85, 1996.

This paper argues the importance not only of understanding how cultural editing may limit our images and those of our children for creating non-violent futures, but also of the need for quality responses by teachers and teacher educators to such editing. Drawing upon research in schools, a strong case is put for an explicit futures dimension in the school curriculum and for a re-conceptualisation of "literacy" to include more optimal forms such as skills of social imagination and action competence in the non-violent resolution of conflict. A number of working principles are advanced relating to active listening to young people's voices on the future, applied foresight and empowerment.

Lantieri, L. Waging peace in schools: Beginning with the children. *Peace Education Miniprints*, No. 80, 1995.

Ten years ago, Linda Lantieri co-founded the Resolving Conflict Creatively Program (RCCP) in New York City, and today she serves as the program's national director. RCCP teaches students (as well as teachers, parents, and administrators) practical skills that enable them to find creative solutions to conflicts as they happen. RCCP helps young people realize that they have many choices for dealing with conflict besides passivity or aggression. At the same time teachers must adopt a new style of classroom management. RCCP's comprehensive program includes the following components: (1) a K-12 classroom curriculum; (2) professional training and ongoing assistance and support for teachers; (3) a student-led mediation program; (4) parent training; and (5) administrator training. In this report, Linda Lantieri summarizes the basic characteristics of this program and its impact.

Lawson, M. The teaching of conflict resolution and nonviolence in Australian schools: A context for peace education. *Peace Education Miniprints*, No. 53, 1993.

Varieties of peace education in Australia are recounted and further developments are discussed. Accounts of teaching about conflict resolution and nonviolence in various Australian states are given. Of particular interest are the Social Education courses (Northern Territory); Active and Informed Citizenship (Queensland); General Studies and Resources for Teaching Against Violence (New South Wales).

A way forward for peace education is considered to be a closer linking of conflict resolution and the nonviolent tradition as shown in the work of the Conflict Resolution Network (Sydney).

Lawson, M. The International People's College, Helsingør, Denmark: Seven decades of peace education. *Peace Education Miniprints*, No. 71, 1995.

Peter Manniche founded the International People's College, Helsingør, in 1921 as an experiment in peace education, "a miniature League of Nations". It is a folk high school, and in many ways from its inception up to today is still in the mainstream of the Grundtvigian folk high school, except that it is the only Danish folk high school which teaches in English and that it is specifically international in emphasis, as reflected in the content of the curriculum and the composition of the staff.

This paper explores Manniche's educational ideas, and how they were put into practice through the curriculum, teaching and daily life of

the college.

The history of the college since Manniche's retirement is briefly brought up to date. More than 50,000 students have participated in the college courses, and in 1988 the college was designated a "Peace Messenger" by the United Nations.

Schools founded with a specific peace and international understanding emphasis are not common, and by examining the International People's College, which celebrates its seventy-fifth anniversary in 1996, a contribution may be made to understanding peace education in practice.

Löfgren, H. (Ed.) *Peace education and human development*. (Studia psychologica et paedagogica, 121.) Malmö: School of Education, 1995.

This 473-page book is a collection of 33 papers. Some examples of authors and contributions are given here:

Robert Aspeslagh: Pluralism and education;

Anima Bose: Mahatma Gandhi's principles of peacemaking;

Birgit Brock-Utne: Peace education at the end of a millennium;

Robin Burns: Peace education, the representation of participants and the presentation of conflict through school textbooks;

James Calleja: The future of peace education: Orientation and evaluation;

James Collinge: Sharing our foodbaskets: Some thoughts on peace education and school subjects in New Zealand;

Lars Henric Ekstrand: Multicultural education;

Virginia Floresca-Cawagas and Toh Swee-Hin: From the margins to the centre: Women's voices from the Philippines;

Johan Galtung: An experiment: Theater as pedagogy.

Ian M. Harris: Teachers' response to conflict in selected Milwaukee schools;

Frank Hutchinson: Towards cultures of peace: New literacies for the twenty-first century;

Max Lawson: Playback theatre - An opportunity for peace education?

Eva Nordland: A vision of "The Good Future";

Louis Oppenheimer: Does peace education differ from normal education?

Hanns-Fred Rathenow and Norbert H. Weber: 50 years after Auschwitz: Challenges for holocaust education;

Emilia Sokolova: Peace education: From person to person;

Aline M. Stomfay-Stitz: First steps in early childhood peace education;

John P. Synott: Peace education as discourse and practice in post-modernist context;

Toh Swee-Hin and Virginia Floresca-Cawagas: Weaving a culture of peace;

Lennart Vriens: Peace education in history;

Chrisoph Wulf: The non-deception of violence;

Jan Øberg: Conflicts - What we should have learnt in school.

Naidu, M.V. Religionism, rationalism and peace education: An attempt at model-building. *Peace Education Miniprints*, No. 45, 1993.

Models of irrational religionism and rational humanism are constructed and discussed in relation to peace education.

Religion is seen as a system of irrational beliefs which cannot be questioned by the believers. Popedom, priesthood and church pronouncements lead to the metamorphosis of religion into churchianity. When churchianity is politized, it leads to theocracy. Expansion – via proselytization, bribery or violence – becomes a cherished goal.

Rationalism seeks knowledge through the use of the thinking faculty. Rational humanism is the reverse of irrational religionism. Education is the cultivation of the mind; education is, therefore, built upon rationalism. Rational humanism, constructed on a secular and ethical basis, should be the guiding philosophy of peace education, according to the author of this paper.

Nordland, E. (Ed.) Project for Ecological and Cooperative Education (P.E.A.C.E.): Report from the meeting March 7-10, 1994, Kornhaug - Norwegian Peace Center. *Peace Education Reports*, No. 12, 1994.

The essence of peace education is to involve the students in expectations about possible changes in the direction of a cooperative and caring planet; to create attitudes through involving young and old in caring and protecting activities; and to make it possible to turn some of the caring and protecting activities into habits. For this to happen it is not enough to learn some text; we must somehow participate, get involved in the content, through action, practice, projects. Then we are on our way to “learning peace”.

These are some of the core ideas of the Project for Ecological and Cooperative Education (P.E.A.C.E.), a transnational project with participants from Russia, the Ukraine, Slovenia, Croatia, the United States and the Scandinavian countries. - The present report summarizes the presentations and discussions on ecological and cooperative education at the project’s meeting in Norway, March, 1994.

Prasad, S. N. Education for tolerance and peace. *Peace Education Miniprints*, No. 83, 1996.

Dr. Surya Nath Prasad, Chandrapur, India, President of IAERP (International Association of Educators for World Peace), discusses in this text the concept of tolerance and the role of tolerance in educational efforts. Glimpses from the history of intolerance and tolerance are presented and various theories of tolerance dealt with. Tolerance means that we live in

peace and harmony with people who differ from us in language, religion, race and custom, and that we appreciate people although they differ from us in many ways. Education for tolerance is seen as essential for the peace and survival of mankind, and the work of UNESCO in the area of education for tolerance and peace is discussed.

Rathenow, H.F. Project work in teacher training as part of peace education. *Peace Education Miniprints*, No. 58, 1994.

Projects on peace education have been carried out at the Technical University of Berlin since 1980. The present report gives examples of this work, focusing on street theatre activities and international workshops. Six international workshops on peace education have been organized (Denmark 1982, Great Britain 1984, The Netherlands 1986, West Berlin 1988, Hungary 1990, and Poland 1992). Aims and methods of the workshops are discussed, emphasizing process-oriented learning with teachers as facilitators.

Reardon B.A. Responding to a major problem of adolescent intolerance: Bullying. *Peace Education Miniprints*, No. 82, 1996.

In international gatherings on human rights and peace education, the topic of bullying has frequently been addressed. In this article the phenomenon of bullying is discussed, using a model for detecting and monitoring cases of bullying offered by Japanese teachers. Bullying is viewed as symptomatic of a deeper problem, lack of respect for the dignity and integrity of others. Such a respect is a central value of a culture of peace. Bullying is a major threat to tolerance in the schools and a moral challenge to educators. Yet at the same time bullying cases also present an opportunity for teaching toward moral development, as well as personal and social responsibility.

Thelin, B. Early tendencies of peace education in Sweden. *Peace Education Miniprints*, No. 69, 1994.

Early tendencies of peace education in Sweden are discussed. The time span is from the second part of the 19th century to the beginning of WW II. Special emphasis was often put on exposing the contradiction between religious education and history education. Religious education preached love and reconciliatory spirit, whereas history education was in Sweden as elsewhere very nationalistic and ethnocentric. To "cleanse" history education from chauvinism and from glorifying war was a strong concern of these early "peace educators". The Peace Association of Swedish Schools

was founded in 1919.

Toh, S.-H., Floresca-Cawagas, V. & Durante, O. Building a peace education program: Critical reflections on the Notre Dame University experience in the Philippines. *Peace Education Miniprints*, No. 38, 1992.

This paper draws upon the experiential and theoretical insights gained from five years of developing a peace education program at Notre Dame University in the Philippines. The authors' critical reflections on that experience encompass the processes, relationships, and structures embodied in the program, and its achievements, constraints, difficulties and prospects for the future. The personal, social, political and cultural forces and influences underpinning the formation and evaluation of the program are also explored. Hopefully, a case study of peace education in the Philippine context, which is burdened by such deep crises of conflict, violence and human suffering, may yield meaningful answers and questions for enhancing the craft and struggle of educating for peace, justice and compassion.

Wessells, M. G. The role of peace education in a culture of peace: A social-psychological analysis. *Peace Education Miniprints*, No. 65, 1994.

To meet the current challenges to peace, it is necessary to develop programs of research, education, and intervention that are as systemic and multidimensional as violence itself. UNESCO's nascent culture of peace program is promising in this regard. This paper analyzes the role of peace education in the creation of a culture of peace, from the standpoint of social psychology. Among other things, the following principles are discussed: (1) To produce systemic change, peace education must be integrated across a variety of social levels. (2) Cooperative orientations are essential components of the psychological substrate for a culture of peace. (3) Cooperation on superordinate goals shared by groups and individuals in conflict provides one of the best means of reducing and preventing destructive conflict. (4) Empathy and multicultural understanding must be integrated into programs of peace education. (5) There must be a thorough reorientation of the structure, content, and pedagogy of peace education toward positive peace.

Zuber, R. (Ed.) Journeys in peace education: Critical reflection and personal witness. *Peace Education Reports*, No. 14, 1994.

Six voices from the world of peace education can be listened to in this report: those of Robin Burns (Australia), Virginia Floresca-Cawagas (The



Philippines), David Hicks (United Kingdom), Tena Montague (Canada), Toh Swee-Hin (Canada) and Robert Zuber (United States). The six authors attempt to chronicle the processes and important persons leading them to commit to peace education, as well as those obstacles, successes and failures encountered when trying to make these commitments concrete and substantial.

Øberg, J. Conflict-mitigation: Philosophy & methodology. *Peace Education Miniprints*, No. 56, 1994.

Conflict-mitigation is a concept and a methodology that the TFF (Transnational Foundation for Peace and Future Research) has developed to some extent in its projects in former Yugoslavia. It emphasizes a broad societal understanding of the conflicts obtained mainly through in-depth interviewing with many and varied actors. It is intended to enable the parties themselves to solve their own conflicts to the largest extent possible. The concept of mitigation is used deliberately (rather than solution or mediation). It signifies a modest indirect approach providing perspectives, concrete proposals and some tools that can be used by the parties themselves. – In this paper, Jan Øberg summarizes and discusses the major characteristics of the conflict-mitigation process as it has been used by the TFF teams.

*Note:* Readers interested in additional information about publications on peace education and related topics published by the Malmö School of Education could find such information in “Education for a peaceful future: Reports and miniprints from the Malmö School of Education” (Peace Education Miniprints, No. 77). PEM 77 contains many more references than the list above, but it has no abstracts.

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