

UNESCO/EURED course **“Human Rights and Peace Education in Europe” 2004-2006**

Report of Seminar V, 18 – 22 July 2006 in Stadtschlaining, Austria



Introduction

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

The EURED Course

EURED is a pioneering project on in-service teacher training in Peace and Human Rights Education. It is a University Course of Klagenfurt University (40 ECTS credits) and officially approved and recognised by UNESCO. Scientific director is Prof. Werner Wintersteiner from Klagenfurt University. The UNESCO/EURED course is meant for all teachers and teacher trainers in the whole of Europe, inside and outside the EU. Europe is part of the curriculum as a topic, an aim, and a ‘method’ of peace and human rights education. The aim is to promote peace and human rights education as method as well as content, through the choice of issues,

the commitment and pedagogical skills of trainers and speakers, and the creativity in training methods. The UNESCO/EURED course is developed as a well balanced, complete unit. The complete course lasted two years, comprising five seminars with practice assignments and e-learning during the inter-seminar period.

The seminars and practice assignments were facilitated by two international course directors, Diane Hendrick from UK/Austria; a free lance consultant, trainer and researcher in Conflict Transformation, and Mireia Uranga Arakistain from the Basque country/Spain; teacher trainer on Peace Education, Head of the Department of Peace Education of Gernika Gogoratuz.

The EURED Course Seminars

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

The idea of using Europe as a 'method' was reflected in the careful choice of venues for the seminars in different parts of Europe, which were then used as an educational tool during the course. Europe is a continent where many conflicts took place, were resolved and sometimes continue today. During the seminars participants gained insight into the processes that escalate or de-escalate a local conflict. The first seminar of the course took place in **Guernica/Gernika, Spain** (July 2004), where participants gained some understanding of the reconciliation process between Guernica and Germany and of the Basque conflict. The second seminar in **Magdeburg, Germany** (February 2005), focused on the consequences of the re-unification of East and West Germany. In the third seminar in **Budapest, Hungary** (July 2005), the problem of discrimination against Roma people and other ethnic minorities was part of the programme. In the fourth, in **Brixen/Bressanone** in the Süd-Tirol/Alto Adige region, **Italy**, participants learned about the specific approach to handling the conflict between several minority groups in the area. The fifth and last seminar was held in **Stadtschlaining**, Burgenland, **Austria**, where exclusion and xenophobia are particular causes of conflict. The venue, the Peace Center Burg Schlaining, which is accommodated in a castle, provided an example of how a building meant for defence and war had been transformed into a space for peace with a broad influence.

Seminar V: Practice in Peace Education

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

At Seminar V, the participants presented Practice Assignment 3 to their peers and to a group of selected experts. Other sessions were dedicated to different examples of best practice in peace education, and the seminar gave ample space for discussions with experts from different disciplines, who were invited to comment on the presentations. Present were:

- Eva Borbély Nagy, Director of the Foundation for Human Rights and Peace Education in Budapest, Hungary, EURED group
- Reinhard Eckert, Ludwig Boltzmann Institute for Human Rights, Austria
- Gabriele Eschig, Secretary General of the Austrian National Commission of UNESCO
- Ursula Gamauf, Project Co-ordinator for EU and OSCE-related Projects, ASPR
- Prof. Brigitte Hipfl, Professor of Media Studies, and Director of the Centre for Peace Research and Peace Education at Klagenfurt University, Austria
- Michele Milner, Programme Manager Dankook University Seoul and Teachers College, Columbia University, USA
- Bernhard Nolz, Centre for Peace Culture at Siegen University, Germany, EURED group
- Hanna Orthofer, Peace Education Programmes, ASPR, Austria
- Janne Poort-van Eeden, Education Officer at the International Fellowship of Reconciliation's Women Peacemakers Program, and EURED group member
- Prof. Betty Reardon, Founding Director of the Peace Education Centre, Teachers College, Columbia University, New York, USA
- Rüdiger Teutsch, Director of the Intercultural Centre in Vienna, Austria, EURED group
- Prof. Werner Wintersteiner, Founder of the Peace Research and Peace Education Centre, University of Klagenfurt, Austria, EURED.



Prof. Betty Reardon

In addition to the discussions with experts on the participants' practice assignments, there were inputs on particular topics and approaches in peace education, information about conflicts in the region, as well as sharing of experience with the experts, reflection on the learning gained during the course and evaluation of the seminar.

Seminar V Sessions

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



EURED Final Papers 2006

Arlette De Bourcy-Lommel, Luxemburg. Using a Memorial Place to Educate for Peace, Freedom, Democracy And Human Dignity.

Howard Bullard, USA. An International Development Worker's Response to Math Anxiety Using Peace Education.

Vivien Cassar, Malta, Socialisation, Gender Bias and Behaviour.

Despina Chronaki and Ourania Pothitaki, Greece, Non-Violent Conflict Resolution through Discovering the Other.

Armine Makayelyan and Goharik Markosyan, Armenia. Peace and Conflict Resolution Education at Schools Of Shirak Region.

Nikoletta Mantziara, Greece. Intercultural Education and Human Rights Education.

Laura García-Marqués, Austria. Fighting against Discrimination in Austria: Legal Aspects.

Barbara Jost, Switzerland, We and the Others. About Cooperation.

Nino Kadagidze, Georgia, The Right to Education.

Heidi Mangold-Renner, Austria. Teaching English in a Human Rights and Peace Education Context.

Francesco Pistolato, Italy. Peace Education in Italy – An Outline.

Gerda Rui Keller, Switzerland, Using Puppet Theatre in the School – The Right of the Child to Freedom of Expression.

Birgit Scheffel, Austria. Children's Rights: How Games Can Be Used as a Tool of Peace Education.

Begoña Varona and Kepa Mallea, Basque Country, Spain. Towards Peace, Collaboration and Solidarity Culture through Cooperative Games.

Sabine Woggon-Schulz, Germany. Founding an International Peace School in Cologne.

Other sessions included:

- Two panel discussions with the invited experts, one on *best practice examples* from different countries, the other on *the political dimension of peace education*. Each gave a short overview of the work they are involved in, together with some examples from their practical work, which was very useful for participants' own practice.
- *Peace & Human Rights Education*, a lecture by Betty Reardon, the well known peace educator with experience in teaching, writing and acting for peace education. The core of her message is that real Peace Education educates students and teachers together towards the creation of a society where Human Rights are fully integrated for all members of the community. She showed part of a film produced by the International Association for Religious Freedom, as an example of how a human story can be engaging and can stimulate awareness, analysis and action.
- *Gender and Peace & Human Rights Education*, a lecture and workshop by Betty Reardon. Inequality of genders is a Human Rights abuse from which not only women but also men suffer severely. In an exercise with the 'Patriarchal Power Pyramid' participants discovered some of the reasons why the system maintains the power imbalance between men and women, despite more than a hundred years of liberation movements and actions.
- *Literature in Peace and Human Rights Education*, by Werner Wintersteiner. Since literature and language are basic for society, they are also basic for peace. In Peace Education, literature comprises four important dimensions; it can envisage

Utopia, bring catharsis, arouse empathy and provide criticism. Following a power point introduction, participants were invited to choose one of the different forms of literature and explore how this might be used in the classroom.

- *Using History for Peace, by Eva Borbély Nagy.*

In order to draw participants' attention to new information resources, the results of a research project in the Hungarian National Archives were displayed in the room. Participants were invited to explore the documents and photographs in order to compare the past with the present, and to find similarities and differences in the concepts of peace, the words, expressions and symbols used. How could one use the historical approach within a peace pedagogy?



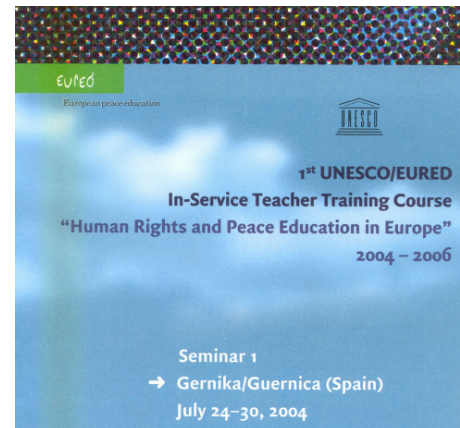
- *Collective thinking, a dialogue approach, by Rüdiger Teutsch.*

The group represents many different experiences and ideas. In order to help participants to gather the collective wisdom gained during the EURED course, they were invited to join in a session of “thinking together”. Participants sat in a circle, with everyone in the same position, teachers as well as students. A stick lay in the middle of the circle; one could only speak with the stick in the hand, according to a few strict rules. The central question was: Which are the significant learnings connected with the EURED course? All statements together gave a broad – and positive – idea of the impact of the EURED programme.

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



- Adoption of a joint statement: an *Appeal for a European Initiative for Peace Education*. The statement had been discussed at Seminar IV, and participants had been given the opportunity to make corrections and comments between seminars. They then approved and signed the joint statement intended for European politicians and opinion leaders to encourage them to strive for an integration of peace education in all educational settings in all European states.



Conclusion

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



EURED course director Diane Hendrick and EURED director Werner Wintersteiner, handing out the certificate at the final ceremony.

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