

Analytical Review of Selected Peace Education Materials

Inter-Agency *Peace* Education Programme

Skills for Constructive Living



**Inter-Agency
Peace Education Programme**

**Analytical Review
of Selected Peace Education Materials**

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the INEE Kit

I . 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 programmes 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, IIEP¹, IBE², INEE³,

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 programmemes as advocacy, system reform, curriculum or programmeme materials and their level of appropriateness for various educational settings.

situations of emergencies and reconstruction. INEE includes UNESCO and UNICEF as well as 400+ NGOs.

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 or 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 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

Page Indication of the sections (and corresponding page indication for Annex 1)

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
2004 ISBN 0-19-515779-6

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

Author(s): Howard Zinn, ed.
2002 ISBN 0-8070-1407-9

A Powerful Peace: The Integrative Thinking Classroom

Author(s): W. and R. Heyenberk
2000 ISBN 0-205-29360-3

Because We Can Change the World

Author(s): Mara Sapon-Shevin
1999 ISBN 0-205-17489-2

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

Author(s): William Ury
1999 ISBN 0-670-88758-7 www.penguinputnam.com

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

Author(s): Amiram Raviv Louis Oppenheimer Daniel Bar-Tal, eds
1999 ISBN 0-7879-4169-7

Educating for a Peaceful Future

Author(s): David Smith T. R. Carson
1998 ISBN 0-921-099-07-x

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

Author(s): Jay Rothman
1997 ISBN 0-7879-0996-3 www.ariagroup.com

Pathways to Peace: 40 Steps to a Less Violent America

Author(s): Victor Lacerva
1996 ISBN 0-9649104-0-3

Preparing for Peace: Conflict Transformation Across Cultures

Author(s): John Paul Lederach
1996 ISBN 0-8156-2656-8 www.syracuseuniversitypress.syr.ed

Justice Without Violence

Author(s): Paul Wehr Heidi Burgess Guy Burgess, eds.
1994 ISBN 1-55587-465-7

Teaching Students to be Peacemakers

Author(s): David W. Johnson Roger T. Johnson
1991 ISBN 0-939603-15-2

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

Author(s): Naomi Drew
1987 ISBN 0-915190-46-x

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-Palestina Village in Israel

Author(s): Grace Feuerverger
ISBN

ASCD - Association for Supervision and Curriculum Development

Adult Conflict Resolution (40 min.)

Author(s):
ISBN - www.ascd.org

Association for Conflict Resolution

Conflict Resolution in the Schools: A Manual for Educators

Author(s): Kathryn Girard Susan J. Koch
1996 ISBN 0-7879-02235- www.ACRnet.org

Association for Conflict Resolution, CREnet

Does it Work? The Case for Conflict Resolution Education in our Schools

Author(s): Tricia S. Jones Daniel Kmita, eds
2001 ISBN 0-9704450-0-8 www.acrnet.org

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):
2003 ISBN www.casel.org

Center for Nonviolent Communication

Non-Violent Communication: A Language of Compassion

Author(s): Marshall B. Rosenberg
2000 ISBN 1-892005-02-6 www.cnvc.org

Community Boards Program, San Francisco, CA

Peer Mediation for Middle Schools: an Implementation and Training Guide

Author(s):
2003 ISBN - www.Communityboards.org

Community Boards Program, San Francisco, CA

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

Author(s):
2003 ISBN - www.communityboards.org

Community Boards Program, San Francisco, CA

The Conflict Management Program: Peer Mediation for High Schools

Author(s):
2003 ISBN - www.communityboards.org

Community Boards Program, San Francisco, CA

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

Author(s):

2002 ISBN - www.communityboards.org

Community Boards Program, San Francisco, CA

Conflict Resolution: A Middle and High School Curriculum

Author(s): Jim Halligan

1998 ISBN - www.communityboards.org

Community Boards Program, San Francisco, CA

Peacemakers of the Future

Author(s):

1996 ISBN - www.comunityboards.org

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

1998 ISBN 1-891955-03-9 www.planet-rockland.org/conflict/

Creative Response to Conflict

Discovery Time for Cooperation and Conflict Resolution

Author(s): Sarah Pirtle

1998 ISBN 1-98155-09-8 www.planet-rockland.org/conflict

Creative Response to Conflict

The Friendly Classroom for a Small Planet

Author(s): Priscilla Prutzman

1988 ISBN 0-86571-129-1 www.planet-rockland.org/conflict

Creative Response to Conflict - Cincinnati Branch

Sharing Power for Peaceful School

Author(s):

ISBN www.planet-rockland.org/conflict/

Eastern Mennonite University, Harrisburg, Virginia - Conflict Transformation Program

The Journey Towards Reconciliation

Author(s): John Paul Lederach

1999 ISBN 0-8361-9082-3 www.emu.edu/ctp

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):
2000 ISBN www.dontlaugh.org

Educators for Social Responsibility: National

Teaching Young Children in Violent Times

Author(s): Diane E. Levin
2003 ISBN www.esrnational.org

Educators for Social Responsibility: National

Partners in Learning: From Conflict to Collaboration in Secondary Schools

Author(s): Carol Lieber
2002 ISBN 0-942349-17-2 www.esrnational.org

Educators for Social Responsibility: National

Conflict in Context: Understanding Local to Global Security

Author(s): Gayle Mertz Carol Lieber
2001 ISBN 0-942349-16-4 www.esrnational.org

Educators for Social Responsibility: National

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

Author(s): William Kriedler Rachel Poliner
1999 ISBN 0-942349-13-x www.esrnational.org

Educators for Social Responsibility: National

Early Childhood Adventure in Peacemaking

Author(s): William Kriedler Sandy Whittall
1999 ISBN 0-942349-09-1 www.esrnational.org

Educators for Social Responsibility: National

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

Author(s): Nancy Carlsson-Paige Diane E. Levin
1998 ISBN - www.esrnational.org

Educators for Social Responsibility: National

Conflict Resolution in the High School

Author(s): Carol Lieber
1998 ISBN 0-942349-11-3 www.esrnational.org

Educators for Social Responsibility: National

Linking Up Guide

Author(s): Sarah Pirtle
1998 ISBN 0-942349-10-5 www.esrnational.org

Educators for Social Responsibility: National

Conflict Resolution in the Middle School

Author(s): William Kriedler
1997 ISBN 0-942349-07-5 www.esrnational.org

Educators for Social Responsibility: National

Waging Peace in Our Schools

Author(s): Linda Lantieri Janet Patti
1996 ISBN 0-8070-3116-x www.esrnational.org

Educators for Social Responsibility: National

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

Author(s): William Kriedler Lisa Furlong
1995 ISBN 0-93438-711-7 www.esrnational.org

Educators for Social Responsibility: National

Teaching Conflict Resolution through Children's Literature

Author(s): William Kriedler
1994 ISBN 0-590-49747-2 www.esrnational.org

Educators for Social Responsibility: National

Elementary Perspectives: Teaching Concepts of Peace and Conflict

Author(s): William Kriedler
1990 ISBN www.esrnational.org

Educators for Social Responsibility: National

Creative Conflict Resolution

Author(s): William Kriedler
1984 ISBN 0-673-15642-7 www.esrnational.org

Educators for Social Responsibility: National

Dialogue: Turning Controversy into Community

Author(s): Rachel Polinar Jeffrey Brown
ISBN www.esrnational.org

Educators for Social Responsibility: National - National Professional Resources

Understanding Emotions in the Classroom

Author(s): Claudia Marshall Shelton Robin Stern
2004 ISBN www.nprinc.com; www.esrnational.org

Educators for Social Responsibility: National - Project Adventure

Cowtails and Cobras II: A guide to Games, Initiatives, Ropes Courses, and Adventure Education

Author(s): Karl Rohnke
1989 ISBN 0-8403-5434-7 www.pa.org; www.esrnational.org

Educators for Social Responsibility: National - Project Adventure

Silver Bullets: a Guide to Initiative Problems, Adventure Games, and Trust Activities

Author(s): Karl Rohnke
1984 ISBN 0-8403-5682-x www.pa.org; www.esrnational.org

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
2003 ISBN www.esrmetro.org

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
1996 ISBN www.esrmetro.org

Friends of Conflict Resolution Program

The Mediator's Handbook

Author(s): Jennifer E. Beers
1997 ISBN 0-86571-359-6

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
2004 ISBN 1-57954-793-1 www.gmu.edu/departments/crdc

Inter-Change Consultants

Peace in Everyday Relationships: Resolving Conflicts in Your Personal and Work Life

Author(s): Sheila Alson Gayle Burnett
2003 ISBN 0-89793-352-4

National Association for the Education of Young Children

Early Violence Prevention

Author(s): Ronald Slaby et al
1995 ISBN 0-935989-65-x www.naeyc.org

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
2001 ISBN www.paulkivel.com

Oakland Men's Project

Making the Peace: A 15 Session Violence Prevention Curriculum for Young People

Author(s): Paul Kivel Allan Creighton
1997 ISBN 0-89793-205-6 www.paulkivel.com

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
1993 ISBN 0-89486-923-x www.paulkivel.com

Oakland Men's Project

Helping Teens Stop Violence

Author(s): Paul Kivel Allan Creighton
1992 ISBN 0-89793-116-5 www.paulkivel.com

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

School Conflict Management: Guide for Grades 7-12

Author(s):
2003 ISBN www.disputeresolution.ohio.gov

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
2002 ISBN - www.disputeresolution.ohio.gov

Peace Education Foundation

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

Author(s): Sandy Tavlin Rizzo Doris Berkell Karen Kotzen
1997 ISBN 1-878227-37-8 www.peaceeducation.com

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
1999 ISBN 0-7365-1030-3 www.films.com

Responding to Conflict

Working with Conflict: Skills and Strategies for Action

Author(s): Simon Fisher Dekha I. Abdi Jawed Ludin
2000 ISBN 1-85649837-9 www.respond.org

School Mediators Association

Students Resolving Conflicts: Peer Mediation in Schools

Author(s): Richard Cohen
1995 ISBN 0-673-36096-2

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.
2001 ISBN 0-8058-3733-7

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
2003 ISBN 0-7879-6379-8 www.ACRnet.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
1997 ISBN 0-87822-368-1 www.nccre.org; www.researchpress.com

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

Peer Mediation: Conflict Resolution in Schools: Program Guide and Student Manual, Part 2 (Student Manual)

Author(s): Fred Schrumpt Donna Crawford Richard Bodine
1997 ISBN 0-87822-367-3 www.nccre.org; www.researchpress.com

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
1994 ISBN 0-87822-476-9 www.nccre.org; www.researchpress.com

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
1994 ISBN 0-87822-477-7

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 resolution non-violente de conflits en milieu educatif 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
1995 ISBN 0-435-09954-8

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 -

UNICEF MENARO; Intl. Institute for Studies in Education, University of Toronto

Global Education: Making Basic Learning a Child-Friendly Experience

Author(s): Graham Pike David Selby
ISBN -

UNICEF Sri Lanka; Department of Primary Education, NIE

Education for Conflict Resolution: Teachers' Guide for Primary Grades

Author(s):
1995 ISBN -

UNICEF, Center for Culture of Peace and Non-Violence, Zagreb, Croatia

Za Svemire: Peaceful Conflict Resolution Workshops for Primary and Secondary Schools

Author(s): Maja Uzelac
2001 ISBN 9953-9724440-

UNICEF, Group MOST, Belgrade

Goodwill Classrooms: School Programme for Constructive Conflict Resolution, Vol. I, Vol. II 1-4, 5-8, Vol. III secondary (Part 1)

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

UNICEF, Group MOST, Belgrade

Goodwill Classrooms: School Programme for Constructive Conflict Resolution, Vol. I, Vol. II 1-4, 5-8, Vol. III secondary (Part 2)

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

UNICEF, kukatonon Peace Theatre, Monrovia, Liberia

Training Manual of Conflict Resolution, Reconciliation and Peace

Author(s): Barry Hart Joe Gbaba
1993 ISBN -

UNICEF, Ministry of Education, Belgrade

Words are Windows or They're Walls: Non-violent Communication Programme

Author(s): Nada Ianiatvic Marshall Rosenberg
1996 ISBN -

UNICEF, Oxford Development Education Center

Children Working for Peace

Author(s): Pippa Bobbett
1995 ISBN 1-871-440-09-2

University of California, Berkeley - Peace and Conflict Studies Program

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

Author(s): Michael N. Nagler
2001 ISBN 1-893163-16-4 www.ias.berkeley.edu/iastp/pacs/pacs.html

University of Cape Town, South Africa, The Centre for Conflict Resolution - Youth Project Training Program

Mediation in School Communities: Creative and Constructive Approaches to Conflict

Author(s): Dawn Alley
2000 ISBN - ccrweb.uct.ac.za

University of Washington - Peace and Strategic Studies Program

Approaches to Peace: A Reader in Peace Studies

Author(s): David Barash
2000 ISBN 0-19-512386-7

US Institute for Peace

Building Peace: Sustainable Reconciliation in Divided Societies

Author(s): John P. Lederach
1999 ISBN 1-878-379-73-9 www.usip.org

WNET Thirteen New York - Peaceful Solutions

Peaceful Solutions: Conflict Resolution and Violence Prevention Strategies

Author(s):
1997 ISBN - www.thirteen.org/peaceful

Cultural and Ethnic Differences

Handbook of Intercultural Training, 3rd edition

Author(s): Dan Landis Janet M. Bennett Milton Bennett
2004 ISBN 0-7619-2332-2

Exploring Culture: Exercises, Stories, and Synthetic Cultures

Author(s): Gert Jan Hofstede Paul Pederson
2002 ISBN 1-877864-90-0 www.interculturalpress.com

Open Minds to Equality: A Sourcebook of Learning Activities to Affirm Diversity and Promote Equality

Author(s): Nancy Schniedewind Ellen Davidson
1998 ISBN 0-205-16109-x

Just a Little Dot

Author(s): Mitra Sen
1996 ISBN - www.sandalwooldproductions.com
Video, 35 min.

Roots and Wings: Affirming Culture in Early Childhood Education

Author(s): Stacy York
1991 ISBN 0-934140-63-4

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
1998 ISBN 1-878554-11-5 www.teachingforchange.org

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
1998 ISBN 0-536-01175-3

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.
2004 ISBN 1-878544-18-2 www.civilrightsteaching.org

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

1995 ISBN - www.teachingtolerance.org

Video, 40 min.; linked to the book "Us and Them"

Teaching Tolerance

Us and Them

Author(s): Charles Guggenheim

1995 ISBN - www.teachingtolerance.org

Book and Teacher's Guide, also linked to Video: "The Shadow of hate: A History of Intolerance in the US", 40 min.

Ecology, the Environment and Health

War and Public Health

Author(s): Barry Levy Victor Sidel
1997 ISBN 0-19-510814-0

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
2000 ISBN - www.ecoliteracy.org

Center for Ecoliteracy

Ecoliteracy: Mapping the Terrain

Author(s): Zenobia Barlow Fritjof Capra Jeanette Armstrong
ISBN - www.ecoliteracy.org

Educators for Social Responsibility: National

Trash Conflicts: An Integrated Science and Social Studies Curriculum on the Ethics of Disposal

Author(s): Amy Ballin
1993 ISBN 0-942349-06-7 www.esrnational.org

Green Teacher, New Society Publishers

Teaching about Climate Change

Author(s): Tim Grant Gail Littlejohn
2001 ISBN 0-86571-437-1 www.greenteacher.com; www.newsociety.com

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.
1997 ISBN 0-4650873-0-2

Project on Ecological and Cooperative Education

Learning Peace: The Promise of Ecological and Cooperative Education

Author(s): Betty Reardon Eva Nordland, eds.
1994 ISBN 0-7914-1756-5

UNICEF, WHO, UNDP

Children in the New Millenium: Environmental Impact on Health

Author(s):
2002 ISBN 92-807-2065 www.unicef.org

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
2002 ISBN - www.esdtoolkit.org; www.eerc.ra.utk.edu

World Hunger Year

Finding Solutions to Hunger: Kids Can Make Difference

Author(s): Stephanie Kempf
2001 ISBN - www.worldhungeryear.org

Economic and Social Justice

American Friends Service Committee - Praxis/Economic Justice Project

Economics Education: Building a Movement for Global Economic Justice

Author(s): Mary Zerkel, ed.
2001 ISBN - www.afsc.org

Education Development Project, Croatia

Education for Development

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

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

Population in Perspective: A Curriculum Resource

Author(s): Mary Lugton Pheobe McKinney
2004 ISBN - www.hampshirecollege.edu

Highlander Research and Education Center

A Very Popular Economic Education Sampler

Author(s):
1998 ISBN - www.highlandercenter.org

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

Today's Globalization

Author(s):
2002 ISBN 1-932085-06-8 www.projectsouth.org

Institute for Policy Studies

Field Guide to the Global Economy

Author(s): Sarah Anderson John Cavanagh Thea Lee
2000 ISBN - www.ips-dc.org; www.thenewpress.com

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

Ancient Futures: Learning from Ladakh

Author(s): John Page
1993 ISBN - www.rethinkingschools.org

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 Committee for Worker and Human Rights

Child Labor is not Cheap

Author(s): Amy Sanders Meredith Sommers
1997 ISBN 0-96177-438-x www.nlcnet.org

incl. video: "The Child Behind the Label"

National Labor Committee - United Students Against Sweatshops

Something to Hide

Author(s):

1999 ISBN - www.nlcnet.org

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

2004 ISBN 0-975529973-0 www.nnir.org

Further authors: Miriam Ching, Yoon Louie, Sash 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 Nilisa Jon Fromer

2001 ISBN - www.nnir.org

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):

2003 ISBN - www.nomoresweatshops.org

Project South, Atlanta, GA, USA

Anatomy of a Movement: the Zapatistas

Author(s):

2002 ISBN 1-932-85-09-2 www.projectsouth.org

Project South, Atlanta, GA, USA

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

Author(s):

2002 ISBN 1-932085-01-0 www.projectsouth.org

Project South, Atlanta, GA, USA

Popular Education for Movement Building, Vol II

Author(s):

2001 ISBN 1-932085-01-0 www.projectsouth.org

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

2000 ISBN 0-312-24050-3 www.aforcemorpowerful.org; www.pbs.org

Rethinking Schools

Rethinking Globalization: Teaching for Justice in an Unjust World

Author(s): Bill Bigelow Bob Peterson

2002 ISBN 0-9942961 www.rethinkingschools.org

Rethinking Schools

Trinkets and Beads: Oil Companies and the Rain Forests

Author(s): Bill Bigelow Joe Kane
1999 ISBN - www.rethinkingschools.org
linked to ISBN: 0-942961-28-5

Transcend

Searching for Peace: The Road to TRANSCEND

Author(s): Johan Galtung Carl G. Jacobsen Kai Frith
2002 ISBN 0-7453-1928-9 www.transcend.org

Transcend

Peace by Peaceful Means: Peace and Conflict Development and Civilization

Author(s): Johan Galtung
1996 ISBN 0-8039-7510-4 www.transcend.org

UNICEF, Mauritius Institute fo 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
1997 ISBN 0-8122-1607-5

Amnesty International - Human Rights Educators Advocacy Network

Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights

Author(s): Nancy Flowers, ed.
1998 ISBN www.hrusa.org; www.aiusa.org

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.
1996 ISBN 187-332-8168 www.amnesty.org.uk

Asia Forum for Human Rights and Development, Intl. Human Rights Internship Program

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
ISBN 1-881482-06-5 www.columbia.edu/cu/humanrights/

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
1995 ISBN 0-8122-1524-9 www.tc.edu/peaceed/

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):
2004 ISBN www.pdhre.org

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):

2004 ISBN

www.pdhre.org

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 -

part of the UNESCO Kit "The Practice of Citizenship"; 44th session of the International Conference on Education, Geneva 1994; Endorsed by the General Conference of UNESCO, 28th session, Paris 1995

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

part of the UNESCO Kit "The Practice of Citizenship"; first edition in 1982, second edition in 1989

UNESCO Santo Domingo, Facultad Latinoamericana de Ciencias Sociales

Guía de Educación 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

1993 ISBN 92-806-3056-3

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

Human Rights Education Handbook: Effective Practices for Learning, Action, and Change

Author(s): Nancy Flowers

2000 ISBN 0-9675334-3-0 www.hrusa.org; www.umn.edu/humanrts

University of Minnesota, Human Rights Resource Centre

Economic and Social Justice: A Human Rights Perspective

Author(s): David Shipman

ISBN 0-9675334-0-6 www.hrusa.org; www.umn.edu/humanrts

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

1999 ISBN 0-9675334-1-3 www.hrusa.org

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"

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
2003 ISBN 0-7864-1487-1 www.mcfarlandpub.com

I'd Rather Teach Peace

Author(s): Coleman McCarthy
2002 ISBN 1-57075-430-6

Fighting to Learn

Author(s): John Hammond
1998 ISBN 0-8135-2526-8

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 Donaldo Macedo
1988 ISBN 0-8264-1088-x

Freire for the Classroom

Author(s): Ira Shor, ed.
1987 ISBN 0-86709-197-5

Centre d'Estudis de L'Esplai

En Clau de Pau - un programa pedagògic per al nou millenni (The Key for Peace - a Pedagogical Programmme for the new Millenium)

Author(s):
1999 ISBN -

contains: 3 books for primary, secondary school aged children and adolescent education and a pedagogical book

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):
1995 ISBN 0-921284-48-9

Euopean Centre for Conflict Prevention, Europen Centre for Common Ground, IMPACS

The Power of the Media - A Handbook for Peacebuilders

Author(s): Ross Howard Francis Rolt 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

2000 ISBN 1-55874-879-2

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

2000 ISBN 1-55874-879-2

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

2000 ISBN 1-55874-879-2

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 1-58874-879

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

2000 ISBN 1-58874-879-2

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 -

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'Esplai 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
2002 ISBN 0-9442962-27- www.rethinkingschools.org

Rethinking Schools

Teaching about Social Justice and the Power of the Written Word

Author(s): Linda Christensen
2000 ISBN 0-942961-25-0 www.rethinking.schools.org

Rethinking Schools

Rethinking Our Classrooms: Teaching for Equity and Justice, Vol I

Author(s): Bill Bigelow Bob Peterson Linda Christensen
1994 ISBN 0-99429961-18 www.rethinkingschools.org

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.
2002 ISBN - www.tc.edu/peaceed/; www.haguepeace.org

The Hague Appeal for Peace, Columbia University Teachers College - Peace Education Program
Learning to Abolish War: Teaching Toward a Culture of Peace, Book II: Sample Learning Units
Author(s): Betty Reardon Alicia Cabezudo et al.
2002 ISBN - www.tc.edu/peaceed/; www.haguepeace.org

UNESCO
Education for a Culture of Peace from a Gender Perspective
Author(s): Betty Reardon
2001 ISBN 92-3-10381167

UNESCO
All Human Beings
Author(s):
2000 ISBN 92-3103512-6
first published in 1998, reprinted in 2000

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

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

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

UNESCO
The Culture of Peace - A Beginning: UNESCO - an Ideal Action
Author(s):
1999 ISBN 92-3-103617-3
first published in 1997, then in 1999

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

UNESCO
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

Author(s):

2001 ISBN - www.apceiu.org

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):

ISBN - www.ascd.org

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):

2003 ISBN www.casel.org

CASEL: Collaboration for Academic Social and 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):

ISBN www.planet-rockland.org/conflict/

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):

2000 ISBN www.dontlaugh.org

Educators for Social Responsibility: National

Linking Up Guide

Author(s): Sarah Pirtle

1998 ISBN 0-942349-10-5 www.esrnational.org

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

1999 ISBN 0-7365-1030-3 www.films.com

Southern Poverty Law Center - Teaching Tolerance

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

1997 ISBN 0-87822-368-1 www.nccre.org; www.researchpress.com

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

Peer Mediation: Conflict Resolution in Schools: Program Guide and Student Manual, Part 2 (Student Manual)

Author(s): Fred Schrumpt Donna Crawford Richard Bodine

1997 ISBN 0-87822-367-3 www.nccre.org; www.researchpress.com

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

1994 ISBN 0-87822-476-9 www.nccre.org; www.researchpress.com

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

1994 ISBN 0-87822-477-7

WNET Thirteen New York - Peaceful Solutions

Peaceful Solutions: Conflict Resolution and Violence Prevention Strategies

Author(s):

1997 ISBN - www.thirteen.org/peaceful

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

Just a Little Dot

Author(s): Mitra Sen

1996 ISBN - www.sandalwooldproductions.com

Video, 35 min.

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

1995 ISBN - www.teachingtolerance.org

Video, 40 min.; linked to the book "Us and Them"

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

Ancient Futures: Learning from Ladakh

Author(s): John Page
1993 ISBN - www.rethinkingschools.org

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 Committee for Worker and Human Rights

Child Labor is not Cheap

Author(s): Amy Sanders Meredith Sommers
1997 ISBN 0-96177-438-x www.nlcnet.org

incl. video: "The Child Behind the Label"

National Labor Committee - United Students Against Sweatshops

Something to Hide

Author(s):
1999 ISBN - www.nlcnet.org

National Network for Immigrant and Refugee Rights

Uprooted: Refugees of the Global Economy

Author(s): Sasha Khokha Ulla Nilisa Jon Fromer
2001 ISBN - www.nnir.org

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):
2003 ISBN - www.nomoresweatshops.org

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
2000 ISBN 0-312-24050-3 www.aforcemorpowerful.org; www.pbs.org

Rethinking Schools

Trinkets and Beads: Oil Companies and the Rain Forests

Author(s): Bill Bigelow Joe Kane
1999 ISBN - www.rethinkingschools.org

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:

Author(s): 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:

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

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 Power of Non-violence: Writings by Advocates of Peace

Bibliographical Data:

Affiliation:

Author(s): 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input checked="" type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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
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 Games (with peace skills agenda)
 Co-operative learning

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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: A Powerful Peace: The Integrative Thinking Classroom

Bibliographical Data:

Affiliation:

Author(s): 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: 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:

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

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- Written publication
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 Simulation/role play
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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: Getting to Peace: Transforming Conflict at Home, at Work, and in the World

Bibliographical Data:

Affiliation:

Author(s): William Ury

Date of Publication: 1999 ISBN: 0-670-88758-7 URL: www.penguinputnam.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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input checked="" type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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
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VIII Methods of Evaluation:

- Self report
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 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: 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input checked="" type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input checked="" type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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
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 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:

Author(s): 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Advocacy | <input type="checkbox"/> Structured programme |
| <input checked="" type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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
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 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: 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: 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 *discrei*
 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

VII Major Didactic Approaches:

- Written publication
 Visual media
 Lectures
 Simulation/role play
 Structured activities
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 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: Resolving Identity-Based Conflict in Nations, Organizations, and Communities

Bibliographical Data:

Affiliation:

Author(s): Jay Rothman

Date of Publication: 1997 ISBN: 0-7879-0996-3 URL: www.ariagroup.com

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: 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

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- Written publication
 Visual media
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 Human rights
 Citizenship
 Associated areas of peace-building
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 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: Preparing for Peace: Conflict Transformation Across Cultures

Bibliographical Data:

Affiliation:

Author(s): John Paul Lederach

Date of Publication: 1996

ISBN: 0-8156-2656-8

URL: www.syracuseuniversitypress.syr.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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input checked="" type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
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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:

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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
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IV Types of Intervention/ Programme:

- | | |
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| <input checked="" type="checkbox"/> Advocacy | <input type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
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VI Duration of Programme:

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|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
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 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:

Author(s): Paul Wehr Heidi Burgess Guy Burgess, eds.

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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input checked="" type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> Occasional un/semi-structured curriculum |

X Context:

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 Inter-group tensions Facing possibility of armed conflict Participants with a post-conflict trauma

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- 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: 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input checked="" type="checkbox"/> 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:

Author(s): 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
 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

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: 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: b) Non-formal Education:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|---|
| <input type="checkbox"/> Advocacy | <input type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: Oasis of Dreams: Teaching and Learning Peace in a Jewish-Palestina 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input type="checkbox"/> 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: 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: 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

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

Date of Publication: 1996 ISBN: 0-7879-02235-7 URL: www.ACRnet.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:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input checked="" type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: 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 Kmitta, eds

Date of Publication: 2001 ISBN: 0-9704450-0-8 URL: www.acrnet.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 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

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: 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):

Date of Publication: 2003

ISBN:

URL: www.casel.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
 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: Non-Violent Communication: A Language of Compassion

Bibliographical Data:

Affiliation: Center for Nonviolent Communication

Author(s): Marshall B. Rosenberg

Date of Publication: 2000 ISBN: 1-892005-02-6 URL: www.cnvc.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:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|--|--|
| <input type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discreet</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input checked="" type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: Peer Mediation for High Schools

Bibliographical Data:

Affiliation: Community Boards Program, San Francisco, CA

Author(s):

Date of Publication: 2003

ISBN: -

URL: www.communityboards.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:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|--|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input checked="" type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: Peer Mediation for Middle Schools: an Implementation and Training Guide

Bibliographical Data:

Affiliation: Community Boards Program, San Francisco, CA

Author(s):

Date of Publication: 2003

ISBN: -

URL: www.Communityboards.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:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|--|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input checked="" type="checkbox"/> several days | <input checked="" type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: Peer Mediation for Elementary Schools - A Training and Implementation Manual

Bibliographical Data:

Affiliation: Community Boards Program, San Francisco, CA

Author(s):

Date of Publication: 2003

ISBN: -

URL: www.communityboards.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:

- | | |
|---|---|
| <input type="checkbox"/> Early Childhood | <input checked="" type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|--|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input checked="" type="checkbox"/> several days | <input checked="" type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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):

Date of Publication: 2002 ISBN: -

URL: www.communityboards.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 Structured programme
 Teacher internalisation *discret*
 Occasional interventions *formal* *non-formal*
 Training of teachers *embeddeu*
 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: A Middle and High School Curriculum

Bibliographical Data:

Affiliation: Community Boards Program, San Francisco, CA

Author(s): Jim Halligan

Date of Publication: 1998 ISBN: -

URL: www.communityboards.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:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input checked="" type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: Peacemakers of the Future

Bibliographical Data:

Affiliation: Community Boards Program, San Francisco, CA

Author(s):

Date of Publication: 1996

ISBN: -

URL: www.comunityboards.org

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: b) Non-formal Education:

- | | |
|---|---|
| <input type="checkbox"/> Early Childhood | <input checked="" type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: 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:

- Enhancement of positive behaviour
 Decrease in negative behaviour Other

III Target Groups:

a) Formal Education: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|--|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input checked="" type="checkbox"/> several days | <input checked="" type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: 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: b) Non-formal Education:

- | | |
|--|---|
| <input type="checkbox"/> Early Childhood | <input checked="" type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: 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 ISBN: 1-891955-03-9 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: 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

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: Discovery Time for Cooperation and Conflict Resolution

Bibliographical Data:

Affiliation: Creative Response to Conflict

Author(s): Sarah Pirtle

Date of Publication: 1998

ISBN: 1-98155-09-8

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: b) Non-formal Education:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Early Childhood | <input checked="" type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input checked="" type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input checked="" type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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 Friendly Classroom for a Small Planet

Bibliographical Data:

Affiliation: Creative Response to Conflict

Author(s): Priscilla Prutzman

Date of Publication: 1988 ISBN: 0-86571-129-1 URL: www.planet-rockland.org/conflict

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: b) Non-formal Education:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Early Childhood | <input checked="" type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: b) Non-formal Education:

- | | |
|--|---|
| <input type="checkbox"/> Early Childhood | <input checked="" type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input checked="" type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: 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: 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 *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

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: 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):

Date of Publication: 2000

ISBN:

URL: www.dontlaugh.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:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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

Date of Publication: 2003 ISBN:

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: b) Non-formal Education:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Early Childhood | <input checked="" type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input checked="" type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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 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.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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Advocacy | <input type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input checked="" type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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 Resolution in the Middle School: Student Work Book and Journal

Bibliographical Data:

Affiliation: Educators for Social Responsibility: National

Author(s): William Kriedler Rachel Poliner

Date of Publication: 1999 ISBN: 0-942349-13-x 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: 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

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 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.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: b) Non-formal Education:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Early Childhood | <input checked="" type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|--|--|
| <input type="checkbox"/> Advocacy | <input type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input checked="" type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input checked="" type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: Linking Up Guide

Bibliographical Data:

Affiliation: Educators for Social Responsibility: National

Author(s): Sarah Pirtle

Date of Publication: 1998

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: b) Non-formal Education:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Early Childhood | <input checked="" type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Advocacy | <input type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input checked="" type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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

Date of Publication: 1998 ISBN: 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
 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

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

Date of Publication: 1998

ISBN: 0-942349-11-3

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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input checked="" type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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 Resolution in the Middle School

Bibliographical Data:

Affiliation: Educators for Social Responsibility: National

Author(s): William Kriedler

Date of Publication: 1997

ISBN: 0-942349-07-5

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: b) Non-formal Education:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input checked="" type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: Waging Peace in Our Schools

Bibliographical Data:

Affiliation: Educators for Social Responsibility: National

Author(s): Linda Lantieri Janet Patti

Date of Publication: 1996 ISBN: 0-8070-3116-x URL: www.esrnational.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:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Early Childhood | <input checked="" type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input checked="" type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input checked="" type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: **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.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: b) Non-formal Education:

- | | |
|---|---|
| <input type="checkbox"/> Early Childhood | <input checked="" type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input checked="" type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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 Conflict Resolution through Children's Literature

Bibliographical Data:

Affiliation: Educators for Social Responsibility: National

Author(s): William Kriedler

Date of Publication: 1994

ISBN: 0-590-49747-2

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: b) Non-formal Education:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Early Childhood | <input checked="" type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: Elementary Perspectives: Teaching Concepts of Peace and Conflict

Bibliographical Data:

Affiliation: Educators for Social Responsibility: National

Author(s): William Kriedler

Date of Publication: 1990

ISBN:

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: b) Non-formal Education:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Early Childhood | <input checked="" type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input type="checkbox"/> 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: 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.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: 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 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: 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.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: 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

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

Date of Publication: 2004 ISBN: URL: www.nprinc.com; www.esrnational.org

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: 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

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: Cowtails 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 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

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: 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: b) Non-formal Education:

- | | |
|--|---|
| <input type="checkbox"/> Early Childhood | <input checked="" type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input checked="" type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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 Four R's: Reading, Writing Respect, and Resolution - Six (6) Teaching Guides and Learning Kits, Kindergarten through 5th Grade

Bibliographical Data:

Affiliation: Educators for Social Responsibility: New York Metropolitan Area

Author(s): Tom Roderick Maxine Phillips

Date of Publication: 2003 ISBN: URL: www.esrmetro.org

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: 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

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: 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

Date of Publication: 1996 ISBN: URL: www.esrmetro.org

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: b) Non-formal Education:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Early Childhood | <input checked="" type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input checked="" type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: 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

Date of Publication: 2004 ISBN: 1-57954-793-1 URL: www.gmu.edu/departments/crdc

Analytical Data:

I Target Region/Country: US, 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 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

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: 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: 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

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 Slaby et al

Date of Publication: 1995 ISBN: 0-935989-65-x URL: www.naeyc.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:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Early Childhood | <input checked="" type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: 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

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:

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: 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

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: 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

Date of Publication: 1997 ISBN: 0-89793-205-6 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: b) Non-formal Education:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input checked="" type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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 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

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: Helping Teens Stop Violence

Bibliographical Data:

Affiliation: Oakland Men's Project

Author(s): Paul Kivel Allan Creighton

Date of Publication: 1992 ISBN: 0-89793-116-5 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 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

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):

Date of Publication: 2003

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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input checked="" type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input type="checkbox"/> 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: 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 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

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: 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

Date of Publication: 1997 ISBN: 1-878227-37-8 URL: www.peaceeducation.com

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
 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: 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:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedde</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: Working with Conflict: Skills and Strategies for Action

Bibliographical Data:

Affiliation: Responding to Conflict

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

Date of Publication: 2000 ISBN: 1-85649837-9 URL: www.respond.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:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|--|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input checked="" type="checkbox"/> several days | <input checked="" type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: 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: b) Non-formal Education:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Early Childhood | <input checked="" type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
- Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: 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: 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

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

Date of Publication: 2003 ISBN: 0-7879-6379-8 URL: www.ACRnet.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:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input checked="" type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discrei</i> |
| <input type="checkbox"/> Occasional interventions | <input checked="" type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: 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 Schrumpt Donna Crawford Richard Bodine
Date of Publication: 1997 ISBN: 0-87822-367-3 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: b) Non-formal Education:
- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input checked="" type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input checked="" type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: Peer Mediation: Conflict Resolution in Schools: 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
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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input checked="" type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedde</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input checked="" type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: **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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input checked="" type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: **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

Date of Publication: 1994 ISBN: 0-87822-476-9 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input checked="" type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|--|--|
| <input type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input checked="" type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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 resolution non-violente de conflits en milieu educatif 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 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

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 ISBN: 0-435-09954-8 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: b) Non-formal Education:

- | | |
|--|---|
| <input type="checkbox"/> Early Childhood | <input checked="" type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input checked="" type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: 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: Peaceduaceh@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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input checked="" type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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 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: 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

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: - URL:

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
 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

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: b) Non-formal Education:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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 Svemire: 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: 9953-9724440-3-1 URL:

Analytical Data:

I Target Region/Country: former Yugoslavia, global

II Purpose of the Programme:

- Enhancement of positive behaviour
 Decrease in negative behaviour Other

III Target Groups:

a) Formal Education: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: Goodwill Classrooms: School Programme for Constructive Conflict Resolution, Vol. I, Vol. II 1-4, 5-8, Vol. III secondary (Part 1)

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:

- Advocacy
 Teacher internalisation
 Occasional interventions
 Training of teachers
- Structured programme
 discret
 format *non-format*
 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: Goodwill Classrooms: School Programme for Constructive Conflict Resolution, Vol. I, Vol. II 1-4, 5-8, Vol. III secondary (Part 2)

Bibliographical Data:

Affiliation: UNICEF, Group MOST, Belgrade

Author(s): Prof. Dr. Ruzia Rosandic

Date of Publication: 1996 ISBN: 86-7184-005-0 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: 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: 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

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: 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: b) Non-formal Education:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: Children Working for Peace

Bibliographical Data:

Affiliation: UNICEF, Oxford Development Education Center

Author(s): Pippa Bobbett

Date of Publication: 1995 ISBN: 1-871-440-09-2 URL:

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: b) Non-formal Education:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input checked="" type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input type="checkbox"/> 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

Date of Publication: 2001 ISBN: 1-893163-16-4 URL: www.ias.berkeley.edu/iastp/pacs/pacs.ht

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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discreet</i> |
| <input type="checkbox"/> Occasional interventions | <input checked="" type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|--|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input checked="" type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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:

a) Formal Education: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input checked="" type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input type="checkbox"/> 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: Building Peace: Sustainable Reconciliation in Divided Societies

Bibliographical Data:

Affiliation: US Institute for Peace

Author(s): John P. Lederach

Date of Publication: 1999 ISBN: 1-878-379-73-9 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:

a) Formal Education: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input checked="" type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input checked="" type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: Peaceful Solutions: Conflict Resolution and Violence Prevention Strategies

Bibliographical Data:

Affiliation: WNET Thirteen New York - Peaceful Solutions

Author(s):

Date of Publication: 1997

ISBN: -

URL: www.thirteen.org/peaceful

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
 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

Category: Cultural and Ethnic Differences

Title: Handbook of Intercultural Training, 3rd edition

Bibliographical Data:

Affiliation:

Author(s): 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: 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
 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: Cultural and Ethnic Differences

Title: Exploring Culture: Exercises, Stories, and Synthetic Cultures

Bibliographical Data:

Affiliation:

Author(s): Gert Jan Hofstede 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
 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: 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:

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

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: Just a Little Dot

Bibliographical Data:

Affiliation:

Author(s): 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 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: 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:

- Enhancement of positive behaviour
 Decrease in negative behaviour Other

III Target Groups:

a) Formal Education: b) Non-formal Education:

- | | |
|---|---|
| <input type="checkbox"/> Early Childhood | <input checked="" type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: 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: 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

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

Date of Publication: 1998 ISBN: 1-878554-11-5 URL: www.teachingforchange.org

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:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input checked="" type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input checked="" type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input checked="" type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: 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 ISBN: 1-878544-18-2 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: b) Non-formal Education:

- | | |
|--|---|
| <input type="checkbox"/> Early Childhood | <input checked="" type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discrete</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>unstructured</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input checked="" type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: 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 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: 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:

a) Formal Education: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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

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:

a) Formal Education: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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
 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

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
 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

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: 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

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: 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: 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

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: Teaching about Climate Change

Bibliographical Data:

Affiliation: Green Teacher, New Society Publishers

Author(s): Tim Grant Gail Littlejohn

Date of Publication: 2001 ISBN: 0-86571-437-1 URL: www.greenteacher.com; www.newsociety

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

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:

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 *direct*
 Occasional interventions *formal* *long-term*
 Training of teachers *participatory*
 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: 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 ISBN: 0-7914-1756-5 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 *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
 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: 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:

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

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 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

Date of Publication: 2002 ISBN: -

URL: www.esdtoolkit.org; www.eerc.ra.utk.edu

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:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input type="checkbox"/> 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: Ecology, the Environment, and Health

Title: Finding Solutions to Hunger: Kids Can Make Difference

Bibliographical Data:

Affiliation: World Hunger Year

Author(s): Stephanie Kempf

Date of Publication: 2001 ISBN: -

URL: www.worldhungeryear.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:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input checked="" type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other: structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input type="checkbox"/> 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: 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 Other

III Target Groups:

a) Formal Education: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|--|--|
| <input type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input type="checkbox"/> 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: 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: b) Non-formal Education:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: Population in Perspective: A Curriculum Resource

Bibliographical Data:

Affiliation: Hampshire College, Amherst, 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:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|---|
| <input type="checkbox"/> Advocacy | <input type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input type="checkbox"/> 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: 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input checked="" type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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):

Date of Publication: 2002 ISBN: 1-932085-06-8 URL: www.projectsouth.org

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

IV Types of Intervention/ Programme:

- Advocacy Structured programme
 Teacher internalisation *discuss*
 Occasional interventions *forum* *role-play*
 Training of teachers *ambassadors*
 open market

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: 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: 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

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: Ancient Futures: Learning from Ladakh

Bibliographical Data:

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

Author(s): John Page

Date of Publication: 1993 ISBN: -

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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure:</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input checked="" type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: 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: 0-96177-438-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: 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

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: **Something to Hide**

Bibliographical Data:

Affiliation: National Labor Committee - United Students Against Sweatshops

Author(s):

Date of Publication: 1999

ISBN: -

URL: www.nlcnet.org

Analytical Data:

I Target Region/Country: Latin world, 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:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: 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 Puento

Date of Publication: 2004

ISBN: 0-975529973-0-9

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
- 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: 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 Nilisa 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 *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
 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: **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 Structured programme
 Teacher internalisation *discrete*
 Occasional interventions *informal* *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: Economic and Social Justice

Title: Anatomy of a Movement: the Zapatistas

Bibliographical Data:

Affiliation: Project South, Atlanta, GA, USA

Author(s):

Date of Publication: 2002

ISBN: 1-932-85-09-2

URL: www.projectsouth.org

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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discreet</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input checked="" type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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):

Date of Publication: 2002 ISBN: 1-932085-01-07 URL: www.projectsouth.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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input checked="" type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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):

Date of Publication: 2001

ISBN: 1-932085-01-07

URL: www.projectsouth.org

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:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discreet</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input checked="" type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: A Force More Powerful: A Century 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 ISBN: 0-312-24050-3 URL: www.aforcemorpowerful.org; www.pbs.or

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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input type="checkbox"/> 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input type="checkbox"/> 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: 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
 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 *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

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: Searching for Peace: The Road to TRANSCEND

Bibliographical Data:

Affiliation: Transcend

Author(s): Johan Galtung Carl G. Jacobsen Kai Frith

Date of Publication: 2002 ISBN: 0-7453-1928-9 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: 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

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: Peace by Peaceful Means: Peace and Conflict Development and Civilization

Bibliographical Data:

Affiliation: Transcend

Author(s): Johan Galtung

Date of Publication: 1996 ISBN: 0-8039-7510-4 URL: www.transcend.org

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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input checked="" type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input checked="" type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: Education for Development: A Teacher's Manual - Primary and Secondary

Bibliographical Data:

Affiliation: UNICEF, Mauritius Institute fo 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
 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: Human Rights

Title: Human Rights Education in the 21st Century

Bibliographical Data:

Affiliation:

Author(s): 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: 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

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: 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.

Date of Publication: 1998

ISBN:

URL: www.hrusa.org; www.aiusa.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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input type="checkbox"/> 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: 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> Occasional un/semi-structured curriculum |

VII Major Didactic Approaches:

- Written publication
 Visual media
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 Simulation/role play
 Structured activities
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VIII Methods of Evaluation:

- Self report
 Structured observation
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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: 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.

Date of Publication: 1996 ISBN: 187-332-8168

URL: www.amnesty.org.uk

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:
- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input type="checkbox"/> Occasional un/semi-structured curriculum |

VII Major Didactic Approaches:

- Written publication
 Visual media
 Lectures
 Simulation/role play
 Structured activities
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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:

Affiliation: Asia Forum for Human Rights and Development, Intl. Human Rights Internship Program

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: 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

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: 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

Date of Publication:

ISBN: 1-881482-06-5

URL: www.columbia.edu/cu/humanrights/

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:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input checked="" type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input type="checkbox"/> Occasional un/semi-structured curriculum |

VII Major Didactic Approaches:

- Written publication
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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: 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input checked="" type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input checked="" type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input checked="" type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input type="checkbox"/> 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
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 Games (with peace skills agenda)
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VIII Methods of Evaluation:

- Self report
 Structured observation
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 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: 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 Other

III Target Groups:

a) Formal Education: b) Non-formal Education:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Advocacy | <input type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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
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 Simulation/role play
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- Self report
 Structured observation
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 Official statistics
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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: 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: 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 Experiencing armed conflict
 Inter-group tensions Facing possibility of armed conflict Participants with a post-conflict trauma

VII Major Didactic Approaches:

- Written publication
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VIII Methods of Evaluation:

- Self report
 Structured observation
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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

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:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discrete</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>informal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input type="checkbox"/> 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: 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:

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 *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

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: 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: 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

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: 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

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 - 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: b) Non-formal Education:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Advocacy | <input type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>normal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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 Latinoamericana de Ciencias 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
 Decrease in negative behaviour Other

III Target Groups:

a) Formal Education: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|--|---|
| <input type="checkbox"/> Advocacy | <input type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input type="checkbox"/> 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: 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:

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

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

Date of Publication: 1993 ISBN: 92-806-3056-3 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: Human Rights

Title: ABC Taching 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:

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:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Advocacy | <input type="checkbox"/> Structured programme |
| <input checked="" type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: Human Rights

Title: Human Rights Education Handbook: Effective Practices for Learning, Action, and Change

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:

a) Formal Education: b) Non-formal Education:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discreet</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input checked="" type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input type="checkbox"/> 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: 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:

- Enhancement of positive behaviour
 Decrease in negative behaviour Other

III Target Groups:

a) Formal Education: b) Non-formal Education:

- | | |
|--|---|
| <input type="checkbox"/> Early Childhood | <input checked="" type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input checked="" type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: 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: b) Non-formal Education:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Advocacy | <input type="checkbox"/> Structured programme |
| <input checked="" type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: 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

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: Peace Education, 2nd edition

Bibliographical Data:

Affiliation:

Author(s): Ian Harris Mary Lee Morrison

Date of Publication: 2003 ISBN: 0-7864-1487-1 URL: www.mcfarlandpub.com

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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input checked="" type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input checked="" type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input checked="" type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|--|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input checked="" type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: 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:

- 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 *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

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 Paulo Freire Reader

Bibliographical Data:

Affiliation:

Author(s): 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: 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
 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: 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:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input checked="" type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: 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 *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

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 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/peaced/

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:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input checked="" type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input checked="" type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: 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 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: The Power of the Media - A Handbook for Peacebuilders

Bibliographical Data:

Affiliation: European Centre for Conflict Prevention, European 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: 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

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 - LVEP Educator Training Guide

Bibliographical Data:

Affiliation: Health Communications, Inc.

Author(s): Diana Tillman Pilar Quera Colomina

Date of Publication: 2000 ISBN: 1-58874-879 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 *discret*
 Occasional interventions *formai* *non-formai*
 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: 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 ISBN: 1-55874-879-2 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: b) Non-formal Education:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|---|
| <input type="checkbox"/> Advocacy | <input type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input checked="" type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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 - Activities for Children Ages 8-14

Bibliographical Data:

Affiliation: Health Communications, Inc.

Author(s): Diana Tillman Diana Hsu

Date of Publication: 2000 ISBN: 1-55874-879-2 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: b) Non-formal Education:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discreet</i> |
| <input type="checkbox"/> Occasional interventions | <input checked="" type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input checked="" type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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 - 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:

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

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/ faciilitation of skills-building

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 ISBN: 1-58874-879-2 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 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

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: 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:

- 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 *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

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
 Youth Groups
 Community Groups

IV Types of Intervention/ Programme:

- Advocacy Structured programme
 Teacher internalisation *discret*
 Occasional interventions *normal* *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

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: 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: 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

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: 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: b) Non-formal Education:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Advocacy | <input type="checkbox"/> Structured programme |
| <input checked="" type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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
 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 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: 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

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: 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: b) Non-formal Education:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|---|
| <input type="checkbox"/> Advocacy | <input type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discrete</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: 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: b) Non-formal Education:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input checked="" type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: 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: - 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 *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

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 Independence - Education in Emergency and Transition in Timor-Leste since 1999

Bibliographical Data:

Affiliation: International Institute for Educational Planning (IIEP)/UNESCO

Author(s):

Date of Publication: 2004 ISBN: - URL:

Analytical Data:

I Target Region/Country: Timor-Lest

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

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: 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: 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

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: Never Again - Education for Reconstruction in Rwanda

Bibliographical Data:

Affiliation: International Institute for Educational Planning (IIEP)/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:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|---|
| <input type="checkbox"/> Advocacy | <input type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: Surviving School - Education for Refugee Children from Rwanda 1994-1996

Bibliographical Data:

Affiliation: International Institute for Educational Planning (IIEP)/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: b) Non-formal Education:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Advocacy | <input type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: Planning Education in and after Emergencies

Bibliographical Data:

Affiliation: International Institute for Educational Planning (IIEP)/UNESCO

Author(s): Margaret Sinclair

Date of Publication: 2002 ISBN: URL:

Analytical Data:

I Target Region/Country: IIEP

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 *discrei*
 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

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: Peace Education in Out of School Care - Examples of Good Practice in Three Countries

Bibliographical Data:

Affiliation: L'Esplai 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: b) Non-formal Education:

- | | |
|---|---|
| <input type="checkbox"/> Early Childhood | <input checked="" type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input type="checkbox"/> Advocacy | <input type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discrete</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>targeted</i> <input type="checkbox"/> <i>unintentional</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>after-structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: 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 ISBN: 0-9442962-27-7 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>school</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: Teaching about Social Justice and the Power of the Written Word

Bibliographical Data:

Affiliation: Rethinking Schools

Author(s): Linda Christensen

Date of Publication: 2000 ISBN: 0-942961-25-0 URL: www.rethinking.schools.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 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 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: 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: 0-99429961-18-8 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:

- a) Formal Education: b) Non-formal Education:
- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|--|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: 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.

Date of Publication: 2002 ISBN: - URL: www.tc.edu/peaceed/; 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input checked="" type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input checked="" type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input checked="" type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input type="checkbox"/> 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: 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/peaceed/; 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input checked="" type="checkbox"/> several months | <input type="checkbox"/> 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: 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: 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

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: 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: 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: 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: 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

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
 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

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 *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

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: 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: b) Non-formal Education:

- | | |
|---|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Advocacy | <input type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: 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
 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 *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

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: 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: b) Non-formal Education:
- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Advocacy | <input type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discrete</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: 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:

a) Formal Education: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|--|--|
| <input type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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: 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):

Date of Publication: 2001

ISBN: -

URL: www.apceiu.org

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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Advocacy | <input type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|--|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input checked="" type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discreet</i> |
| <input type="checkbox"/> Occasional interventions | <input checked="" type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input checked="" type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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:

a) Formal Education: b) Non-formal Education:

- | | |
|---|---|
| <input type="checkbox"/> Early Childhood | <input checked="" type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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 - 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 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

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: De la non-violence education

Bibliographical Data:

Affiliation: UNESCO, Peace Education Programme

Author(s): Jean-Marie Muller

Date of Publication: 2002 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 *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

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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Advocacy | <input type="checkbox"/> Structured programme |
| <input checked="" type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input type="checkbox"/> <i>non-formal</i> |
| <input checked="" type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: b) Non-formal Education:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|---|
| <input checked="" type="checkbox"/> several hours | <input type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input type="checkbox"/> 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: 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: Peace Pedogogy

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: 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
 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 Pedogogy

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
 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: Peace Pedagogy

Title: Learning to Abolish War: Teaching Toward a Culture of Peace, Book III: Sustaining the Global Campaign for Peace Education

Bibliographical Data:

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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:

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Extra/co-curricular |
| <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Youth Groups |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Community Groups |
| <input type="checkbox"/> Tertiary | |
| <input checked="" type="checkbox"/> Teacher Training | |

IV Types of Intervention/ Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Advocacy | <input checked="" type="checkbox"/> Structured programme |
| <input type="checkbox"/> Teacher internalisation | <input checked="" type="checkbox"/> <i>discret</i> |
| <input type="checkbox"/> Occasional interventions | <input type="checkbox"/> <i>formal</i> <input checked="" type="checkbox"/> <i>non-formal</i> |
| <input type="checkbox"/> Training of teachers | <input type="checkbox"/> <i>embedded</i> |
| | <input type="checkbox"/> <i>other structure</i> |

V Special Skills required:

- Higher Education
 Experience with interactive training methods

VI Duration of Programme:

- | | |
|---|--|
| <input checked="" type="checkbox"/> several hours | <input checked="" type="checkbox"/> several year |
| <input type="checkbox"/> several days | <input type="checkbox"/> school year |
| <input type="checkbox"/> several weeks | <input type="checkbox"/> Structured cyclic curriculum |
| <input type="checkbox"/> several months | <input checked="" type="checkbox"/> 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.

¹Pigozzi, Mary Joy (1999). *Education in Emergencies and Reconstruction: A Developmental Approach*. Working Paper Series, Programme Division, Education Section. New York: UNICEF. Guidelines for Education in Situations of Emergency and Crisis Support to Countries in Crisis and Reconstruction. Edited by Kacem Bensalah. EFA Strategy Planning. UNESCO, 2002.

- 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 School²” 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

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.

² This WHO document is included in the UNESCO’s Citizenship Kit

³ Tillman, Diane G. «Educating for a Culture of Peace in Refugee Camps» in International Focus issue 2001. Pp 375-378.

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.

⁴ Education for conflict resolution. Training for trainers manual. Susan Fountain UNICEF 1997

- 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. More over, 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 Education⁵, 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 context⁶. It is

⁵ Fountain, Susan (1999). *Peace Education in UNICEF*, Working Paper Series, Programme Division, Education Section. New York: UNICEF.

⁶ The Power of the Media. A Handbook for Peace builders. Edited by Ross Howard, Francis Rolt, Hans van de Veen and Juliette Verhoeven. .European Centre for Conflict Prevention. Amsterdam, 2003

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.