This pamphlet offers an overview of five larger reports in order to facilitate the process of locating contributions originating from five peace conferences between 1990-1994. The Peace Education Commission (PEC) arranged five conferences in Groningen (The Netherlands), Firenze (Italy), Kyoto (Japan), Budapest (Hungary) and Valletta (Malta). A conference report for each conference was published in which the contributions are presented either in full-text or summary form. The full reports were previously published by the Malmo School of Education, University of Lund (Sweden). This guide facilitates reference to contributions in peace-related education during this time. In order to update the information, the contributions at the latest 1996 PEC conference in Brisbane (Australia) have been added, although no conference report references have been made yet. Part 1 contains an introductory description and some comments relevant to the topic. Part 2 is the guide to the pamphlet with the Brisbane conference information based on personal notes, not on published conference proceedings. (EH)

********************************************************************************
Reproductions supplied by EDRS are the best that can be made from the original document.
********************************************************************************
SIX INTERNATIONAL CONFERENCES OF PEC (THE PEACE EDUCATION COMMISSION)

Åke Bjerstedt
During the period 1990-1994 the Peace Education Commission (PEC) arranged five conferences, in chronological order in Groningen (The Netherlands), Firenze (Italy), Kyoto (Japan), Budapest (Hungary) and Valletta (Malta). From each of these meetings a conference report has been put together in which the contributions have been presented either in full-text form or in summary form. These five conference reports have been published by the Malmö School of Education in Sweden.

Since these conference proceedings contain contributions from many corners of the world during the 1990s, they should be a profitable source of information for researchers and educators interested in peace-related education. It therefore seemed to be useful to put together a small guide to these five reports in order to facilitate the process of locating various kinds of contributions. In order to update the information, the contributions at the latest PEC conference (held 1996 in Brisbane, Australia) have been added. In this case, no references can be made to any conference report as yet.

The guide is presented as Part II of this pamphlet. Part I contains an introductory description and some comments.
Note: Peace Education Miniprint No. 87 can be regarded as a revised and extended version of Peace Education Miniprint No. 84.
PART I:
Introduction and Comments

During the period 1990-1994 the Peace Education Commission (PEC) arranged five conferences, in chronological order in Groningen (The Netherlands), Firenze (Italy), Kyoto (Japan), Budapest (Hungary) and Valletta (Malta). From each of these meetings a conference report has been put together in which the contributions have been presented either in full-text form or in summary form. These five conference reports have been published by the Malmö School of Education in Sweden with me responsible for the editorial work, and it is still possible to order all of them from Malmö. (See the titles in the introduction to Part II below.)

Since these conference proceedings contain contributions from many corners of the world during the 1990s, they seem to be a profitable source of information for researchers and educators interested in peace-related education. It therefore seemed to be useful to put together a small guide to these five reports in order to facilitate the process of locating various kinds of contributions. In order to update the information, the contributions at the latest PEC conference (held this year in Brisbane, Australia) have been added. In this case, no references can be made to any conference report as yet. The guide is presented below as Part II of this pamphlet. My task in Part I is to describe this guide briefly and make some comments related to it.

The guide has three major parts: (a) First, a complete list of the contributions. For each conference the contributions are listed alphabetically according to authors' names. (b) Second, an author index (with information about country). (c) And third, a subject index with a number of keywords or key expressions for various kinds of contents dealt with.
Some Topics Dealt With

I will make some brief comments here on the topics treated, especially based on my work with the conference reports from the first five conferences included. As can easily be seen from the lists of contributions as well as from the subject index a very broad range of problems have been tackled, and many different kinds of interests covered in these PEC presentations over recent years. Self-evidently the contributions could be sorted into categories of many different kinds. I choose here to present a very simple grouping of the contributions into eight different types of texts, giving some concrete examples of titles.

(1) An important and large group is made up of discussions of principles. Several of these deal with the drastic change it may involve to proceed from traditional educational procedures to an education for peace. Terms used in these contexts are "conversion", "transformation" or "paradigm shift". Examples are contributions no. 22 (numbers refer to the list in the first part of the guide) by Riitta Wahlström ("Peace education meets the challenge of the cultures of militarism"); no. 70 by Antonino Drago ("Peace education in the middle of a paradigm shift"); and no. 122 by Michael Wessells ("The role of peace education in a culture of peace: A social-psychological analysis").

(2) Since peace education is a new field of interest and activities with many possibilities of variation, one interesting and useful area of contributions is descriptions of the present situation in different countries with respect to peace-related education. The subject index shows a fairly large number of such reports, for example from Australia, Japan, South Africa and Sweden. A variation of this type of contribution are those texts, fewer in number, that deal with comparisons between different countries. This may be surveys of a larger number of countries based on questionnaire data such as contribution no. 35 by Åke Bjerstedt ("Peace education around the world at the beginning of the 1990s") or more detailed comparisons between two countries such as contribution no. 50 by Toshifumi Murakami ("Peace education in Britain and Japan: A comparison").

(3) A related but more uncommon area is historical perspectives on the development within a country, a region or a special educational institution. Examples are contributions no. 107 (Max Lawson: "The Inter-
national People's College, Helsingør, Denmark: Seven decades of peace education") and no. 120 (Bengt Thelin: "Early tendencies of peace education in Sweden").

(4) Reports on specific levels of the formal educational system is a more frequently used category of contributions. For example, we not only find contributions from the various levels of the compulsory school but also texts on the pre-school (as in no. 21), teacher education (as in no. 78) and general university education (as in nos. 38 and 58). It is obvious that PEC has not specialized in any particular level of the educational system.

(5) A supplementary category deals with reports on peace education activities outside the formal educational system. These may, for example, deal with the media. In this group there are several texts discussing peace museums (such as no. 71).

(6) A sixth category contains contributions dealing with special ways of shaping ("designing") peace education. In this group I would place texts on the use of postage stamps (no. 83) or on work with computers (no. 96), for example.

(7) A few contributions deal with special teaching materials for peace education. This could be a text on principles for developing teaching materials for schools (such as contribution no. 15 from Ireland/Northern Ireland) or this may be a critical analysis of some existing materials (such as contribution no. 57).

(8) A final eighth category in this small overview contains presentations on cognitive perspectives, for example, studies of the existence and character of enemy images (contribution no. 2) or studies of conceptions of peace and war among children and young people (contributions 98, 103, 118, 145 and 151).

When considering the relative frequency of conference contributions to these eight categories, it can be said that one category is quite large (the one called here "discussions of principles") and two categories markedly small ("historical perspectives" and contributions dealing with special teaching materials). The remaining categories have a position in between in this respect and are fairly similar to each other in frequency.

Separately from this categorization of contents I have tried to estimate the number of presentations that report empirical research (by which I mean here some form of systematic data collection using, for example,
questionnaires, interviews, tests or observations). I found that about 20 per cent of the contributions to the five conferences reported in our conference proceedings dealt with empirical research data of this kind.

**Final Observations**

I would like to make some final comments on this pattern of conference contributions within PEC during the 1990s:

(1) First, considering that PEC is part of a research association, IPRA (International Peace Research Association), one might perhaps feel that the number of contributions reporting on empirical research is fairly small, approximately one contribution out of five. Several possible reasons may be considered. (a) One might be that within IPRA some peace researchers have had an idea about a kind of division of tasks of this type: peace researchers establish knowledge, while peace educators transmit knowledge. Nowadays, however, I do not think that this is a division of tasks that is accepted within PEC, and hence I do not think that this is an essential factor. Two other reasons are probably more important. (b) One reason is that peace education as a phenomenon in educational practice is still rather underdeveloped in the educational institutions of the world. That which almost does not exist is not so easily made an object of empirical research. (c) An additional reason is that it can be considered to be a difficult research area, which, among other things, is related to the complex educational goals.

Personally I think that education could play a decisive role on the way towards a global peace culture, and that there is a strong need for research and development work over a broad spectrum of problems. So far just quite limited contributions have been made by relevant research disciplines.

(2) Second, within the framework of these broad needs there are, however, areas that could be noted as especially important for continued work. Different people may here come up with diverse judgements, depending on their particular personal experiences. Personally, I would like to point out three important areas for continued work: (a) Research and development oriented towards the pre-school level (since it is important to establish an early foundation of values and attitudes and since only limited research and development work has been carried out here so
far). (b) Work directed towards **teacher education** within this area (since teacher education activities related to peace education in many countries have been non-existent so far or very insufficient and the lack of experience is considerable). (c) Work oriented towards **development and evaluation of teaching materials** for various educational levels (since teachers very often experience lack of support from materials within the range of traditional textbooks and teaching aids and since relatively limited work has been carried out within this problem area so far).

(3) Finally, it is important to add that it is not only strict empirical research that is of interest. In a field of such a multi-dimensional character as the area of peace education it is essential to work with and integrate other types of experiences and to **stimulate a broad collection of experiences** (within the frameworks of developmental work, action research etc.). In this perspective, the contributions to the PEC conferences are important documents as starting-points for continued work also when they do not contain empirical research studies in the traditional sense.

Note: The text above is a revised version of a presentation at the 16th General Conference of the International Peace Research Association, Brisbane, July, 1996.
PART II:

Introduction: Five Conference Reports


(These five conference reports are available from: School of Education / attn.: T. Hallström/, Box 23501, S-20045 Malmö, Sweden.)

Notes on Abbreviations and Other Details

For each conference, the papers are listed alphabetically according to author (Part A), with an indication whether the paper is given in full-length form or in summary form.

In some cases, contributions which are summarized in the conference reports have been presented more fully in other publications from the Malmö School of Education, for example as a separate issue in the series “Peace Education Miniprints” or as an article in the journal “Peace, Environment and Education”. Some information about such additional sources is included in the first part of the guide.

Note: The following abbreviations are used in the lists:
L = published in full-length form
PEAE = published in “Peace, Environment and Education”
PEM = published as a separate issue in “Peace Education Miniprints”
PER = published in “Peace Education Reports”
S = published in summary form (in “Peace Education Reports”)
Part A: Lists of Conference Contributions

Groningen, The Netherlands 1990:

001. Bacal, Azril. On decolonizing identity: Consciousness as social practice. PER 1, p. 83. (S)

002. Bjerstedt, Åke. Enemy images explored via associative techniques. PER 1, p. 84. (S)

003. Bjerstedt, Åke. Towards a rationale and a didactics of peace education. PER 1, p. 45. (L)

004. Borrelli, Mario. Who is going to foot the bill in 1992? PER 1, p. 85. (S)

005. Bose, Anima. The imperative of peace education in India today. PER 1, p. 85. (S)

006. Brock-Utne, Birgit. The raising of a peaceful boy. PER 1, p. 73. (L)

007. Calleja, James. Europe at the crossroads: A conceptual model for a future European peace order. PER 1, p. 86. (S)

008. Gordon, Haim. Education for peace and the reading of literature. PER 1, p. 87. (S)

009. Ihejirika, Samie Ikechi. Report on the 2-day international workshop on Peace Education and Political Stability in Africa held at Lugard Hall Kaduna May 30 - June 1, 1990. PER 1, p. 87. (S)

010. Komakec, Leander. A proposal for the introduction of peace studies at Makerere University. PER 1, p. 88. (S)

011. Mehdi, Syed Sikander. Peace education and refugees. PER 1, p. 89. (S)
PER 1, p. 89. (S)

PER 1, p. 90. (S)

014. Rajyalakshmi, C. Status of peace awareness programmes in educational institutions in India.
PER 1, p. 91. (S)

PER 1, p. 92. (S)

PER 1, p. 93. (S)

PER 1, p. 94. (S)

PER 1, p. 95. (S)

PER 1, p. 96. (S)

PER 1, p. 7. (L)

PER 1, p. 97. (S)

022. Wahlström, R. Peace education meets the challenge of the cultures of militarism.
PER 1, p. 24. (L)
Firenze, Italy 1991:

023. Bjerstedt, Åke. Goals of peace education according to peace educators: Some notes from a questionnaire study of PEC members. PER 5, p. 26. (S)

024. Drago, Antonino. A national school for teachers of conscientious objectors: A project and a curriculum. PER 5, p. 27. (S)

025. Everts, Philip P. Public opinion on the conflict and war in the Gulf, 1990-1991. PER 5, p. 29. (S)

026. Jensen, Jørgen Pauli. Human rights, peace studies and international education. PER 5, p. 30. (S)

027. Keldorff, Søren. The necessity of a multi-ethnic education for peace and co-existence in a changing Europe. PER 5, p. 32. (S)

028. L’Abate, Alberto. Research as a tool for peace education. PER 5, p. 5. (L)

029. Maxwell, Mary. What is this thing called "peace"? PER 5, p. 33. (S)

030. Osseiran, Sanaa. Cultural symbiosis in Al-Andalus. PER 5, p. 34. (S)

031. Patfoort, Pat. Non-violence in education. PER 5, p. 35. (S)

032. Thelin, Bengt. Peace education in Sweden: Some glimpses from the public debate. PER 5, p. 35. (S)

033. Wahlström, Riitta. Promoting commitment to peace and environmental responsibility. PER 5, p. 15. (L)
Kyoto, Japan 1992:

034. Aspeslagh, Robert. Tragic pages: How the GDR, FRG and Japan processed their war history – Lessons for education for peace. PER 6, p. 63. (L)

035. Bjerstedt, Åke. Peace education around the world at the beginning of the 1990s: Some data from questionnaires to Ministries of Education and members of the Peace Education Commission. PER 6, p. 100. (L)

036. Bose, Anima. A perspective on the hurdles to education and peace education in today’s India. PER 6, p. 219. (S)

037. Brock-Utne, Birgit: Linguistic rights as human rights. PER 6, p. 139. (L)

038. Chitoran, Dumitru & Symonides, Janusz. UNESCO approaches to international education in universities. PER 6, p. 144. (L)

039. Daffern, Thomas C. A thematic overview of contemporary international developments in peace and world order studies in universities. PER 6, p. 220. (S)

040. Drago, Antonino. A national school for teachers of conscientious objectors: A project and a curriculum. PER 6, p. 221. (S)

041. Fujita, Hideo & Ito, Takehiko. Peace education in Japanese universities. PER 6, p. 15. (L)

042. Gordon, Haim & Gordon, Rivca. The response of Israeli academics to the Intifada. PER 6, p. 223. (S)

043. Haavelsrud, Magnus. A within and below perspective on lifelong education. PER 6, p. 154. (L)
044. Harris, Ian M. On the relationship between love and education. 
PER 6, p. 224. (S)

045. Ishitani, Susumu. Peace education in nonviolent action and training 
on the spot. 
PER 6, p. 225. (S)

046. Izadi, Partow. An evolving world order: The challenges of 
unification and human diversity. 
PER 6, p. 226. (S)

047. Keldorff, Søren. Did we feel better when we had it worse, and who 
is to blame for this? 
PER 6, p. 227. (S)

048. Martín-Moreno Cerrillo, Quintina. A teacher training on-site 
model on peace education. 
PER 6, p. 166. (L)

049. Mische, Patricia M. University of Wisconsin audio-print course on 
war and peace. 
PER 6, p. 228. (S)

050. Murakami, Toshifumi. Peace education in Britain and Japan: A 
comparison. 
PER 6, p. 122. (L)

051. Naidu, M.V. Religionism, rationalism and peace education. 
PER 6, p. 230. (S) – Also: PEM 45. (L)

052. Nakhre, Amrut. Peace action for nonviolent change in a rapidly 
changing globe. 
PER 6, p. 231. (S)

PER 6, p. 170. (L)

054. Reardon, Betty. Learning our way to a human future. 
PER 6, p. 232. (S)

055. Synott, John P. Education for social transformation in South Korea. 
PER 6, p. 31. (L)
056. Thelin, Bengt. Education for global survival: Reflections based on some Swedish experiences and examples. 
PER 6, p. 44. (L)

057. Toh Swee-Hin & Floresca-Cawagas, Virginia. The World Bank as development educator: Towards which paradigm? 
PER 6, p. 177. (L)

PER 6, p. 234. (S) – Also: PEM 38. (L)

059. Udayakumar, S.P. Disintegrate and integrate: Educating for an interdependent world through three stages. 
PER 6, p. 235. (S)

060. Wahlström, Riita. Peace and international education in school. 
PER 6, p. 214. (L)

061. Wahlström, Riitta. Promoting environmental responsibility in higher education. 
PER 6, p. 236. (S)

062. Wiese, Veslemøy. Summer schools – a meeting place: Local and global contexts. 
PER 6, p. 237. (S)

PER 6, p. 238. (S)

PER 6, p. 239. (S)

065. Zuber, Robert W. Ecological leadership in an age of diminishing superpower expectations. 
PER 6, p. 240. (S)
Budapest, Hungary 1993:

066. Aranha, Mabel. Some experiences in education towards peace in India.
PER 10, p. 141. (S)

PER 10, p. 143. (S) – Also: PEM 51. (L)

PER 10, p. 145. (S)

PER 10, p. 13. (L)

070. Drago, Antonino. Peace education in the middle of a paradigm shift.
PER 10, p. 146. (S)

PER 10, p. 61. (L)

PER 10, p. 89. (L)

PER 10, p. 147. (S)

074. Keldorff, Søren. “Why was the civil war in ex-Yugoslavia first started in 1991?”: The guiding question behind a student thesis. An example of peace education at the university.
PER 10, p. 148. (S)

PER 10, p. 33. (L)
076. L’Abate, Alberto & Romiti, Riccardo. Young people’s attitudes toward peace: A comparative research before and after the Gulf War. 
PER 10, p. 149. (S)

077. Lawson, Max. The teaching of conflict resolution and nonviolence in Australian schools: A context for peace education. 
PER 10, p. 46. (L)

078. Rathenow, Hanns-Fred. Project work in teacher training as part of peace education. 
PER 10, p. 109. (L)

PER 10, p. 151. (S)

080. Wilson, G. Kenneth. Peace research: For peace or freedom? A critical examination. 
PER 10, p. 152. (S)

PER 10, p. 73. (L)

PER 10, p. 125. (L)
Valletta, Malta 1994:

PER 13, p. 171. (S) – Also: PEM 79. (L)

084. Aranha, Mabel. The influence of Indian cosmology and Hindu ideology on gender roles and transcendence by re-educating the individual for attention, awareness and communion.
PER 13, p. 172. (S)

PER 13, p. 174. (S) – Also: PEM 67. (L)

PER 13, p. 104. (L)

087. Brock-Utne, Birgit. Educating all for positive peace: Education for positive peace or oppression?
PER 13, p. 176. (S)

PER 13, p. 177. (S) – Also: PEM 76. (L)

089. Carl, Arend E. Relevant curriculum development in peace education for a post-apartheid South Africa: Implications for the school and other key role players.
PER 13, p. 179. (S)

090. Chetkow-Yanoov, Benyamin. Conflict-resolution skills can be taught.
PER 13, p. 85. (L)

PER 13, p. 181. (S)

PER 13, p. 47. (L)
093. Drago, Antonino. A dozen years of peace education in Italy as embodied in the winners of the "F. Pagano" National Prize. PER 13, p. 182. (S)

094. van den Dungen, Peter. Peace museums and peace education: Impressions of a study tour of Japanese peace museums. PER 13, p. 183. (S)

095. Fujita, Hideo. Adult education for peace, from the experiences in Japan. PER 13, p. 184. (S) – Also: PEM 74. (L)


097. Grossi, Verdiana. Early XXth century audio-visual communication in peace education. PER 13, p. 188. (S)

098. Hakvoort, Ilse. Children’s conceptions of peace and war: A longitudinal study. PER 13, p. 189. (S)

099. Harber, Clive. Education for democracy and peaceful resolution of ethnic conflicts in sub-Saharan Africa. PER 13, p. 190. (S)

100. Harris, Ian M. Nonviolence in education. PER 13, p. 31. (L)


102. Hutchinson, Frank. Educating for the twenty-first century: Beyond racist, sexist and ecologically violent futures. PER 13, p. 147. (L)

103. Hägglund, Solveig. Developing concepts of peace and war: Aspects of gender and culture. PER 13, p. 192. (S)
104. Keldorff, Søren. New irrationalism, new nihilism and the need for a strategy of relearning democratic values and peaceful co-existence. PER 13, p. 193. (S)

105. Kjelling, Anne C. A Nobel Peace Prize Museum in Oslo. PER 13, p. 194. (S)


107. Lawson, Max. The International People’s College, Helsingør, Denmark: Seven decades of peace education. PER 13, p. 197. (S) – Also: PEM 71. (L)

108. Mellor, David & Bretherton, Di. Understanding the role of racism as an impediment to the conflict resolution process: Theory and practice. PER 13, p. 198. (S)


110. Murdzeva-Skaric, Olga. Education for peace in the Republic of Macedonia. PER 13, p. 201. (S)


113. Oppenheimer, Louis. Peace, but what about societal constraints. PER 13, p. 204. (S)

114. Patfoort, Pat. Learning how to live with differences in building a multicultural society. PER 13, p. 205. (S)

116. Remy, Pierre-Henri. Peace through education, and the need for a professional approach towards peace. PER 13, p. 207. (S)

117. Renner, Christopher E. Using the language of justice and peace: Integrating peace education into EFL curriculum. PER 13, p. 209. (S)

118. Sokolova, Emilia S. Children’s thoughts about peace and war on the threshold of a new century. PER 13, p. 121. (L)

119. Synott, John P. Australian Aboriginal constructions of humans, society and nature in relation to peace education. PER 13, p. 71. (L)


121. Vriens, Lennart. In the past lies the future: The necessity of a peace tradition as a contribution to a humane future. PER 13, p. 211. (S)

122. Wessells, Michael G. The role of peace education in a culture of peace: A social-psychological analysis. PER 13, p. 15. (L)

123. Wiese, Veslemøy. Negotiations in the classroom: Education for democracy and the classroom as a melting pot. PER 13, p. 212. (S)

124. Åshammar, Solweig. The impact of education on children’s view of the future. PER 13, p. 213. (S)
Brisbane, Australia 1996:

Introductory note: Whereas the information on the five conferences dealt with above is based on published conference proceedings, the information on the most recent conference in Brisbane is based on personal notes, made by myself during the PEC sessions. This means that there may be some errors or omissions in this reporting, for which I apologize. Nevertheless, I thought that an attempt to include this most recent set of contributions would enhance the usefulness of this guide. For further information on the documentation from the Brisbane conference, contact James Calleja (Dar il-Hnejja, Triq il-Wasliet, Swieqi STJ 11, Malta).

125. Baldassarre, Antonio. Education to legality to educate to peace.

126. Baldassarre, Antonio. Universities cultural cooperation as a peace educ. tool: The case of CMU (Community of Mediterranean Universities).

127. Bjerstedt, Åke. What have PEC papers dealt with in the 1990s? Comments on a guide to five conference reports.


133. Dovey, Valerie. Parent power for peace: Reflections on a pilot process.

134. Eom, Jeongmin. Perspectives of Korean graduate students in the United States on global issues: Concerns and reflections on the future of peace education in South Korea.


139. Harris, Ian M. CRAGI (Conflict Resolution and Global Interdependence): Summary of an international curricular peace thread.


141. Hutchinson, Frank. Building alternatives to violence: Are there needs and opportunities for teachers and teacher educators to be practical futurists?


143. Melville, Amanda & Bretherton, Di. Conflict resolution training workshops as a research strategy.

144. Mkhize, Pat. The school on lasting democracy.


147. Page, James S. Peace education and the teaching of history: The arguments against.


150. Scott, Sue M. Transformative learning: Two approaches for global education.
151. Strogonow, Lana & Sanson, Ann. Children’s conceptions of war, peace and strategies to obtain peace in local and global contexts.

152. Synott, John. Theory, methods and ethics in peace education research.


154. Whatman, Sue. Health education policy as applied to indigenous Australians: Past and present.

Part B: Author Index

Abrams, Irwin (USA) 83
Allard, Andrea (Australia) 86
Aranha, Mabel (India) 66, 84
Aspeslagh, Robert (The Netherlands) 34

Bacal, Azril (Sweden) 1
Baldassarre, Antonio (Italy) 125, 126
Bascandziev, Igor (Macedonia) 145
Bjerstedt, Åke (Sweden) 2, 3, 23, 35, 67, 85, 127
Borrelli, Mario (Italy) 4
Bose, Anima (India) 5, 36
Bretherton, Di (Australia) 86, 108, 109, 143
Brock-Utne, Birgit (Norway) 6, 37, 87, 128
Burnley, Jen (Australia) 129
Burns, Robin (Australia) 88

Calleja, James (Malta) 7, 68, 130
Canning, Ken (Australia) 131
Carl, Arend E. (South Africa) 89
Chetkow-Yanoov, Benyamin (Israel) 90
Chitoran, Dumitru (Unesco, France) 38
Collinge, James (New Zealand) 69, 132
Collins, Linda Maree (Australia) 86

Daffern, Thomas C. (United Kingdom) 39
Dogliotti Marasso, Angela (Italy) 91
Dovey, Valerie (South Africa) 92, 133
Drago, Antonino (Italy) 24, 40, 70, 93
Duffy, Terence (N. Ireland) 71
van den Dungen, Peter (United Kingdom) 94
Durante, Ofelia (The Philippines) 58

Eom, Jeongmin (South Korea/Canada) 134
Eriksson, John (USA) 135
Everts, Philip P. (The Netherlands) 25

Farouk Bajunid, Omar (Japan) 136
Floresca-Cawagas, Virginia (The Philippines/Canada) 57, 58, 137, 153
Fujita, Hideo (Japan) 41, 95

Gillett, Nicholas (United Kingdom) 72
Gordon, Haim (Israel) 8, 42, 73
Gordon, Rivca (Israel) 42, 73
Groff, Linda (USA) 96
Grossi, Verdiana (Switzerland) 97

Haavelsrud, Magnus (Norway) 43
Hakvoort, Ilse (The Netherlands) 98
Harber, Clive (United Kingdom) 99
Harris, Ian M. (USA) 44, 100, 138, 139
Herman, Theodore (USA) 101
Hutchins, Katherine (Australia) 140
Hutchinson, Frank (Australia) 102, 141
Högglund, Solveig (Sweden) 103

Ihejirika, Samie Ikechi (Nigeria) 9
Ishitani, Susumu (Japan) 45
Ito, Takehiko (Japan) 41
Izadi, Partow (Finland) 46

Jensen, Jørgen Pauli (Denmark) 26

Keldorff, Søren (Denmark) 27, 47, 74, 104
Kjelling, Anne C. (Norway) 105
Komakec, Leander (Uganda) 10
Krupavicius, Algis (Lithuania) 75, 106

L’Abate, Alberto (Italy) 28, 76
Lawson, Max (Australia) 77, 107

Martín-Moreno Cerrillo, Quintina (Spain) 48
Maxwell, Mary (United Arab Emirates) 29
Mehdi, Syed Sikander (Pakistan) 11, 142
Mellor, David (Australia) 108
Melville, Amanda (Australia) 109, 143
Mische, Patricia M. (USA) 49
Mkhize, Pat (South Africa) 144
Murakami, Toshifumi (Japan) 50
Murdzeva-Skaric, Olga (Macedonia) 110, 145

Naidu, M.V. (Canada) 51, 111
Nakhre, Amrut W. (USA) 12, 52
Nehme, Chafic (France) 13

Okamoto, Mitsuo (Japan) 112, 146
Oppenheimer, Louis (The Netherlands) 113
Osseiran, Sanaa (Lebanon/France) 30
Page, James S. (Australia) 147
Patfoort, Patricia (Belgium) 31, 53, 114, 148

Rajyalakshmi, C. (India) 14
Rathenow, Hanns-Fred (Germany) 78, 115
Reardon, Betty (USA) 54, 149
Remy, Pierre-Henri (France) 116
Renner, Christopher E. (Italy) 117
Rogers, Paul (N. Ireland) 15
Rönnbäck, Ingvar (Sweden) 79

Sanson, Ann (Australia) 151
Schütz, Heide (Germany) 16
Scott, Sue M. (Canada) 150
Smoker, Paul (United Kingdom/USA) 96
Sokolova, Emilia S. (Russia) 118
Strogonow, Lana (Australia) 151
Symonides, Janusz (Unesco, France) 38
Synott, John P. (Australia) 55, 119, 152

Thelin, Bengt (Sweden) 17, 32, 56, 120
Toh Swee-Hin (Canada) 57, 58, 137, 153
Tuinier, Jan Durk (The Netherlands) 18

Udayakumar, S.P. (India/USA) 59

Visser, Geu (The Netherlands) 19
Vriens, Lennart (The Netherlands) 20, 121
Wahlström, Riitta (Finland) 21, 22, 33, 60, 61
Ward, Maura (Ireland) 16
Weber, Thomas (Australia) 88
Wessells, Michael G. (USA) 122
Whatman, Sue (Australia) 154
Wiese, Veslemøy (Norway) 62, 123
Wilson, G. Kenneth (Sweden) 80
Wilson, Raymond G. (USA) 63

Yamane, Kazuyo (Japan) 64, 81, 155
Zuber, Robert W. (USA) 65
Åshammar, Solweig (Sweden) 124
Øberg, Jan (Sweden) 82
Part C: Brief Subject Index

A-bomb education, A-bomb experience 41, 50, 63, 64, 81, 94, 95, 112

Action-oriented peace education, actions for peace 12, 13, 24, 26, 33, 40, 42, 45, 52, 72, 78, 88, 92, 101

Adult education 13, 24, 33, 40, 45, 49, 52, 67, 72, 90, 95, 105, 112

Africa 9, 10, 37, 57, 72, 87, 89, 92, 99, 144

Age differences, age-related materials 2, 3, 15, 18, 21, 28, 60, 66, 77, 86, 90, 92, 98, 103, 118, 151

Aims of peace education 3, 6, 14, 15, 17, 19, 21, 22, 23, 28, 33, 35, 50, 51, 54, 56, 58, 60, 69, 77, 90, 100, 102, 111, 124, 125, 137, 150

Al-Andalus 30,

Arts 132

Asia 5, 14, 25, 34, 36, 41, 45, 50, 55, 57, 64, 66, 72, 81, 84, 94, 95, 108, 112, 136, 142, 146, 154

Associated Schools Project, Associated Universities 38, 48

Attitudes towards peace, violence, war 3, 6, 12, 14, 21, 23, 25, 28, 33, 53, 60, 64, 66, 70, 76, 98, 103, 118, 122, 151

Australia 77, 86, 88, 109, 119, 129, 131, 154

Comparative education 23, 34, 35, 50

Concepts of children and young people 14, 21, 28, 60, 76, 98, 103, 118, 124, 145, 151

Conflict resolution and conflict mitigation 9, 10, 12, 16, 70, 77, 82, 86, 90, 92, 108, 109, 133, 140, 143

Conscientious objectors 24, 40

Controversial issues in education 22, 26, 28, 32, 35, 51, 69, 70, 111, 113

Conversion 22, 26, 51, 55, 70, 84, 102, 122, 150
Cooperation, cooperative games, cooperative learning 16, 21, 28, 33, 54, 59, 60, 100, 122, 126, 135, 137, 149

Critical thinking 3, 22, 51, 69, 70, 91, 111

Culture of peace, culture of war 22, 26, 70, 84, 88, 113, 118, 122

Curriculum development 15, 21, 24, 40, 49, 58, 60, 66, 77, 89, 90, 117

Democracy 43, 55, 57, 65, 99, 104, 106, 123, 125, 138, 144

Denmark 47, 107

Development education 19, 57, 87, 88, 99, 111, 128

Educational technology 96

Enemy images 2, 18, 22, 47, 92, 118, 122

Environment, environmental responsibility 17, 20, 21, 33, 54, 56, 57, 58, 61, 65, 119

Ethnic identity, ethnic relations 1, 18, 22, 27, 91, 92, 99, 108, 111, 114

Europe 4, 7, 20, 27, 47, 75, 78, 106, 110, 115, 121

Evaluation of course materials 57, 69, 86, 90

Exhibition 18, 67, 71, 81, 94, 105

Feminism 6, 16, 84

Finland 21, 60, 61

Foreign languages as school subjects for peace education 117

France 25, 116

Freire 88

Futures 54, 68, 96, 102, 121, 124, 141

Gandhi 12, 36, 52, 88, 101
Germany 25, 34, 78, 115

Global perspectives 3, 19, 23, 35, 46, 56, 129, 134

Great Britain 25, 50

Higher education 10, 24, 38, 39, 40, 41, 49, 58, 61, 74, 88, 90, 96, 126, 135, 136, 140, 142, 146, 149

Hiroshima/Nagasaki 34, 41, 50, 64, 81, 95, 112

Historical perspectives 20, 30, 34, 41, 50, 71, 83, 95, 97, 105, 107, 120, 121

History as a school subject for peace education 91, 147

Human rights 17, 26, 33, 37, 38, 39, 55

India 5, 12, 14, 36, 66, 84

Indigenous perspectives 57, 69, 119, 131, 154

International workshops 9, 16, 62, 78

Ireland / N. Ireland 15, 72

Israel 42, 90

Italy 24, 40, 76, 93

Japan 34, 41, 45, 50, 64, 81, 94, 95, 112, 146, 154

Justice 3, 20, 22, 23, 33, 35, 42, 52, 73, 117

Language 37, 117, 128

Lebanon 13

Literature in peace education 8, 64

Lithuania 75

Love 44
Macedonia 110, 145

The media and peace 20, 49, 72, 96, 112

Mexican American 1

Militarism 22, 24, 26, 40, 70

Multicultural, multi-ethnic education 27, 32, 99, 122, 128

The Netherlands 18, 19, 25, 98

New Zealand 69

Nigeria 9

Nobel 83, 105

Nonviolence 3, 12, 13, 22, 24, 31, 35, 40, 44, 45, 53, 77, 100, 114, 118, 138, 141, 148

Norway 6, 105, 123

Nuclear weapons 41, 50, 63, 64, 81, 94, 95, 112

Paradigm shift: From arms race to peace/nonviolence 22, 26, 70, 122

Parents 6, 66, 86, 92, 95, 133

Passivity 28, 73, 102

Peace: Concepts of 29, 54, 63, 87, 98, 103, 118, 130, 151

Peace education: Case study 58

Peace education: Classroom processes 3, 8, 15, 21, 28, 33, 60, 64, 66, 79

Peace Education Commission 35, 67, 85, 127

Peace education: Concepts of 3, 20, 21, 22, 50, 56, 68, 69, 72, 75, 130

Peace education: Difficulties 32, 35, 56, 69, 79, 111, 113

Peace museums 67, 71, 81, 94, 105, 155
Peace research: Criticism of 80
Peace studies / world order studies 10, 38, 39, 41, 49, 58, 74, 88, 136
The Philippines 58
Philosophy, Philosophy of education 20, 51, 68, 70, 73, 84, 88, 119, 121, 132
Political situation 4, 7, 20, 25, 106, 115, 121
Postage stamps 83
Prejudice 18, 22, 108, 111, 118
Preschool education 21, 90, 127
Psychological perspectives 2, 3, 6, 12, 21, 26, 28, 33, 60, 73, 86, 98, 103, 118, 122, 145, 151
Public opinion 25
Questionnaire studies 14, 23, 28, 35, 41, 42, 66, 76, 85, 92, 118
Race, racism 18, 43, 108, 111
Rationalism 51, 111
Refugees 11
Religion 12, 20, 51, 84, 109, 111, 120
Research approach, research techniques 1, 2, 3, 28, 76, 80, 86, 98, 103, 124, 143, 145, 152
Responsibility 33, 35, 42, 54, 61
Russia, Soviet Union 47, 118
School authorities and peace education 17, 35, 50, 56, 60, 75, 77, 92
School education: Primary and/or secondary 14, 18, 19, 28, 60, 66, 75, 77, 90, 92, 93, 124
Sex, sex differences, sexism, sex roles 2, 6, 16, 22, 43, 84, 86, 103, 111
South Africa 72, 89, 92, 144
South Korea 55, 134
Sri Lanka 108
Structural violence 7, 43, 87, 111, 128
Sweden 2, 3, 17, 32, 56, 103, 120, 124
Teacher education 24, 40, 48, 66, 78, 85, 127, 141, 153
Teaching aids (course materials etc.) 15, 18, 35, 49, 57, 64, 69, 77, 86, 90, 92, 97, 127, 139, 154
Uganda 10
Unesco 30, 38, 48, 50, 72, 122
United States 25, 49, 90, 96, 112, 138
University education 10, 24, 38, 39, 40, 41, 49, 58, 61, 74, 88, 90, 96, 126, 135, 136, 140, 142, 146, 149
Values 3, 6, 10, 20, 21, 22, 26, 33, 35, 57, 58, 84, 102, 111, 125, 132, 137
Violence 131, 138, 141, 148, 152
War 25, 34, 49, 50, 64, 74, 76, 98, 103, 118, 147
World Bank 57
World order perspectives 20, 39, 46, 59, 106
Yugoslavia, ex-Yugoslavia 74, 82, 110
"Peace Education Miniprints" are published and distributed by the R&D Group "Preparedness for Peace" (address: School of Education, Box 23501, S-20045 Malmö, Sweden).

ISSN 1101-6418
NOTICE

REPRODUCTION BASIS

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").