

# Peace Education Goes Global

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Assessment of Peace Education  
in Baden-Württemberg/Germany  
and Georgia



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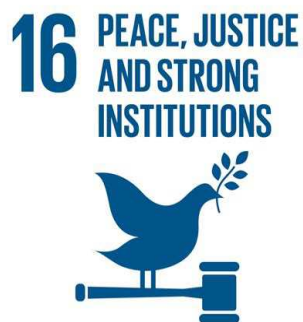


ნაციონალიზმისა და კონფლიქტების კვლევის ინსტიტუტი  
INSTITUTE FOR THE STUDY OF NATIONALISM AND CONFLICTS





*„In practice, Peace Education might be mostly organized locally or nationally as it has to be related to the legal, social and cultural conditions of each educational system. Nonetheless, in its aims and intentions, it is transnational or global as peace is indivisible in the end – and especially in the era of globalization, peace can only be realized as world peace. This involves different emphases, differences in convictions and contradictions between peace educationists from different countries and cultures. But, exactly these contradictions have to be recognized as learning opportunities.” (Wintersteiner 2009: 22; own translation)*



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*Dear Readers,*

*For years we have been committed to more peace education in our schools and in our society. We offer various courses to strengthen social skills, non-violent conflict resolution and social engagement. Our trainers conduct workshops with young people and we offer further training courses on the topics for educators and youth group leaders.*

*When the “declaration on strengthening peace education” in schools was signed in Baden-Württemberg five years ago and the “Peace Education Service Center” was established in cooperation between the Ministry of Education and civil society organizations, we actively participated in this initiative. In the new school curricula, topics of peace education have been better included and the peace school model is currently being developed with five schools becoming a “Peace School”. Nevertheless, we still consider that peace education is still being implemented far too little in schools and does not receive the necessary support, either in the training of teachers or in the schools themselves. Mobbing, anti-social behavior, racism or violence are far too little actively thematized and approached in cooperation.*



*This problem also exists in other countries, which often face even greater societal challenges. For years we have been working with partners in other countries who are committed to a peaceful society and just and sustainable development. There are experienced and competent trainers there who work similar to us; there is civil society which is active in the referred society and work for change. We are often little aware of this, because news are more likely to appear in the media when violent conflicts have taken place. Positive examples and non-violent conflict resolution are often not reported because they might be too unspectacular.*

*With this brochure and the assessment on peace building in Baden-Württemberg and Georgia, we want to learn from each other and publicize the diverse commitments of various civil society organizations. We want to encourage reflection on how we can anchor and promote more peace education in our society and globally. A self-critical look that shows us that it's not done enough for peace and a hopeful look forward shows us what is possible. In particular, we would like to invite civil society to network more globally. In this assessment we document civil society organizations that are committed to peace and peace building in the countries. We can use social media to follow their activities, we can enter into direct exchange via online meetings and we can put the dream of peace into practice together as global citizens.*

*With Best Regards*

*Juergen Menzel,  
board of act for transformation  
and trainer in peace education*



## Assessment of Peace Education in Baden-Württemberg/Germany

### Introduction

The present report is written in the context of the project “Peace Education Goes Global” which aims to broaden perspectives and to build new learning spaces in peace education by a dialogical- and process-oriented exchange with partners. Different activities are planned in this context, among them the preparation of assessments on the state and nature of peace education in the project countries that are Georgia, Sudan and South Sudan, Ukraine as well as Germany/Baden-Württemberg (BW). Thereby, common action should be encouraged. Peace education should be designed not as a national project but it is more important than ever before, to conceive and realize it as global learning and especially as a North-South-East dialogue. In this conviction, the project is carried out.

The aim of the assessments is to get an overview of peace education in each of these countries - of the context, the organizational landscape, the important issues and activities. By sharing these reports, a basis for cooperation and consortiums could be built and an exchange on topics takes place. Thereby, an understanding for commonalities and differences is encouraged. It serves not only as a good overview for all partners in the project but also to clearly present the landscape of peace education, the own institution is working in.

The present paper does this for the federal state of BW in Germany.

### Conflict Context/ Situation in the Country

Germany is a democratic state in central-western Europe consisting of 16 federal states/Bundesländer. One of these is Baden-Württemberg, located in the southwest of Germany.

Germany can be defined as a largely peaceful country in the sense that there are no violent conflicts or civil war. Nonetheless, when we refer to definitions of Johan Galtung (see for example Galtung 1990) and define peace not only as absence of violence (negative peace) but as positive peace there are also conflicts and violence in Germany - even when it maybe does not seem like this at first sight. Positive peace includes also the absence of structural violence which means for example injustice. Thus, when we refer to the violent context in Germany we do not mean war but underlying structures, inequality and conflict lines and threats to democracy that exist without question.

This can be referred for example to social inequality in Germany. The divide between rich and poor is constantly getting bigger and affects for example unemployed persons, foreigners or people with migration background. One recent example is the debate around affordable housing which is less and less available especially in bigger cities like Munich, Hamburg or Stuttgart.

Another issue is gender equality which is not implemented in many societal fields. Before the law, men and women are equal but this does not necessarily mean that social equality is realized, for example regarding chances in education, income or higher positions in working life.

Apart from that, populism, especially right-wing became a big issue in recent years in whole Europe, which was accompanied with the emergence and strengthening of parties like Front National in France, Lega Nord in Italy or the AfD (“Alternative for Germany”) in Germany which was founded in 2013. Since then, the AfD is now represented in the German parliament and in many state parliaments as well. These parties find favourable conditions for their programs which are connected to current phenomena like liberalisation of markets, the global integration and the resulting feeling of complexity, confusion and a lack of influence of many citizens, the European financial crisis, a feeling of unfairness regarding wealth, the demographic change, the weakening of traditional gender and family images and roles as well as the current refugee situation and the enhanced visibility of the Islam. Populists use these topics in order to construct themselves as parties representing the will of the people whereas the elite/the established politicians do not care about them. They construct a feeling of “we” and “the others” (Bundeszentrale für politische Bildung n.d.).

This is also related to migration. Firstly, because right-wing parties and populists see migration as a threat. But migration has also another dimension that might be related to peace and conflict. During the last years, many people coming to Germany are forced migrants as they were fleeing wars and violence in their own country. It means that people who just experienced war are part of our society. They therefore come from a conflict context. These backgrounds can also be an issue for peace education programs. In Germany, the whole society struggles further on to realize intercultural and



interreligious encounters at eyelevel with people already being here for longer time and those who have just arrived. Intercultural competence is therefore an important issue.

With regard to direct violence, xenophobia became a major threat to peace in recent years. There are attacks on asylum seekers accommodations and further facilities related to refugees as well as direct assaults on asylum seekers. They are mostly politically motivated and conducted by right-wing militants. These groups also threaten pro-asylum activists and politicians. Protests against the policy of the current government have taken place very regularly (Heidelberg Institute for International Conflict Research 2017: 53).

Although today, Germany is a largely peaceful country, war and violence is also present in the form of remembrance. Germany experienced two world wars and a division of the country leading to a totalitarian state in East Germany. Dealing with violent past and the history of a country is an important issue especially with regards to National Socialism and the Holocaust. That means that violence in earlier days must be addressed in order to inform, educate and prevent. For example, the issues of racism and antisemitism are unfortunately highly topical today and are therefore topics that are dealt with in peace education (see Chapter 4).

### Influence of Civil Society

Generally, one can state that civil society in Germany is strong. In Germany, there are around 616.000 organisations of civil society registered and 17.5 Mio. people show voluntary commitment in many fields of the society like sports, environment protection, social commitment and so on. They contribute to public life and provide important services.<sup>1</sup>

As Germany is a democracy, civil society actors can have potentially big influence as they can call attention to identified problems and can do advocacy work for their issues. This is also true for peace education in BW. The “Network Peace Education” and organisations affiliated to the Service Center for Peace Education (see for a description of these actors Chapter 4) constantly try to put the issue of peace education on the agenda of politics and inform the general public, offer trainings, programs and so on. These actors regularly come together in order to exchange on shortcomings, achievement and current issues in general.

The peace education community in BW can be described as strong, especially in relation to other federal states in Germany as there are many actors constantly working on the issue and they are well connected. Nonetheless, when we compare the power of the peace movement for example with the public relations and education units of the German military, which are quasi counterparts in their convictions and aims, the representatives of peace education are relatively weak in its advocacy work towards officials.

One major achievement is to win the Ministry of Education, Cultural Affairs, Youth and Sports in BW for the concern of strengthening peace education in schools. On 30/10/2014 the former Minister of Education, Cultural Affairs, Youth and Sports together with 14 representatives of peace education/ peace movement signed a common declaration on strengthening peace education in the schools in BW. Later on, three further institutions supervened, so that 17 actors of civil society support the initiative now.<sup>2</sup>

In the declaration it says that Art. 12 of the state constitution demands for *an education for fraternity of all people and an education to love of peace*. This task should be fulfilled by parents, schools, religious groups, communities and through youth work. The state government sees a high priority in implementing this task. The declaration points to the relevance of peace education showing that living together non-violently in school and society is not naturally given and that one has to work on that. The aim of the declaration is to point to that relevance and to strengthen the anchoring of peace education in the curricula as a cross-cutting issue. Furthermore, education and further training for teachers should be enhanced and in general the infrastructure of peace education in BW expanded. Aside from strengthening peace education in schools, the Ministry also expressed its will to support peace education and civil conflict resolution in extracurricular activities that are affiliated to the school environment.

After Rhineland-Palatinate, BW is the second federal state where an agreement between the Ministry and actors of the

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See reference (4)

2

For the original document see “Laws and regulations regarding peace education” (Appendix)



peace movement/ peace education was reached. Therefore, it can be seen as a major success, not least because in the aftermath of the declaration on 17/04/2015 a “Service Center for Peace Education”<sup>3</sup> was created (see for more information Chapter 3) which is an external and independent body.<sup>4</sup> For comparison, agreements between the German military and German Ministries of Education and Cultural Affairs exist in 8 states of Germany.

Since the declaration, the cooperation between the organisations and bodies have been well established and publications have been made. One example is “Friedensbildung aktuell” which is a newsletter or brochure with information that serves as a handout for teachers with materials, hints, links and recommendations on current peace and security policy from the perspective of peace education.<sup>5</sup> These materials are based on the curricula and were sent to over 1000 subscribers four times in 2017. Besides of educational offers, gatherings took place in several schools in order to give teachers a platform to exchange ideas and experience. Apart from that, teacher trainings are carried out (see Chapter 5b). The Service Center is engaged in public relations via their website. Moreover, in order to have a constant base for workshops and seminars with pupils in schools, a qualifying weekend for freelance employees was held and will be held again.

Another case of having influence on policies is the case of the elaboration of new curricula in BW in 2016. During the revision process, consultations with civil society have taken place. The Commission for Curricula published preliminary versions and asked civil society experts for feedback on the anchoring of peace education, inter alia regarding terminology on standards in Social Sciences. One example is the use of the term “peacekeeping” in the preliminary version that was seen by the peace movement as a possible emphasis on the necessity of military intervention in order to restore and secure peace. This wording was changed from “The support of democratic acting and *peacekeeping* are central aims of political education” into “The support of *peace* and democratic acting [...]” So, hints were taken into account in the final version of the curricula.

One can therefore conclude that on the one hand the declaration and the advocacy work in the curricular development process are major achievements but that there is still a lot to achieve in BW and whole Germany. What can be seen as a success is that the cooperation between the actors of state and civil society and especially the establishment of the Service Center works well and is recognized as a model for whole Germany. It is an example of civil-public-partnership.

## Organisational Landscape

Some of the key civil society organizations in peace education in BW are united in the so called “Network Peace Education”.<sup>6</sup> As mentioned in Chapter 1, Germany is set up of different federal states. Educational affairs are in the sphere of competences of the federal states in Germany. In these federal states, different peace education networks were created. This does not mean that these networks exist necessarily in all states. Further networks on state or regional level exist in Rhineland-Palatinate, North Rhine-Westphalia, Central Germany and Hesse. In January 2017, a nationwide “Network Peace Education” was established in Frankfurt as well, where different organisations came together to the founding meeting. They target to commonly strengthen peace education professionally and politically. The network in Baden-Württemberg is also a member of the nationwide network. In the course of a project of the “German action group for peace” (Aktionsgemeinschaft Dienst für den Frieden), which is a consortium of different institutions doing peace work with different focuses here and abroad, the project “Peace Education, German Military and School” was implemented regarding nationwide peace education. In the wake of this project a website was set up with background information on peace education and useful materials.

The organisations and peace initiatives affiliated in the network in BW have the overarching aim to strengthen peace education in schools, youth work and lifelong learning. They understand peace education as a part of civic education

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3

Thereafter only called “service centre”.

4

Link to the website: <http://www.friedensbildung-bw.de/>

5

See [http://www.friedensbildung-bw.de/friedensbildung\\_aktuell.html](http://www.friedensbildung-bw.de/friedensbildung_aktuell.html).

6

Link to the website: <http://netzwerk-friedensbildung-bw.de/>.



and therefore as a task for the whole society. They aim to cooperate, push peace education further and exchange regularly on current issues and ideas on conferences.

The following organisations are members to the network in BW. You can find their websites attached to this paper.

### **Act for transformation**

Act for transformation is a non-profit cooperative association that carries out different educational offers regarding intercultural and global learning as well as peace education. The association works together with different partners in conflict regions in order to work on peacebuilding. Moreover, voluntary services are offered.

### **Arbeitsstelle Frieden Evangelische Kirche Baden** (*“Agency Peace, Protestant Church Baden”*)

“Arbeitsstelle Frieden” is a specialized body regarding questions of conscientious objection and peace ethics. It offers seminars for youth work and schools and advocates for non-violent conflict resolution in the framework of the civil peace service.

### **Deutsche Friedensgesellschaft – Vereinigte KriegsdienstgegnerInnen (DFG-VK), Landesverband BW** (*“German Peace Society – United War Resisters”*)

The corporation is active in different campaigns that deal with peace education, military in schools, arms trade and the fight against nuclear weapons.

### **Deutsches Mennonitisches Friedenskomitee (DMFK)** (*“German Mennonite Peace Committee”*)

The Committee offers different services in order to work on peace: church services, youth seminars, youth camps and information sharing regarding the local and worldwide peace work. One important focus is the cooperation with Christian Peacemaker Teams which is a church initiative that sends experts in peace work to conflict regions.

### **Friedenswerkstatt Mutlangen** (*belonging to “Network of the German Peace Movement”*)

“Friedenswerkstatt Mutlangen” is a meeting point for people who would like to work for a more peaceful and just world. It offers workshops and camps for youths. Mainly, it focuses on educational work regarding the risks of nuclear weapons.

### **Gewerkschaft Erziehung und Wissenschaft (GEW)** (*“German Union for Education and Science”*)

The union stands up for the strengthening of peace education in schools. Besides, they support the decrease of influence of military in schools. GEW therefore takes part in a campaign of various peace organisations which aims to focus on peace rather than on military in schools.

### **Ohne Rüstung Leben** (*“Living without Armament”*)

The organization is active against armament production and export through dialogue, protest, lobbying and different activities since 1978. It works for a world without nuclear weapons and for the expansion of the civil peace service. The organisation offers seminars and speakers give lectures regarding these topics.

### **Pfarramt für Friedensarbeit** (*“Parish Office for Peace Work”*)

The rectory links church peace works and offers support for church services and educational events in communities. One focus of their work is the prohibition of arms exports.

### **pax christi Baden-Württemberg**

“pax Christi” is an international ecumenical peace movement in the Catholic church. In Baden-Württemberg there are sites in Rottenburg-Stuttgart and Freiburg. It is dedicated to the constructive and non-violent conflict resolution and contributes to the promotion of a culture of peace based on justice and solidarity where the use of violence is no longer an option.

### **Werkstatt für Gewaltfreie Aktion** (*“Workshop for non-violent action”*)

The focus of the organization is to support organisations, initiatives, groups and individuals that are interested in promoting a culture of non-violence in their work and lives. As facilitators, trainers and consultants, part of their mission is to support the social movements bringing about nonviolent, social change. For further information, please visit the websites that are listed in the appendix.

An important step is the creation of a Service Center in BW. In 2015, the “Servicestelle Friedensbildung”/“Service Center for Peace Education” was established. It serves as a consultation-, networking- and contact point to all schools in the state as well as to state- and non-state actors in the field of peace education. Its task is to strengthen peace education as a cross-cutting issue in all schools and therefore to anchor peace education even tighter in the curriculum.



Accordingly, the already existing offers of actors in the peace movement and peace education should become more visible. Especially teachers should benefit from teaching materials and resources as well as from consultation and support for their classes.

The Service Center develops new offers, gives space and opportunities for an exchange of thoughts. The Service Center is an important actor for cooperation of people active in peace education in BW as it serves as a coordinator and central contact point.

The Service Center was established in the aftermath of a joint statement to strengthen peace education in schools in BW (see Ch. 5.1). In total, 17 partners of civil society showed their support by signing it. Amongst them are church organisations, unions and associations that are engaged in peace education. These are the following:

Abteilung Jugendpastoral des Erzbischöflichen Seelsorgeamts der Erzdiözese Freiburg; act for transformation gem. EG; Alt-Katholische Kirche in Baden-Württemberg; Arbeitsstelle Frieden im Evangelischen Kinder und Jugendwerk Baden; Berghof Foundation; Bischöfliches Jugendamt der Diözese Rottenburg-Stuttgart; Deutsches Mennonitisches Friedenskomitee; DFG-VK Landesverband Baden-Württemberg; Friedensbündnis Esslingen; Friedenspfarramt der Evangelischen Landeskirche in Württemberg; Friedenswerkstatt Mutlangen e. V.; Gewerkschaft Erziehung und Wissenschaft Baden-Württemberg; Landesjugendring Baden-Württemberg e. V.; pax christi Diözesanverband Freiburg; pax christi Diözesanverband Rottenburg-Stuttgart; Volksbund Deutsche Kriegsgräberfürsorge e. V. Landesverband Baden-Württemberg; Werkstatt für Gewaltfreie Aktion Baden

Most of them were already presented as they are part of the network peace education in BW. Not all of these actors, but some of them are shortly described in the following:

**Friedensbündnis Esslingen** (*“Coalition for Peace Esslingen”*)

“The Coalition for Peace Esslingen” is committed to work against militarization of the society as well as for peaceful means of conflict resolution, justice, human dignity and the preservation of our livelihood. The Coalition serves as a platform for exchange and coordination and planning of activities.

**Volksbund Deutsche Kriegsgräberfürsorge e. V. Landesverband Baden-Württemberg** (*“German War Graves Commission”*)

“Volksbund Deutsche Kriegsgräberfürsorge e.V.” is a humanitarian organization charged by the government of the Federal Republic of Germany with recording, maintaining and caring for the graves of German war casualties abroad. The “Volksbund” provides information to relatives on all matters related to war graves, advises public and private institutions, promotes international cooperation in the area of war grave maintenance and encourages young people to come together to learn at the last resting places of war casualties.

The providers of the Service Center are the LpB, the Ministry of Education and the Berghof Foundation.

**Ministerium für Kultus, Jugend und Sport BW** (*“Ministry of Education, Cultural Affairs, Youth and Sports”*)

The Ministry based in Stuttgart is, as a regional authority with over 400 employees, responsible for all educational offers in the federal state of BW from day nursery to higher education. Its tasks comprise all public and private schools, early childhood education, continuing education and sports.

**Berghof Foundation**

The Berghof Foundation is an independent, non-governmental and non-profit organization that supports efforts to prevent political and social violence, and to achieve sustainable peace through conflict transformation. Their mission is to create space for conflict transformation. They work with like-minded partners in selected regions to enable conflict stakeholders and actors to develop non-violent responses in the face of conflict-related challenges.

**Landeszentrale für politische Bildung (LpB)** (*“Agency for Civic Education in BW”*)

The Agency for Civic Education in BW supports and deepens civic and political education in BW on a nonpartisan basis. This is done by events, publications and web offers. It is the central service facility in civic education in BW. It is an institution of the state of BW in the area of responsibility of the state parliament.

Moreover, the Service Center has a steering group of 6 members (a supervisory board) that were officially appointed by





the Minister of Education, that are:

Karl-Ulrich Templ, Deputy Director of the LpB Baden-Württemberg; Prof. Uli Jäger, Programme Director for Peace Education and Global Learning, Berghof Foundation; Philipp Steinle, Rector, Ref. 52 – Pedagogical Principal Affairs and Quality Management, Ministry of Education, Cultural Affairs, Youth and Sports; Dr. Thomas Nielebock, Akademischer Oberrat, Institute for Political Science in the sector of Peace Research and International Politics, Eberhard Karls Universität Tübingen; Richard Bösch, director and und educational expert, pax christi Rottenburg-Stuttgart; Klaus Pfisterer, German Peace Association – United Opponents of War, state association Baden-Württemberg

The steering group as well as the Service Center are supported by an advisor's body where all 17 organisations who signed the declaration are represented. They meet once a year.

## Issues of Peace Education

In the following section, the issues of peace education that are especially important in Germany shall be shortly presented. This includes topics that are directly addressed in pedagogical measures but also topics that are politically important for the German peace education movement. Peace education is a broad term that unites different approaches and topics under one umbrella. While core features and convictions remain the same, in different countries there are different challenges to address dependent from each context. With a view on activities in the field of peace education in Germany, it becomes visible that especially the following issues are important:

### Harassment in Schools

The problem of violence and harassment in school's increases. Typical victims are often children who seem to be different in the view of the people who bully, may it be because of striking clothes or posture. Perpetrators therefore use differentness to offend other children. Reasons for the rise of harassment might be changes in the society: The workload has increased enormously and pupils are concerned about their future career earlier. Conflicts are increasingly resolved in schools. Many teachers and parents feel overstrained with the problem. Special projects and trainers can help to deal with these challenges if the conflict is named. Methods to address harassment could be role plays or strategies to deal with provocations verbally.

### Prevention of Violence

The aim is to enable pupils to solve their conflicts non-violently. This should be achieved by strengthening emotional and communicative competences continuously. Another important issue in order to prevent violence is the support of stress management and problem-solving abilities. In schools, rules and compliance with them are important to ensure an appreciative approach between pupils. This issue came especially on the agenda after one boy was running-amok in 2009 in a town in Baden-Württemberg where 15 pupils died. Since then, sensitization for this topic became even more important and measures were taken, like the establishment of round tables with people active in violence prevention and education. One training is called "Faustlos" which could be translated as "without fists". This is an educational program aimed at reducing impulsive and aggressive behaviour among children and building their social skills. There are special materials from pre-primary to secondary education which are based on scientific findings.<sup>7</sup>

### Dispute Settlement and Civil Courage

Trainings in dispute settlement should also enable pupils to solve their conflicts non-violently. The objective is to support people to choose a constructive way of handling conflicts. Arbiters could act as mediators between the conflict parties without dictating a resolution. The advantage is that mediators are not actively involved in the conflict and can act with the aim of being neutral and multipartite. Related to this, the recognition of feelings, conversational skills, a sense of justice and a confident manner are in demand. These competences also help to show civil courage in situations where injustice happens. Peer mediators in schools can contribute to a good school climate, tolerance and social responsibility. It is a relatively new form of conflict management where pupils take communicative responsibility. The aim is to



establish a positive culture of debate by building understanding for other views.

### **Gender and Sexism**

One part of peace education is to prevent sexual harassment and assaults. The programs should start as early as possible. This is why one should start education and sensitization for the issue already in kindergarden. Prevention work in kindergarden and schools is aimed to support parents in sex education, for example by strengthening self-esteem, by learning to accept oneself and others, by recognizing the right on the own body or by making aware of saying “no” and drawing lines.

### **Witnesses and Coping with the past**

As already mentioned in Chapter 2, where the context was described, coping with the past is a big issue in Germany. We are convinced that it is necessary to educate people about what happened in German history in order to prevent that something like that can happen again. People should be sensitized for state terror, war and genocide. This is done by memorials for example, by listening to witnesses or watching of films. While this is an important issue in history classes in German schools, it is also a topic for non-formal education. The German War Graves Commission is especially engaged in this sector by organising events and encounters, by trainings and seminars.<sup>8</sup> In 2018, a thematic focus of the Service Center in workshops and educational offers in schools is: “1918-2018. Enticement to War, Violence and Hate or Education for Peace?!” in the occasion of 100 years of World War I.

### **Racism**

Racism refers to the aspect of group-focused enmity, prejudices and discrimination. It does not necessarily mean that these are convictions that are openly expressed for example by extreme right-wing people but often it means everyday racism that appears in a subtler way. The first step is to sensitize the society. “The” Islam or “the” muslims appear again and again in debates regarding the topics of integration and immigration. Peace education can help to sensitize to the problem and can give space for encounters in order to combat prejudices. One project from pupils for pupils is for example “school without racism”, which aims to work against all forms of discrimination and contributes to moral courage and social commitment.<sup>9</sup>

Furthermore, intercultural understanding can be enabled by games and tasks on “the own” and “other” cultures through communication and percipience.

### **Fake News**

Related to this topic is also the appearance of “Fake News” that lead to prejudices or fuel them. It is a means for propaganda which is used inter alia by populist politicians. The strengthening of media competence helps to recognize them as such and to be critically on media. Peace education can support a critical view for example by comparing different reports on the same event showing that not only wrong messages are a problem but also the emphasis or the presentation with pictures and headlines play a role in transmitting a certain message. An example might be the delinquency of foreigners.

### **Participation in the Society and Democratic Education**

Participation in the society is an important issue in peace education as it means that people get aware of the fact that their actions have consequences, that they can make a difference and can use their freedoms. This is for example related to peace policy linked engagement. In a more general view, participation belongs to democratic education. Values like freedom, solidarity and tolerance are related and should be understood. Democratic acting has to be learnt, children a youths should recognize that democracy is not naturally given and should get aware of the chances and benefits living in a democratic state has. Democratic education sees young people not as passive recipients of

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8

See <https://www.volksbund.de/jugend-bildung/jugend-und-bildung.html>.

9

Reference (23).



knowledge, but rather as active co-creators of their own learning.

### **Military in schools**

The topic of military in schools is an important one for the German peace movement. The demand is to suspend the extensive advertising campaigns amongst children and youth in schools and via media. Youth officers and career counsellors expand their appearance in schools increasingly, in order to inform youth about career opportunities in military. The GEW states that the German military recently endeavours to have more influence in schools. School cannot be a place for the recruitment of soldiers. As there are cooperation agreements with federal state governments the proceeding of the military is not stopped but even supported. Military has too much space in the field of political education and in further education of teachers for example. This is problematic as they pursue an agenda – but education, also in the field of security policy, should be held by qualified educators. The aim must be that peace initiatives have the same opportunities in schools to reach children and youth with their convictions and concepts in order to provide children and youth a balanced view on dealing with conflicts.

### **Militarization**

Militarization in general is an issue in peace education. That includes especially the control and abolition of the use of nuclear weapons. Another related topic is the export of arms in conflict-ridden countries or authoritarian regimes. The German peace movement aims to raise awareness for these topics and to inform critically about them.

### **Climate change**

Climate change affects all of us – in order to limit man-made global warming action is necessary. Programs of peace education would like to raise attention to the issue of climate change and its effects on nature and people around the world. An important political issue is for example the withdrawal from using carbon in the generation of electricity in order to stop global warming.

Moreover, the following issues are somehow affiliated to peace education as there are some points of intersection:

#### **Global Learning and Education for Sustainable Life**

Global learning refers to questions like: “What does globalization mean? Which chances and risks are connected to it? How do global (trade) structures look like? Which effects do they have on people’s lives here and elsewhere? Which options for action exist? The aim is therefore to raise awareness for global interrelations.

By Education for Sustainable Life people should be enabled to a sustainable, future-oriented way of thinking and acting. It enables each and every one to understand the effects of their own actions and to decide in a responsible way. Important questions are:

- How do my own decisions affect future generations or people in other parts of the world?
- Which effects do my actions have, like my pattern of consumption, the use of means of transportation, or the usage of which kind of or the amount of energy?
- Which global mechanisms lead to conflict, terror or flight?

Relevant topics are for example:

- Plastic waste
- Sustainable development
- Issues of development cooperation
- Fair trade
- Flight
- Justice
- Children’s rights
- Poverty
- Interreligious dialogue

#### **Human Rights Education**

The aim is to support a culture of human rights. It means not only that human rights are known but also that they are respected and defended. It means that people learn about the content, meaning and history. Moreover, people should get aware of their relevance in their lives, they should be empowered to reflect on attitudes. Furthermore, human rights



education targets emancipatory thinking and action. This is related to a peaceful life together and to the convictions and methods of peace education.

### Child Soldiers

The work against child soldiers is another issue related to human rights. The UN Convention on the Rights of the Child outlaws the recruitment of children in order to protect them. The minimum age of participation in combat operations was raised from 15 to 18 in 2002. It is estimated that each year around 2000 underage persons are recruited for military service with upward tendency. This is against the before mentioned convention. What is criticized with a view on Germany is that 17-years old boys and girls get the same military training as adults. The “German Alliance Child Soldiers” is a consortium of different NGOs which campaigns against the recruitment of children and for the compliance of the “18-years-old-standard”. Its major concern is to inform the public about the problem and sensitize and advocate for the issue.<sup>10</sup>

### Structural Peace Education

The following chapter should give an overview of the structure of peace education in BW. It is of interest how peace education is established and supported when it comes to officials in the country but also in view of anchoring in universities and in the non-formal sector.

### Official Peace Education

In 2016, new curricula were introduced in BW. The new curricula were analysed on the question of how peace education is anchored<sup>11</sup>. In the new curricula there are points of reference to peace education, for example through the guiding principles “Education for tolerance and acceptance of diversity” and “Education for sustainable development”. The competence-based curriculum is in general limited regarding content specifications to give schools space for choosing topics. In the specific subject curricula, there are also references which fit into the aims, features and methods of peace education. Peace education is not anchored as a specific subject but is a cross-cutting issue that can be realized in every subject, in some of them it fits more like history or social studies, but it can also be an issue in natural sciences for example. It can be found that there are several references which leads the Service Center to the conclusion that peace education is comprehensively anchored, especially in Social Sciences but that it is necessary to use that space and implement these potentials.

As already described in Chapter 2 (Influence of Civil Society), in Baden-Württemberg the Ministry of Education *generally* supports peace education and is ready to get active. This became visible with the declaration and the establishment of the Service Center.

### Study Courses in Peace Education

In Germany, we have several possibilities to study Peace and Conflict Studies. These are given in universities in Darmstadt, Frankfurt, Hamburg, Magdeburg, Marburg and Tübingen. Apart from that, many Political Science and International Relations courses offer seminars related to peace studies and there are chairs specialized on peace and conflict studies, for example in Augsburg. Some of the universities offer also seminars explicitly for peace education. For example, in Tübingen, BW, there are seminars every semester that are carried out in collaboration with the Berghof Foundation. When it comes to a professorship or chair, there is none in Germany that is exclusively specialized on peace education. But the aim of the “Network Peace Education” is to advocate for the establishment of one in order to strengthen the education in peace education.

On the matter of teacher training at universities the responsible Ministry is the Ministry of Science, Research and Arts. It means that for teacher training one has to cooperate with another ministry and do advocacy work there.

Teachers are trained in BW in Universities of Education which are specialized on teacher training and further pedagogical professions. In BW, there are six locations which are Freiburg, Heidelberg, Karlsruhe, Ludwigsburg, Schwäbisch Gmünd and Weingarten. Only people who become teachers at “Gymnasium”/secondary school study at classical universities. It seems to be a major problem that in the curriculum of teacher training there is no education in

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See <https://www.kindersoldaten.info/%C3%9Cber%2Buns.html>.

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See [http://www.friedensbildung-bw.de/servicestelle\\_bildungsplaene.html](http://www.friedensbildung-bw.de/servicestelle_bildungsplaene.html).



peace education officially foreseen. But aspects that are substantial to peace education are somehow anchored, like for example forms of conversation techniques, conflict management or democratic acting. It depends on each university and on professors if they are specifically engaged with the topic and therefore offer seminars on it. For example, in Weingarten, Dean of Studies Prof. Dr. Dr. Lang-Wojtasik focuses inter alia on global learning, intercultural education and education for sustainable development. In general, teachers therefore lack in skills and competences needed to fulfil the declared aim of educating for peace love. This is why it is a major concern of the peace network to adequately train teachers.

Apart from the lack of official teacher training at universities, there are offers for continuing education of teachers in selected institutions for teacher training. These are official providers and can be state-wide, regional or school-internal. Generally, teachers are obliged to do further training. In the last years, there were also some trainings that dealt with issues affiliated to peace education like mediation, violence prevention, conflict and sustainable development. In these institutions the Service Center also carries out trainings. Core task of the Service Center is to support teachers in the implementation of peace education in their lessons. Last year, two multi-day further trainings took place. Additionally, the Service Center provided further trainings for the regional councils of Stuttgart and Karlsruhe and it was invited to events for religion teachers at two universities. Just to get an impression: Compared to the actions undertaken by the German military with teachers and trainees that is not enough. The German military conducts presentations/lectures and seminar trips with trainee teachers. In 2017, these were 3 lectures, 9 seminar trips and 1 simulation game. Apart from that, the military is very active in schools in working with children.

Apart from that, the Service Center also provides materials and information for teachers on how to integrate peace education in class. They have materials for different ages and subjects on their website, some of them are fully prepared teaching units. One example is an accompanying brochure to a film on how children are affected by war. The materials are structured below the main issues of flight and war, civil conflict resolution and general issues. They also provide different workshops and events. Moreover, the Service Center explicitly welcomes questions or requests from schools and teachers.

### Non-formal Peace Education

The offers of the Service Center can be somehow referred to the non-formal peace education section. Moreover, trainers specialized on peace education, who are part of the network in BW, offer sessions particularly on topics related to peace education for pupils. Schools can ask for their programs and the skilled personal carries them out in one or two lessons or for a whole project day. There are different offers of some of the actors that were presented in chapter 3. We for example, act for transformation, have different training offers for schools and groups regarding social competences and violence prevention, pupil mediators in schools, intercultural understanding, global learning and so on. Another example is the Berghof Foundation with different programs, for example Peace Counts which is a mobile exhibition on peacebuilders around the world<sup>12</sup>.

There also exist "training of trainers"-offers regarding social and leadership competences that include communication skills, creativity, non-violent conflict management or intercultural competences.

There are some nationwide databases for speakers, for example Peace Brigades who have expertise in Human Rights Education, "Education meets development" where returnees from development cooperation or civil peace service report or Peace Cooperative who speak on different current peace issues (see in the appendix).

### Learning Spaces for Peace

In connection with the issue of remembering, places of learning for peace play a big role as they are embedded in our direct environment and visually remember and point to past happenings. Often there are memorials, sometimes art, in combination with information boards. In Germany, there are many such memorials who can serve as places of learning for peace as it points for example to brave people who offered resistance or it raises awareness for issues. Mostly, they refer to life before and during World War II and the Holocaust or to the former GDR. Often, these places arise from initiatives of volunteering working groups who are committed to educate. The LpB BW has a special department for



memorial work and a website where you can find information and the different memorials are listed<sup>13</sup>. In general, the LpB lists around 80 in BW alone. The different states of Germany are responsible for their memorial work<sup>14</sup>. In all these places there are memorials in BW:

Source: see reference 28

The LpB lends for example mobile exhibitions on 3 issues that are on concentration camps, on Georg Elser (see below), and on 4 Jewish children from Mannheim (city in BW) that were deported to Auschwitz in 1944.

In the following, there are shown some examples of memorials existing in BW. This is only a small collection but it makes visible that there are different sites, even in small towns, that are often related to local history.

### **Georg Elser Memorial in Königsbronn**

This memorial exists since 1998 and remembers the resistance fighter Georg Elser who was grown up in this town. He became known as he attempted an assassination on Hitler on 8<sup>th</sup> November 1939 in order to prevent war. Aside from the memorial which shows Elser in the form of a bronze sculpture there is also an exhibition with information on the assassination attempt and its background. Amongst these documents are for example original interrogation records that visitors can listen to.

See <https://www.koenigsbronn.de/de/Freizeit-Tourismus/Sehenswuerdigkeiten/Georg-Elser-Gedenkstaette> and <http://www.georg-elser-arbeitskreis.de/gegedenk.htm>

### **Gedenk- und Begegnungsstätte ehemalige Synagoge Bopfingen-Oberdorf (Memorial and place of encounter in a former synagogue)**

The museum deals with the history of the former largest community of Jews in Eastern Württemberg. The basis of the museum are different historic events which are presented through boards. By doing so, it is also referred to the Jewish community in this region.

See [https://www.bopfingen.de/Lde/94211\\_94092\\_1363751\\_3300547\\_94217.html](https://www.bopfingen.de/Lde/94211_94092_1363751_3300547_94217.html)

### **Friedhof der "Ausländerkinderpflegestätte" Gantenwald (Cemetery of the care centre for foreign children)**

A homestead in Gantenwald served as a so called care center for foreign children since 1943. Forced labourers from Eastern Europe who expected a baby were forced to abortions or were brought to special camps for babies for childbirth. Women who were brought to Gantenwald were forced to go back to work after a few days of childbirth and their babies have to be left behind. These children who had to stay there did not have enough food and lived under catastrophic hygienic conditions. Many children died. Today there is a cemetery with a memorial which points to this history.

See [https://www.gedenkstaetten-bw.de/gedenkstaetten\\_anzeige.html?&no\\_cache=1&tx\\_lpbgedenkstaetten\\_pi1\[showUId\]=460](https://www.gedenkstaetten-bw.de/gedenkstaetten_anzeige.html?&no_cache=1&tx_lpbgedenkstaetten_pi1[showUId]=460)

### **Albert-Schweitzer Haus Königsfeld/Schwarzwald**

This house was home to Albert Schweitzer and his family for many years since 1923. Today, you can find different exhibitions in the rooms of the house on different stages in his life where you get insights into his way of thinking and his work. He was inter alia a German doctor, philosopher, theologian, musicologist and pacifist. He received the Nobel Peace Prize in 1952. He is a versatile and interesting figure of history. His thinking was for example based on two realisations: The awareness of one's own luck and the awareness of the suffer in the world. He was committed to fight against nuclear armament.

See <http://www.albertschweitzer-haus.de/de/Home>

### **Memorials of concentration camps** (for example in Bad Friedrichshall-Kochendorf, Bisingen and Echterdingen-Bernhausen)

In Friedrichshall-Kochendorf was a concentration camp from September 1944 till March 1945. At least 447 detainees died during that time. Here you can inform yourself on the horrible conditions and the work under which the detainees suffered.

In Bisingen a museum was built with the motto "Courage to remember – Courage to responsibility". Moreover, different historical places were linked to an educational trail. So, at different places it is informed on the history of the

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See [https://www.gedenkstaetten-bw.de/gedenkstaetten\\_bw\\_liste.html](https://www.gedenkstaetten-bw.de/gedenkstaetten_bw_liste.html)

14

See <https://www.gedenkstaetten-bw.de/gedenkstaettenindeutschland.html>



concentration camp, the Nazi tyranny and its victims. Moreover, it serves as a connecting factor to current issues and questions. The camp existed between August 1944 and April 1945. In these 8 months at least 1187 people died. The detainees worked under inhuman conditions: They had to mine oil shale for fuel production.

The memorial in Echterdingen exists since 2010 near the US-airfield. Under the slogan “Wege der Erinnerung“ which can be translated as “Path to remembrance” or “Ways of remembrance” two white walls were built and two crossing ways lead to the hangar where the detainees were located and to the burial ground. It is an example for an artistic design of a memorial. The artist explains that this serves as an entrance situation to the authentic places: From there the visitor looks at one of the hangars. The arrangement is done in such a way that it leads you from the first to the second wall and from there to the burial ground. Through walking along the wall the visitor listens to the names of the former detainees. Inter alia there are guided tours for groups and pupils.

See <http://www.kz-kochendorf.de/>; <https://museum-bisingen.de/>;  
[http://www.gedenkstaette-echterdingen-bernhausen.de/gesch\\_FS\\_2.htm](http://www.gedenkstaette-echterdingen-bernhausen.de/gesch_FS_2.htm)



Another example is **Friedenswerkstatt Mutlangen** which is based on a former site of nuclear missiles. Different options for nonviolent resistance are shown there. It was founded by an association in 1984. Since then, a little seminar house with office rooms for peace groups was created. The “Pressehütte” is also like a museum where visitors can follow the successful commitment against nuclear threats. Today, it serves as versatile meeting point for people who take steps towards a more peaceful and just world.

See <http://www.pressehuette.de/>

### Deutsche Kriegsgräberstätten (German War Graves)

Volksbund Deutsche Kriegsgräberfürsorge e.V. is a humanitarian organisation charged by the government of the Federal Republic of Germany with recording, maintaining and caring for the graves of German war casualties abroad. The Volksbund provides information to relatives on all matters related to war graves, advises public and private institutions, promotes international cooperation in the area of war grave maintenance and encourages young people to come together to learn at the last resting places of war casualties. The Volksbund commemorates the casualties of war through the establishment and maintenance of war cemeteries. The vast burial grounds are a reminder of the past that also confront the living with the consequences of war and violence.

The Volksbund provides a wide range of suitable information material about the cemeteries and the topics and questions associated with war graves.

See <https://www.volksbund.de/en/volksbund.html>

### The memorial in Neckarzimmern for the deported Jews of Baden

This memorial is based on Christian youth work and is somehow special. The aim of the initiative was to understand the local history of Jewish life in the municipalities of Baden. In this project, youth groups and school classes of each municipality created two memorial marks in collaboration of professional sculptors. One of these marks is based in their own municipality, the second one becomes part of a central memorial for the region of Baden on the site of the Protestant youth educational institution in Neckarzimmern. By doing so, the project has a dual character: It has a central point to inform and remember and decentral actions of the groups on site. The memorial in Neckarzimmern is a big Star of David on the ground out of concrete. On these stripes of concrete the second memorial marks are fixed (see the picture below). Since 2005 more and more project memorial stones from the municipalities were created and added to the Star of David (in total 138). It is therefore a procedural, dynamic approach where youths are actively involved in the remembrance work. Around 5600 Jews from these 138 municipalities were deported to Gurs in Southern France on the 22<sup>nd</sup> 1940. The central memorial and the affiliated youth project aims to remember the deportation of all Jewish people in Baden.

See <http://mahnmal-neckarzimmern.de/inhalt/das-mahnmal.1;>  
[https://www.gedenkstaetten-bw.de/gedenkstaetten\\_anzeige.html?  
&no\\_cache=1&tx\\_lpbgedenkstaetten\\_pi1%5BshowUid%5D=493&cHash=86f776b0735b4edc1741aeb28b2a180d](https://www.gedenkstaetten-bw.de/gedenkstaetten_anzeige.html?&no_cache=1&tx_lpbgedenkstaetten_pi1%5BshowUid%5D=493&cHash=86f776b0735b4edc1741aeb28b2a180d)

**Friedensräume Lindau** (“space for peace” – peace museum)<sup>15</sup>



*Friedensräume* is a special museum (motto: “more than a museum”) located in a villa with exhibitions on the issue of peace. “pax Christi”, which is an organisation of the international catholic peace movement is one of the main supporters of the association behind *friedensräume*. Its approach includes offers to get somehow involved, it is an interactive forum as different senses should be addressed. It is a space for intercultural and interreligious exchange. There are different rooms where different aspects are focused. It is explicitly no anti-war-museum but the aim is to invite to peace, to bolster to get active and to show that peace is a process on which one has to work instead of a status quo that is reached sometime. The “peace museum” also carries out different events and offers pedagogical work through workshops and tours.

See <http://www.friedens-raeume.de/>

#### Pictures of different memorials in Baden-Württemberg<sup>16</sup>



Albert-Schweitzer Haus



Former synagogue Bopfingen



Cemetery Gantenwald



Georg Elser Memorial

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*friedensräume* and the approach is innovative, it is included in this assessment.





Concentration Camp Memorial Echterdingen  
(Neckarzimmern)

Memorial for the deported Jews in Baden

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## Abbreviations

AfD	Alternative für Deutschland, German populist party
BW	Baden-Württemberg, federal state in Germany
DFG-VK	Deutsche Friedensgesellschaft – Vereinigte KriegsdienstgegnerInnen (DFG-VK), Landesverband BW ( <i>“German Peace Society – United War Resisters“</i> )
GEW	Gewerkschaft Erziehung und Wissenschaft (GEW) ( <i>“Trade Union Education and Science“</i> )
LpB	Landeszentrale für politische Bildung ( <i>“Agency for Civic Education in Baden-Württemberg“</i> )



## Appendix

Websites of actors active in peace education

### **Network Peace Education BW:**

<http://netzwerk-friedensbildung-bw.de/angebote/links/>

- Act for Transformation: <http://act4transformation.net/>
- “Agency Peace”: [https://www.ekiba.de/html/content/frieden\\_gerechtigkeit.html](https://www.ekiba.de/html/content/frieden_gerechtigkeit.html)
- “German Peace Society – United War Resisters”: <https://bawue.dfg-vk.de/bawue-start>
- “German Mennonite Peace Committee”: <https://www.dmfk.de/>
- “Network of the German Peace Movement ”: <http://www.pressehuetten.de/>
- “German Union for Education and Science”: <https://www.gew-bw.de/friedensbildung/>
- “Ohne Rüstung Leben”: <https://www.ohne-ruestung-leben.de/aktuell.html>
- “Parish Office for Peace Work”: <https://www.friedenspfarramt.elk-wue.de/>
- “pax christi Baden-Württemberg“: <https://www.rottenburg-stuttgart.paxchristi.de/>  
<https://www.freiburg.paxchristi.de/>
- “Workshop for non-violent action“: <https://www.wfga.de/startseite.html>

### **Further actors in peace education:**

- Berghof Foundation: <https://www.berghof-foundation.org/en/>
- “Coalition for Peace Esslingen“: <http://www.friedensbuendnis-esslingen.de/>
- “Ministry of Education, Cultural Affairs, Youth and Sports“: <https://www.km-bw.de/Lde/Startseite>
- “German War Graves Commission“: <https://www.volksbund.de/en/volksbund.html>
- “Service Center for Peace Education“: <http://www.friedensbildung-bw.de/>
- “German Action Group for Peace“: <https://friedensdienst.de/>

### **Databases on speakers on Peace Issues:**

- Peace Brigades: <https://pbideutschland.de/menschenrechtsbildung-das-pbi-bildungsprojekt>
- “Education meets development“: <http://www.bildung-trifft-entwicklung.de/bte-referentinnen.html>
- “Peace Cooperative“: <http://www.friedenskooperative.de/referenten>
- See also “Peace Education in Schools“: <https://friedensbildung-schule.de/referenten>

### **More interesting links:**

- “Peace Education School“: <https://friedensbildung-schule.de/>
- Materials and Information:
  - <http://friedensbildung-schule.de/einfuehrung-fuer-lehrer>
  - <http://www.friedensbildung-nrw.de/materialien/>
  - <http://www.friedensbildung-mitteldeutschland.de/angebote>
  - <http://en-paz.de/>
  - <http://www.atomwaffena-z.info/lernen.html>
  - <http://www.NuclearFreeEducation.de>
  - <http://peace-education.org.uk/> (English Website)
  - <http://www.frieden-fragen.de> (This is an online offer for children who can ask questions regarding peace and war)
  - <http://www.ageh.de/flash/flashvideos.htm> (Here you can find several short films regarding the work of civil peace service workers in different conflict-ridden countries)
  - <http://www.hiik.de/de/konfliktbarometer/index.html> (This is a barometer which offers information on wars and violent conflicts by the Heidelberg Institute for Conflict Research)
  - <http://www.akuf.de> (This is an offer/archive by University of Hamburg which offers information on wars since 1945)
  - <http://www.visionofhumanity.org> (The Global Peace Index measures peace and ranks the states [in English])
  - <http://www.bildungsserver.de/zeigen.html?seite=1519> (Here you can find institutions and material on



peace education and peace and conflict studies under the heading “Friedenserziehung, Friedenspädagogik”)

- <http://www.gew-rheiderland.homepage.t-online.de/frame.htm> (GEW Rheiderland offers materials)
- [http://lernarchiv.bildung.hessen.de/erziehung/frieden/#section\\_4](http://lernarchiv.bildung.hessen.de/erziehung/frieden/#section_4) (Links to materials and institutions)
- <http://www.oneworld-jobs.org> (this is a website which informs about international volunteering and development work)

- LpB Overview of Memorials in BW <https://www.gedenkstaetten-bw.de/>

#### Laws and regulations regarding peace education

- **Common Declaration to Strengthen Peace Education in schools in Baden-Württemberg**, available under [http://www.friedensbildung-bw.de/fileadmin/friedensbildung-bw/redaktion/pdf/20141030\\_Gem.Erklaerung\\_zur\\_Staerkung\\_der\\_Friedensbildung\\_4.pdf](http://www.friedensbildung-bw.de/fileadmin/friedensbildung-bw/redaktion/pdf/20141030_Gem.Erklaerung_zur_Staerkung_der_Friedensbildung_4.pdf) [retrieved 7/11/2018] (unfortunately it is only in German).

- **Beutelsbacher Konsens/ “Beutelsbach Consensus”**:

The Beutelsbach Consensus is a standard for political-historical teaching in schools. It was developed in 1976 starting with an initiative of the LpB BW and is applied in many countries beside from Germany. The content is the following:

#### **1. Prohibition against Overwhelming the Pupil:**

It is not permissible to catch pupils unprepared or unawares - by whatever means - for the sake of imparting desirable opinions and to hinder them from ‘forming an independent judgement’. It is precisely at this point that the dividing line runs between political education and indoctrination. Indoctrination is incompatible with the role of a teacher in a democratic society and the universally accepted objective of making pupils capable of independent judgement (Mündigkeit).

#### **2. Treating Controversial Subjects as Controversial:**

Matters which are controversial in intellectual and political affairs must also be taught as controversial in educational instruction. This demand is very closely linked with the first point above, for if differing points of view are lost sight of, options suppressed, and alternatives remain undiscussed, then the path to indoctrination is being trodden. We have to ask whether teachers have in fact a corrective role to play, that is, whether they should or should not specially set out such points of view and alternatives which are foreign to the social and political origins of pupils (and other participants in programs of political education). In affirming this second basic principle, it becomes clear why the personal standpoint of teachers, the intellectual and theoretical views they represent and their political opinions are relatively uninteresting. To repeat an example that has already been given: their understanding of democracy presents no problems, for opinions contrary to theirs are also being taken into account.

#### **3. Giving Weight to the Personal Interests of Pupils:**

Pupils must be put in a position to analyse a political situation and to assess how their own personal interests are affected as well as to seek means and ways to influence the political situation they have identified according to their personal interests. Such an objective brings a strong emphasis on the acquisition of the necessary operational skills, which is in turn a logical consequence of the first two principles set out above. In this connection the reproach is sometimes made that this is a ‘return to formalism’, so that teachers do not have to correct the content of their own beliefs. This is not the case since what is involved here is not a search for a maximum consensus, but the search for a minimal consensus.



The regions of Kvemo-Kartli and Samtskhe-Javakheti, which are characterized by a high density of communities of ethnic minorities, have to face internal problems. There is a high lack of information about the processes in the country and a complete or partial lack of knowledge of the state language. These two problems are leading to low levels of social integration and civic passivity and generally to unemployment, lack of healthcare, land distribution, child care and education. Due to the lack of the language a mutual vacuum of information got generated over time; because of that neither does the population of the regions receiving enough information about processes in the country, nor does the vast majority of the population of Georgia know about the situation in these regions.

The Georgian government is constantly working on improving that situation. They worked on a State Strategy for Civic Equality and Integration. The most successful initiative, which was elaborated by the government, called 4 + 1, gave minority students the possibility to study the Georgian language and afterwards to ease the entry for studying in Georgian universities. But the language issue is still a problem, which was the focus of several surveys.<sup>18</sup>

These factors are resulting in isolation, community building and at the same time a grave integration problem. Through the building of communities based on ethnical or religious identities, in these regions there is often the need to solve community based conflicts, which are recently getting bigger.

Another problem, which is based on the integration problem, is a very low political participation among these communities. The low level of information according processes in the country and the lack of the state language lays the foundations for a rather civic passivity.<sup>19</sup>

Beside ethnic Georgia also has religious minorities. Those are Muslim, Armenian Apostolic Church, Jewish, Catholics, Protestants, Baptists and other small religious communities. The Azerbaijan community as well represents a religious minority. But beside this community being muslims, there are also Georgian muslims in the Adjara region. The Muslim communities are partly correlating with the Azerbaijan communities, who are living in the regions of Kvemo-Kartli. But also ethnic Georgians are part of this religious minority group, like in Adjara; in total about 10% of the population in Georgia is Muslim. Recently cases of discrimination and disrespect against Muslim communities are increasing, which are showing a general decreasing open-mindedness among the mostly orthodox population. Especially cases, where Muslim communities wanted to build mosques or other community facilities were accompanied by protests and social violence. In some villages, where are even both religions represented, a lack of communication between the two communities got noted and not yet the problem raised its awareness among the population of Georgia.<sup>20</sup>

The sexual minorities have to face numerous challenges and discrimination in the Georgian society. The LGBT community represents one of the most marginalized, least visible and discriminated against groups in Georgia. Although in the last years some improvements got reached, especially along the youth in Tbilisi, it is still problematic to leave freely as a LGBT person in the rather traditional society of Georgia.

The LGBT community is still very restricted in its free acting and equal rights and gets discriminated and violated on daily basis. Discrimination in form of violence, oppression and harassment happens, coming from the general public, families but also from specific institutions, including law enforcements, medical facilities and the workplace. A lot of cases of violence against this community stays unreported and hence remain without proper investigation.<sup>21</sup>

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Minority Rights Group International: Minorities and Indigenous People in Georgia

<https://minorityrights.org/country/georgia/>

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Decree of the government of Georgia: On Approval of the State Strategy for Civic Equality and Integration and Action Plan for 2015-2020 [http://smr.gov.ge/Uploads/esen\\_55b90432.pdf?fbclid=IwAR0MdkzGNNegKh23NXzUKNPYuZ5UWKof8jyj9a2RykUowJIO2GR-pt9R\\_RY](http://smr.gov.ge/Uploads/esen_55b90432.pdf?fbclid=IwAR0MdkzGNNegKh23NXzUKNPYuZ5UWKof8jyj9a2RykUowJIO2GR-pt9R_RY) (p.1)

19

Dvali, Ana and Badasyan, Edita (2014) Problems of Kvemo-Kartli and Samtskhe-Javakheti and Foreign Policy Preferences of the Local Populations – Research Report. <http://caucasianhouse.ge/wp-content/uploads/2015/09/Ethnic-MInorities-Research-Report.pdf>

20

Human Rights and Monitoring Center: Overview of Cases on Restriction of Religious Freedoms and Discrimination

<https://emc.org.ge/en/products/religiis-tavisuflebis-shezghudvasa-da-diskriminatsiastan-dakavshirebuli-sakmeebis-mimokhilva>

21

Human Rights and Monitoring Center: Background information on the Human Right Situation of



## 2. Influence of civil society

In Georgia the civil society often refers to a community of civil society organizations (CSO), which is quite developed and strong. CSOs working in Georgia are known as being stronger, more vibrant and active than most of the CSOs in the region of South Caucasus and they already achieved a number of advocacy accomplishments in various settings<sup>22</sup>. There are organizations with strong background and qualified personnel; they are well known public figures and opinion leaders and it has proved to be an effective counterbalance to governments. Very often NGO representatives move to government structures on different positions and vice versa.

Civil society organizations (CSOs) in Georgia can act freely, have an access to the government to advocate different issues, develop and present recommendations. Although there are CSOs which work intensively with citizens; the financial assistance from the western countries has been the key contributor to the development of Georgia's civil society and non-governmental sector. Till now they are dependent on foreign donations and the main challenge is a financial sustainability. Due to that the organizations, working on peace education and peace building, mostly have less possibility to implement long-term projects and strategic planning. For achieving tangible results, it is always needed to prolong the duration of funding.<sup>23</sup>

In Georgia, there are many organizations working on peace issues. Their work is basically oriented on solve existing conflicts and Peace Education is part of their work.

Peace Education is quite a new direction, just recently it was managed to translate and create different resources in this specific sphere. But still CSO needs support to be developed in this direction.

## 3. Organizational Landscape (non-governmental)

Out of many existing organizations in Georgia we selected some organizations which work on peace issues as well as on restoring trust between divided societies and promoting peace in the country.

### Academy for Peace and Development (APD)

The APD is a non-governmental, non-profit and non-political organization, which aims at empowering youth and civil society actors for living and building peace in Georgia, South Caucasus, Europe and beyond through development of competences, advocating participatory policy development and promoting partnerships on cross-sectorial and intra-sectorial levels. Main goal: Empowering youth for living and building peace.

### Alternative of Violence Project Georgia

The organization is implementing trainings and workshops to decrease violence in the society and find a way for a non-violence resolution of conflicts. The project follows its vision of a nonviolent society where everyone can live in peace and dignity. The mission includes gathering and providing resources and services for the international AVP community to reach and sustain our full potential for peace and nonviolence worldwide.

### Center for Peace and Civic Development (CPCD)

The main goal of the organization is to promote integration within the region, use advocacy for better engagement of the civil society members in community activities, make young people more active and raise engagement in civil society through informal education and cultural events. The idea is to spread common peace vision among young generations in the regions, raise awareness on peace building issues among youngsters. They offer courses and workshops in different fields, e.g.: "Conflict Management - South Caucasus case study" or the course "Media and Conflicts"

### Center for Cultural Relations – Caucasian House

The Caucasian House, following their idea of the Caucasus as an area, where different nations can peacefully coexist, cooperate and acknowledge their common problems and interests. The mission of the Caucasian House is to create ideological and intellectual foundations for a peaceful development and cultural integration of the Caucasus. One of

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LGBT persons in Georgia <https://emc.org.ge/en/products/emc-m-gaeros-damoukidebeli-ekspertis-vizitisatvis-lgbt-adamianebis-uflebrivi-mdgomareobis-shesakheb-angarishi-tsaradgina>

22 EUROPE FOUNDATION: Situation Analysis of Civil Society in Georgia <http://www.epfound.ge/wpcontent/uploads/2016/12/Situation-Analysis-of-CSOs-in-Georgia.pdf>

23 ISNC and Caucasian House: Perception of the impact of international support on peaceful transformation of conflicts in the south Caucasus: View from Tbilisi: [http://www.isnc.ge/index.php/site/edition\\_detail/1/24](http://www.isnc.ge/index.php/site/edition_detail/1/24)

their tools is to spread universal, humanistic and civic education.

#### **Consent – IDP Women Association**

The association is working to contribute to the creation of a peaceful, democratic and pluralistic society, with equal rights and equal political, social and economic status for IDPs. Especially conflict affected women and members of their families are supposed to get supported in this association with specific emphases on empowerment of women and the youth through education, improved human security and social inclusion.

#### **Diversity school**

Diversity school gives young Georgians the chance to realize their potentials and to foster a diverse and tolerant society. They are offering seminars and workshops and try to spread the idea of peace education in the regions of Georgia.

#### **Generations for Peace – Georgia**

The organization aims to empower youth to lead and cascade sustainable change in communities experiencing conflicts. They are offering workshops in schools, both with kids and youth leaders, to provide knowledge and tools for them to lead and manage their own projects.

#### **Georgia's Reforms Associate – GRASS**

GRASS conducts research and public policy analysis and provides advice and project management. The main areas of expertise include the development, implementation and review of policies on justice, security, education, conflict resolution and vulnerable groups. Lately they elaborated an Erasmus Mundus Master course in peace studies.

#### **International Center on Peace and Integration (ICPI)**

ICPI is a not-for-profit nongovernmental organization with a mission to provide a platform for the development of self-aware, progressive and engaged youth in civil society. Main targets are the encouragement of personal growth, innovation and positive change through critical thinking, intercultural understanding, support of new initiatives and collaboration. Education is seen as the chance to encourage a change in attitude and action; for example ERASMUS+ workshops and conferences.

#### **International Center on Conflict and Negotiation (ICCN)**

The mission of ICCN is to foster the peace process through democratic reforms in Georgia, to strengthen civil society, achieve civil integration (focusing on minority and gender issues) and support peace building on all its necessary levels. They are developing peace education for a non-violent conflict resolution, gender equality, tolerance and diversity. They hold peace mediator meetings and mediator workshops, as well as different programs about conflict management and peace building.

#### **The Institute for the Study of Nationalism and Conflicts (ISNC).**

The Institute works on conflict resolution issues such as confidence building measures, civil dialogue processes between conflict sides, internally displaced person's problems. Main mission is to facilitate peace-building initiatives and peaceful resolution of conflicts, protection of civil rights of internally displaced persons and supporting their active participation in public and political life. ISNC is a coordination center of the IDP Network Synergy. IDPs Network" Synergy "consisting of 18 NGOs working on IDP issues.

#### **International Institute on Peace Education (IIPE)**

The Institute facilitates exchanges of theory and practical experiences in teaching peace education and serves to grow the field. The IIPE operates as an applied peace education laboratory that provides a space for pedagogical experimentation. Providing exchanges of teachers worldwide, they also want to create a network and a learning community. IIPE has spawned a variety of collaborative research projects and peace education initiatives at the local, regional and international level.

#### **Lazarus – Charity Foundation of the Patriarchate of Georgia**

Lazarus is the charity center of the Georgian Orthodox church, which was founded in the middle of the conflict in Abkhazia. The organization brings young people from across the Caucasus region together. In their projects they mobilize young people, opinion leaders, media actors and community groups to develop a joint vision for peace.

#### **Peace Development Center**

The peace development center is a non-governmental organization with a focus on peace building issues. They're





aiming to create a platform/space for Georgian youth, so they get more involved in peace building initiatives. Beside they hold workshops and conferences, mainly on the conflict in Abkhazia and South Ossetia.

#### **Rondel Foundation – Georgian Institute of Strategic and International Studies, and Regional Dialogue**

The activities of the Foundation are aimed at promoting democracy and fostering political and economic reforms; enhancing regional cooperation; creating a friendly and secure investment environment; and providing local private sector and the international business community opportunities to participate in the economy of the Caucasus region.

#### **The Heinrich Boell Foundation – South Caucasus**

The Heinrich Boell Foundation is promoting democratic reforms and social innovation. They are supporting the civil society in forming free, fair and tolerant societies. They coordinate and offer multifaceted workshops in the field of peace education.

#### **Teacher’s Union “Education and Universe” Kutaisi**

The Union is a network of teachers, who elaborate curriculum for teachers. Beside they’re promoting the importance of peace education for kids and planning on implement peace education as a school subject.

#### **Young Pedagogues’ Union**

The young pedagogues’ union is a NGO working very specifically on peace education. They’re making workshops in schools on topics like peace and confidence building to sensitize kids from a very young age on conflict topics. They held their workshops in Tbilisi as well as in the regions.

### **4. Network between organizations**

Generally, the organizations, which are working in similar fields or with familiar topics and target groups, are well connected in Georgia. Network gatherings, like public lectures or discussion seminars, are held often, where actives from all the institutions are invited and can exchange progresses and talk about the current situation.

Big collaborations are not the general way of working, but can be found, especially in form of project collaborations between two or three organizations. Big common actions on specific days, like the day of peace, haven’t been implemented so far. There is no official website or connection platform to connect the organizations. The network in Georgia mostly works through made contacts and the personal network of each organization and worker.

Although in Georgia there is no concrete connection platform, the Eastern Partnership countries are connected through this broader network. Over regional cooperation’s are made and the network expanded through this joint initiative.

- **Issues of peace education in Georgia**

*“Peace education generally aims to empower the learner with competencies (knowledge, skills and attitudes) to construct and maintain peace with the self, others and the ecosystem. Building peace at these mentioned levels can be translated as building peace at inner, social and ecological level.”(Peace education toolkit: p.7)<sup>24</sup>*

Peace education use tools like critical thinking, inclusion methods and many others to give kids and youth an understanding of the underlying democratic values and ideas. Although peace education tries to empower youth worldwide and encourage them to be more engaged and active; each country and context deals with different issues, which need to be resolved. On the overall level peace education deals and promotes democracy, tolerance, non-violence and diversity. But these general main ideas are intertwined with local challenges, conflicts and issues, which are relevant for the lived reality of the society and in need to be resolved.

In Georgia the presence of the conflict with Abkhazia and South Ossetia is to be felt very strong in the field of peace education. A main focus lies on **conflict resolution issues** as well as **confidence building measures** to encourage youth to find a peaceful conflict resolution, so that the conflict does not continue to be frozen.

But it also deals generally with empowering youth to participate in political processes and the ongoing democratization in Georgia. Raising awareness among the youth that political participation is of immense importance to create a **tolerant and democratic society**.

Another important topic in peace education is the **gender issue** and to generally empower women to be more active in the society; to show women their rights and encourage them to find new roles in the society.

## 5. Structural Peace Education

### 5.1. "Official" peace education

In the following the thematic of official Peace Education and the general support by the official institutions of the state are discussed.

The main motor in peace education is the civil society and the numerous NGO's and initiatives, who try to find a peaceful way for conflict resolution and to educate a new generation of peaceful thinkers and decision-makers. Most of the NGO's are funded by institutions or the international community.

The topic has not yet fully reached the official institutions in Georgia, like the ministries and is not anchored as a specific topic in the recent reforms and debates about education. Recently they started the introduction of inclusive education in Georgian schools, which definitely shows a trend towards tolerant and peaceful education, which tries to prevent stereotypes among children.<sup>25</sup>

In schools Peace Education isn't a separate subject and it is part of subject "Civil Education"; it takes only small part of the whole schedule. But still it is a big success that after several years of work on this issue this subject became part of the educational program. Nowadays the biggest challenge is the lack of qualified teachers who can teach this subject properly; it is even a little bit controversial, that the teachers, who teach this subject, are mostly the history and literature teachers, who are not qualified in this sphere.

On University level the studies concerning peace studies and conflict analysis have launched in different state and non-state universities, but it is still not developed well. In the following you find the current situation in the academic field.



#### ○ Study courses in peace education

In general, academia is a less powerful player in the peace building field in Georgia. The academia is still not in the position of taking part in the peace building agenda of the country.<sup>26</sup> But nevertheless there are study courses embedded in the field of peace studies. Recently, during the implementation of the PESTUGE project, they initiated the initiative to raise the awareness for teaching of peace studies in Georgia in collaboration with other European universities. The main idea was to develop postgraduate teaching of peace studies at four Georgian universities: Tbilisi State University, Ilia State University, Caucasus University and Sokhumi State University and to create the relevant literature in Georgian language. During this three year project the universities implemented internal institutes for peace studies, hold lectures on topics like conflict resolution and peace issues and generally tried to raise the awareness of the importance of peace studies in the higher education of Georgia.<sup>27</sup> Academia and research institutes are becoming more active in peace building work, but still have limited human and financial resources.

There are informal study courses, elaborated from non-governmental organizations and universities about conflict, which somehow links with peace education.

University	Study course	Website
Tbilisi State University	Master: Conflict Analysis and Management	<a href="https://www.tsu.ge/en/bhga9jj4mlt_lyppf/">https://www.tsu.ge/en/bhga9jj4mlt_lyppf/</a>
Caucasus University	Internal Institute for Peace Studies	<a href="https://www.cu.edu.ge/en">https://www.cu.edu.ge/en</a>

25

See <http://mes.gov.ge/content.php?id=539&lang=eng>

26

See [http://crisp-](http://crisp-berlin.org/fileadmin/ABOUT/Organisation/Documents/Downloads/CRISP_PracticePeace_Handbook_PCC2015-2018.pdf?fbclid=IwAR18hOyTej-vsNsFFGmI36MJqG1q7yCTcjepmT3MYprpbYaIKqKARmat4LU)

[berlin.org/fileadmin/ABOUT/Organisation/Documents/Downloads/CRISP\\_PracticePeace\\_Handbook\\_PCC2015-2018.pdf?fbclid=IwAR18hOyTej-vsNsFFGmI36MJqG1q7yCTcjepmT3MYprpbYaIKqKARmat4LU](http://crisp-berlin.org/fileadmin/ABOUT/Organisation/Documents/Downloads/CRISP_PracticePeace_Handbook_PCC2015-2018.pdf?fbclid=IwAR18hOyTej-vsNsFFGmI36MJqG1q7yCTcjepmT3MYprpbYaIKqKARmat4LU) (S.47)

27

See <https://pestuge.iliauni.edu.ge/>



		Facebook-page Institute of peace studies: <a href="http://bit.ly/2QCIYXL">http://bit.ly/2QCIYXL</a>
Sokhumi State University	Ongoing Project: create Peace Center	<a href="https://www.sou.edu.ge/index.php?&amp;lang=en">https://www.sou.edu.ge/index.php?&amp;lang=en</a>
Georgian Technical University	Establishing Center for Peace Studies	<a href="http://gtu.ge/Eng/">http://gtu.ge/Eng/</a>
Ilia State University	Summer school focusing on peace issues	<a href="https://iliauni.edu.ge/en/">https://iliauni.edu.ge/en/</a>

#### Exchange and Peace Education in Cross-University Projects

Eurasian Peace Studies Exchange (EPSE)	Connecting students and holding workshops on peace and conflict transformation in post-soviet spaces	<a href="http://site.uit.no/epse/">http://site.uit.no/epse/</a>
Creation of the Graduate Curricula in peace studies in Georgia (PESTUGA)	Project funded by ERASMUS+ to implement peace studies in relevant academic programs at Georgian partner universities	<a href="https://pestuge.iliauni.edu.ge/?lang=ka">https://pestuge.iliauni.edu.ge/?lang=ka</a>

## 5.2. Non-formal peace education

NGOs play a crucial role in the non-formal peace education; especially because the formal institutions are not yet very active in that field or raised their awareness on the importance of peace education.

Non-formal peace education in Georgia is mostly hold in form of workshops and seminars by NGO's which differ in tools and topics, but all following the main goal to create a new generation of peaceful thinkers, who reflect their way of thinking and acting. Some of the NGO's work with new and alternative approaches like art or film workshops, which try to work in a more playful and creative way, but still, are focusing on peace and conflict issues. On the other hand, there are also NGO's, who offer workshops for the improvement of mediating skills or project management trainings. The variety of workshops also aims to address different target groups to reach out to as many young adults as possible.

Another field are ERASMUS+ workshops, which also try to connect peace workers Europe wide with each other and so they can learn from the experience of other peace workers. Recently the offer for Georgian participants is increasing and the ERASMUS community is offering a wide range of seminars.<sup>28</sup>

Recently there was elaborated an online resource strengthening Culture of Peace is made by and for educators and project coordinators working on social issues willing to improve their performance in regards to their contribution to a Culture of Peace.

## 6. Challenges of Peace Education in Georgia

There are different challenges, formal, structural and textual, which are impeding an easy and sustainable implementation of peace education on all institutions and levels of education. Although there are recently more and more projects, ideas and initiatives, which try to deal with those deficits, there are still some very elementary challenges. These deficits are concluding inefficient activity of scientific institutions, poor material-technical base, unstable financial sources, and problems in school education as well as control of scientific opinion by different state structures. Summing up the main problem is the lack of human as well as material resources, which is effecting the

gradually implementation of peace education.<sup>29</sup>

One important basic challenge is how past is seen, told and reflected in the Georgian society. This leads to a rather critical and reflective understanding, which could strengthen a more self-conscious attitude among the population and their role in the society.

### **6.1 Dealing with the past in schools**

The very basis of peace education should be to see how the history is told to kids in schools; there a first idea of politics and peace is shaped. History in this case is a subject of general education, which has educational, social, cultural and political function. Recently the history lessons got criticized in content and method, especially the schoolbooks were object of big skepticism. According to them students don't have the opportunity to fully understand the picture of why military actions started in Abkhazia and South Ossetia. Also the role of Georgia itself is not reflected enough and the responsibility of Tbilisi as political center is not mentioned. Beside this the history of Abkhazia and South Ossetia ends in 1993. There is no further mentioning of the situation after the conflict, meetings, formats and dialogue processes. So, the school history lessons and the general idea of dealing with the past in schools are still missing a self-reflective part of the role of Georgia itself. Also the idea of, how to solve a conflict and the general processes after the conflict are not taught. In schools there is definitely missing a new approach to history and historical storytelling, which is also manifested in the history school books as material resource.<sup>30</sup>

### **6.2 . Dealing with the past in universities**

Also in higher educational institutions, like universities the understanding and dealing with the past is not diverse enough. There are not enough young and new approaches on an academic level, which is mostly caused by the fact, that during the active phase of the conflict the economic crisis has inflicted on higher education institutions. At that time not a lot young people could follow a scientific career and so nowadays there is a lack of young and innovative university professors. Even today, in many universities the professors are representing the "soviet bureaucratic historiography".

This impedes a multi-faceted, innovative scientific community, who is capable of dealing with different perspectives on history and storytelling. This personal lack is also represented in material resources, texts in Georgian language, who are implementing with new and diverse research methods or content are rare.

The study of history gets strictly ideologized and often underlined by national feelings. The goal of the course is not a scientific research and approval of scientific theses and even on university level the storytelling follows a chronological order and ends in 1993 without referring to the recent dialogue processes.

### **6.3. Lack of governmental support**

The biggest challenge of Peace Education in Georgia is that there is no elaborated program in Georgian language. The missing governmental support makes the implementation of peace education either in schools or universities very hard to reach.

The missing governmental support leads a very slow process for new and innovative education tools and critical contents in official education institutions like schools and universities. So the most active sector is the civil society and non-governmental institutions. Also here the lack of financial resources is problematic. NGO's in Georgia getting mostly supported by international donors. This can partly balance the gap of finances and also knowledge, as they support the NGOs also with material and knowledge. On the other side this also has an ambivalent facet. Projects donors, mostly European and US donors, are providing the money, but just for a certain amount of time. Most of the support goes to one-time projects, so for the NGO's it is hard to implement long-term projects, which can provide an sustainable change in the education system and the society.

The lack of financial, material and expertise resources need to be balanced in a more sustainable way and favor long-term projects, rather than a lot small-scale projects.

## **7. Recommendations for future work**

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Jishkariani, David. 2017. What we know and what we learn about conflicts – Center for Peace and Civic Development. p.23

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See about p. 29



A successful and sustainable implementation of Peace Education in Georgia still needs to overcome with some general problems, so the following is offering recommendations, which could ease the process and the idea of peace education in Georgia.

For the development of Peace Education as science discipline and for its general popularization it is important to reflect this issue in governmental educational priorities. A general support of the government is needed to bring its approach in the general school education.

Teaching and research courses based on modern techniques need to be formed and popularized on every formal level of education, in schools, for bachelor as well as master degree's. On all those three levels of school education it would be desirable to teach main aspects of Peace Education and/or Peace Studies, or even make it a separate subject in high schools. Also on the level of the teacher education there need to be implemented trainings or include the topic generally in form of an Peace study course for teachers and students.

On the non-formal educational level, it is recommended to popularize Peace Education, not only concerning ethnic or political conflicts but also teaching Peace as an important and necessary component for developing societies.

Beside it is important to strengthen cooperation and information sharing between CSOs, Peace educational specialists and academic field representatives. So any kind of overall connection platform or network would facilitate to spread the idea of Peace Education and its implementation. But also some specific inside networks among certain education institutions and Peace education experts would be helpful. For example, an inside networking among representatives of the university sphere, specialists of school teaching and civil society organizations to start a fruitful exchange. It is highly recommended to develop communication and cooperation between Peace Educational Specialists and create institutional mechanism. The experience of working in networking sphere exists in Georgia, that's why it is important to transform this experience into Peace direction.

Also it would be advantageous to strengthen and develop communication with international organizations and academic representatives in this direction. It is important for donor organizations to have Peace Education issue as one of their priority directions.

The lack of education material is also a very basic challenge, which needs to be modified. As long as there are no resources in Georgian language it is hard to spread the idea among the broad society. That's why it is needed to create some curriculum and books in the field of peace studies, which is related to the Georgian reality and in the Georgian language. So to sum up it is needed to create a study course in Peace Education and in the Peace study direction with Georgian textbooks.

In the sphere of Peace education issues there is still a need to deepen and adapt the topics more on the Georgian reality. Especially the vulnerable groups in the Georgian society need to get more attention in the field of Peace Education.

So there still needs to be done some groundwork, but as we see at the list of the organizations, there is already a big community of NGOs dealing with the idea and its approaches of Peace Education. This variety of institutions can bring a change and implement Peace Education step by step into the Georgian reality.

- **Appendix**

**Websites of institutions and actors in peace education**

Institution in Peace Education	Website
Academy for peace and development:	<a href="http://apdyouth.wixsite.com">http://apdyouth.wixsite.com</a>
Center for Peace and Civic Development (CPCD)	<a href="http://www.cpcd.org.ge">www.cpcd.org.ge</a>
Caucasian House:	<a href="http://caucasianhouse.ge/en/">http://caucasianhouse.ge/en/</a>
Heinrich Boell Foundation South Caucasus:	<a href="https://ge.boell.org/en">https://ge.boell.org/en</a>
GRASS:	<a href="http://grass.org.ge/en/">http://grass.org.ge/en/</a>
International Center on Conflict and Negotiation:	<a href="http://www.iccn.ge/index.php?article_id=1&amp;clang=1">http://www.iccn.ge/index.php?article_id=1&amp;clang=1</a>
International Institute on peace	<a href="https://www.i-i-p-e.org/about/">https://www.i-i-p-e.org/about/</a>

education	
International Center on peace and integration:	<a href="https://www.icpi.ge/">https://www.icpi.ge/</a>
Consent – IDP Women Organization:	<a href="https://www.idpwa.org/news-eng">https://www.idpwa.org/news-eng</a>
Peace Development Center:	<a href="https://www.facebook.com/peacedevelopmentcenter/">https://www.facebook.com/peacedevelopmentcenter/</a>
Young Pedagogues’ Union	<a href="https://www.facebook.com/apk.ge/">https://www.facebook.com/apk.ge/</a>
Diversity school	<a href="https://www.diversityschool.net/en/">https://www.diversityschool.net/en/</a>
Generations For Peace – Georgia	<a href="https://www.facebook.com/Generations-For-Peace-Georgia-134954919992531/">https://www.facebook.com/Generations-For-Peace-Georgia-134954919992531/</a>
Lazarus	<a href="https://www.facebook.com/YouthforpeaceinSC/">https://www.facebook.com/YouthforpeaceinSC/</a>
PESTUGE project	<a href="https://pestuge.iliauni.edu.ge/">https://pestuge.iliauni.edu.ge/</a>
Rondeli Foundation:	<a href="https://www.gfsis.org/">https://www.gfsis.org/</a>

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**Table of Figures**

Figure 1: Ethnic map of Georgia; Source: [http://www.ecmicaucasus.org/menu/info\\_maps.html](http://www.ecmicaucasus.org/menu/info_maps.html)(retrieved 28/01/2019)

Pictures Source: Dato Meskhi



## Researcher:

### Eliko Bendaliani

*Eliko Bendaliani has been engaged in the process of conflict transformation in Georgia for more than ten years. She works in the field of peacebuilding, governance and security, her work includes researching conflict related issues and human right protection of conflict affected population, scrutinizing the situation and conditions, as well as problems and needs the population faces in the Conflict regions. Since 2012 Eliko is a Chairperson of the NGO "Center for Peace and Civic Development". At the same time, she works at the "Institute for the study of nationalism and conflicts" (ISNC). She is an active participant of Georgian- Abkhaz, Georgian- South Ossetian and Regional Civil Dialogues processes. Closely cooperates with local and international peacebuilding organizations.*

*Eliko Bendaliani was a candidate for "International Women of Courage Award" from the US department of State, of the US Embassy in Georgia– 2017.*

*In 2016 She was awarded "The International young women's peace award" – For outstanding achievements in building peace and security in entire region and protection of human rights of people in the region. In 2012. Eliko received the highest award of Autonomous republic of Abkhazia " For the contribution in development of youth organizations and self-governments". Eliko is the author of various Articles, Policy Research and Publications. Co-author (2020) of the book "Women during and after the war".*



### Mirjana Köder

*Mirjana Köder does international politics and peace research in Tübingen and Paris studied, among other things on peace education specialized. In her master's thesis she dealt with the Anchoring peacebuilding in post-conflict societies using the example Rwanda. Her current focus of work is Development cooperation.*



## Organisations:

### ISNC

The Institute for the Study of Nationalism and Conflicts (ISNC), working on conflict resolution issues such as confidence building measures, civil dialogue processes between conflict sides, internally displaced person's problems. main mission is to facilitate peace-building initiatives and peaceful resolution of conflicts, protection of civil rights of internally displaced persons and supporting their active participation in public and political life. ISNC is a coordination center of the IDP Network Synergy. IDPs Network "Synergy" consisting of 18 NGOs working on IDP issues.



ნაციონალიზმისა და კონფლიქტების კვლევის ინსტიტუტი  
INSTITUTE FOR THE STUDY OF NATIONALISM AND CONFLICTS

## act for transformation

*Act for transformation is a non-profit association from Germany. They are a network of international trainers working in the fields of peacebuilding, conflict transformation, global learning and volunteer services. They cooperate with partners in crisis regions such as Georgia, Ukraine, Russia, Sudan and South Sudan.*



**act for transformation**  
[www.act4transformation.net](http://www.act4transformation.net)

Together with BUND-Ostwuerttemberg (Friendes of the Earth) they running Um-Welthaus Aalen, a space for global learning, peace education and learning for sustainable development. Act for transformation is a member of One-World-Network Baden-Wuerttemberg (DEAB e.V.) and also of the Advisory Board for Peace Education in Baden-Wuerttemberg, which also involves representatives of the Baden-Wuerttemberg Ministry of Education, the State Agency for Civic Education and other civil society organizations.

*Si vis pacem, para pacem*

*If you want peace, prepare for peace*

Frieden lernen

Learning Peace

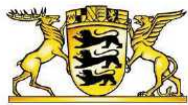
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