

REPORT TO THE LONGVIEW FOUNDATION
from
THE PEACE EDUCATION PROGRAM
TEACHERS COLLEGE
COLUMBIA UNIVERSITY
NEW YORK CITY

Regarding: Curriculum Resource Projects
on
Human Rights
and
Alternative Security Systems

submitted by
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Report Outline

1. Tasks achieved: Fall Semester 1991
 - 1.1 Instructional Activities
 - 1.2 Research
 - 1.3 Development
 - 1.4 Dissemination

2. Tasks Projected: Spring Semester 1992
 - 2.1 Instructional Activities
 - 2.2 Research
 - 2.3 Development
 - 2.4 Dissemination

TASKS ACHIEVED: FALL SEMESTER 1991

During the fall term a specified plan of action was designed and initiated toward the production of the curriculum resource handbook for human rights education K-12. The project efforts carried out by the director with the assistance of two program interns and the TCPEP administrative assistant fell into four categories; instructional activities, development, research and dissemination.

Instructional Activities

The teacher preparation aspects of the project were pursued through the offering of a course on human rights and the planning of several workshops. The course provided substantive background on human rights issues and covered approaches to teaching about the issues, most notably, the use of feature films.

Two full day workshops were planned for the second semester. The first will involve, among other participants, teachers selected for the class room testing, revising and further development of materials proposed for inclusion in the curriculum handbook, and some who will be developing additional materials. All participants will be undertaking human rights education in their respective professional situations.

The second workshop will involve the review and assessment of materials presented during the first session and the presentation of some newly developed materials. These newer items will be received and assessed approximately one month later as per the projections noted below.

Research

The program interns under the guidance of the director reviewed many sources of existing materials for possible inclusion in the section of the handbook which will include annotations of curricula available from other sources. These included many print items, some elements for learning activities and a range of visual aids.

The resource fields surveyed for this review included: the curriculum library of the College, a variety of commercial publishers of curricula global education service agencies; all relevant branches and agencies of the United Nations; and various human rights organizations. Our existing list of human rights organizations was also updated and that process will continue until the manuscript is submitted to the publisher.

Development

A range of materials and sources to be used for the development of curricular units were collected. Several new units were developed by course participants. Some of these will be presented at the first curriculum workshop.

Dissemination

Contacts for assistance in identifying materials and alerting various channels for publicizing the resource when it is completed were made by the interns. These contacts were with agencies and organizations that work with teachers and circulate information about teaching resources.

Follow-up meetings will be held with some of these agencies during Spring semester and additional ones will be identified. See projections below.

TASKS PROJECTED: SPRING SEMESTER 1992

The spring semester will see the initiation of work on the resource listings of materials for teaching about alternative security systems; the draft of the manuscript for this teaching resource; and the draft of the handbook for human rights education readied for publication. Both resources will be developed within the same framework of categories activities pursued during the first semester; instructional activities, research, development and dissemination.

Instructional Activities

A second course on human rights will be offered. While the substance will be distinctly different from that offered during the fall semester the approach will be much the same. It will broaden the substantive base for the development of curricula.

A workshop course of four-hour sessions will be offered as part of the process of developing the resource on alternative security systems. Each participant will contribute to the aggregation and assessment of existing resources.

Both draft units will be introduced in a teachers workshop in Kansas City in March.

Research

The research on the human rights resource will continue at less intensity as most of the project effort will be directed toward the testing and completion of materials for the handbook.

The group of educators working on alternative security systems will research resources, curricula and teaching approaches on peace-keeping, conflict resolution, confidence building, violence prevention, disarmament proposals and theories and models of security. These will be reviewed by the group and categorized according to developmental and grade level. Appropriateness to existing subjects and curricula, topics and themes. They will be assessed for effectiveness and adaptability and annotated in a form and context most readily useful to elementary and secondary school teachers.

Development

Additional units will be developed by participants in the human rights course and the two workshops and will be classroom tested for assessment during the second workshop. A final

evaluation session will be held prior to preparation of the actual publication draft of the handbook.

A conceptual framework, system for annotation and selection criteria will be prepared for the organization of the resource on alternative security systems so as to include the aspects described in the preceding section on research.

Dissemination

Further contacts with many more agencies, organizations and publications will be made for the purpose of promoting both resources. A publisher will be selected for the human rights handbook and a plan for production and circulation of the alternative security system resource will be devised. A list of relevant journals and newsletters will be assembled and notices of the availability of both resources will be sent with a request that the notice be published. Flyers will be made up for distributors at meetings and through our regular correspondence. We will work with the distributions of both units on circulating review copies to appropriate journals. Both resources will be used in many subsequent courses, workshops and institutes organized by TCPEP.

The units will be introduced to international audiences at the Congress of Teachers for Peace in Paris in June, the International Peace Research Association in Kyoto in August and the International Institute on Peace Education in Tokyo in July.