



Peace Education Collection of Good Practices

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Collection of Good Practices

In this handout we have gathered a diverse range of projects, methods, and initiatives designed to promote peace, understanding, and conflict resolution in various educational settings. Whether you're a teacher, educator, or peace advocate, this compilation will provide you with inspiring examples and actionable insights to foster a culture of peace, tolerance, and global citizenship .

Memory is changing all the time. Old things are erased, new things are added, and existing things are modified. This is true not just of human memory. Whole communities, even nations, are said to have a collective memory or the ability to "remember" events that give rise to identity – and to recall and pass them on in the form of narratives, traditions or commemorative events. What a community remembers and how it does so is part of its culture of remembrance.

Forum Ziviler Friedensdienst e. V.

Aim and Objectives of the project forumZFD is an organization which was found 1996 from peace groups and human right groups because of the balcan wars. Now they work together with different peace and conflict advisors in Germany and 12 other countries.

Aim: Overcome war and violence with peace education

Target Group Schools
Trainers in peace education

Stakeholders/ partners Forum Ziviler Friedensdienst e. V. (forumZFD)

Description of the project They have a wide approach, to highlight is that they go in two different directions:
Provide material for teachers à target group = children in schools
Train peace educators

Focus for good practice: material which can be used in school lessons.
They provide different exercises for children in different ages. Their approach is: with materials prepared in an age-appropriate manner children have the possibility to understand how conflicts develop, why they lead to violence and what steps are necessary to bring back peace.
The method is to “simplify” these complex subjects into the childrens’ own life reality.

Outcomes of the project Children develop into political interested, judgmental people who are able to act in a democratic society.

What makes it good practice? Practice orientated (materials) for different target groups.

References for additional information Overview of publications (esp. those for different ages):
<https://www.forumzfd.de/de/publikationen?tid=88>

Peace day at schools – Flyer:
https://www.forumzfd.de/system/files/document/Flyer_Friedenstag.pdf

Why it is important to start at young age
https://www.forumzfd.de/system/files/document/bildungshelft_nahostkonflikt.pdf

Academy
<https://www.forumzfd-akademie.de/de>

Peace and Freedom Organization

Aim and Objectives of the project The PFO (Peace and Freedom Organization) covers many areas. Basically, it aims to spread the culture of peace building as well as topics considering the conflict resolution and the ethics of non-violence. Furthermore, the promotion of freedom and human rights represents one mayor element of the organization. One of the most important tasks however, is the promotion of the diversity and peaceful coexistence as well as developing values of tolerance with young capacities as the target group.

Target Group Mostly young people.

Stakeholders/partners Peace and Freedom Organization

Description of the project

- Studies and research
- Using different media tools
- Training workshops
- Conferences and seminars
- Printing books, pamphlets and various publications to promote to objectives of the NGO
- Networking and cooperation between civil society organizations and establishing partnerships with the concerned authorities

References for additional information <https://pfo-ku.org/>

Prejudice Reduction Workshop Model

Aim and Objectives of the project	This workshop teaches participants how to heal the emotional and institutional impact of discrimination and to remove the hurt, misinformation, and powerlessness that keep racism, sexism, anti-semitism, homophobia, and other forms of discrimination in place. Participants learn how to lead workshops that welcome diversity, unfreeze prejudicial attitudes, and interrupt oppressive remarks and actions. Specific tools are taught that empower individuals to be constructive allies on behalf of other groups.
Target Group	<ul style="list-style-type: none">• Potential community leaders as trainers• people from different groups, facing conflicts based on various reasons (i.e. ethnic minorities, racism, discrimination,)
Stakeholders/partners	National Coalition Building Institute (NCBI) I N T E R N A T I O N A L (Concept, Train-the-trainer). The Prejudice Reduction Workshop Model is the sole property of the National Coalition Building Institute (NCBI) and it is protected by copyright. NCBI has launched chapters in dozens of cities and communities and organizations worldwide. A NCBI chapter is a team of grassroots leaders who represent a broad cross-section of their community. Typical NCBI entities include members from public and private schools, local businesses, law enforcement agencies, religious institutions, community organizations, trade unions, and government offices. Our partner organization Multikultura (North Macedonia), was implementing the trainings for 8 years in North Macedonia.
Description of the project	NCBI trains community leaders in various countries in every field in the skills of prejudice reduction, intergroup conflict resolution, and coalition building. NCBI programs emphasize a "train-the-trainer" approach whereby every NCBI-trained leader is taught how to replicate a set of learned skills and thereby train and empower others. This seminar teaches participants all the steps involved in developing and leading prejudice reduction workshops and diversity programs. NCBI trains 30-40 community leaders in each city over a 3-day period to lead the prejudice reduction workshop. Following the training, these leaders form an NCBI chapter and work together in multicultural teams to lead the workshops on local level in schools, churches, synagogues, community centres, police, fire brigades etc. In addition the teams meet monthly on local level. The meetings are led by a designated local leader, who receives additional training and support from NCBI.
Outcomes of the project	NBCI trainings locally 30-40 trained community leaders in each city multicultural teams to lead the workshops on local level local workshops in schools, churches, synagogues, community centres, police, fire brigades etc. monthly meetings, local network
What makes it good practice?	The model workshop trains leaders to deal constructively with tough conflicts, enabling them to move disputing parties towards future cooperation, and to reduce prejudices. It is a structured methodology that allows people on both sides to express their concern/opinion/position, to listen attentively to the other side, and then to reframe the issue in a way that respectfully takes into account the concerns of both sides. It offers specific skilltraining in listening for detail, understanding the role of emotional content in the formulation of a position, and the significance of personal story telling in breaking the impasse between two parties. The trainers are able to identify the controversy within the group(s), provide room for sharing their personal stories and beliefs and position, but equip participants with the skills of active listening, identifying common ground and how to resolve the existing conflicts involving deeply embedded prejudicial attitude.

References for additional information <https://ncbi.org/> <https://ncbi.org/publications/>

The Peace School Foundation of Monte Sole

Aim and Objectives of the project Its aim is to promote training and peace education projects, non-violent conflict resolution, respect of human rights, for a peaceful living together among different people and cultures, for a society without xenophobia, racism and any other kind of violence towards human beings and their environment.
What is the pedagogical role of places of memory like Monte Sole today?
How can we tell about these places without the narration becoming pornography of pain in the society of entertainment?
How can we prevent them from becoming mass tourism memory stops?
How can we save memory from the “duty of memory”?

Target Group Our target group includes mainly students and teachers, but also adults in general.

Description of the project Tailored educational and training experiences for students and teachers of schools of all levels, for groups of young people and group of adults, for professionals. Interactive workshops, even residential, of reflection around the question: how was and is it possible? How can Monte Sole speak to the present time? How can we go from the often rhetorical Never Again to the incessantly question Why Still? The workshops we offer are not “turnkey” packages but are focused on people, their needs and their goals.
International residential camps (in Italy and abroad). Educational experiences to allow and encourage discussions and dialogue between distant and different young people, in situations of conflict or post-conflict and/or grappling with the construction of their future cohabitation space.
Research. The Peace School is involved in oral history projects about the elaboration of memories (poetics and policies of memory) and their possible use in an educational perspective, as well as in research paths on participatory educational methodologies.
Hospitality. Peace School also means managing a democratic space for meetings between institutions, associations and people interested in promoting peace: hospitality for several days for civil society groups who want to share a piece of their road and their reflections with us.

What makes it good practice?

- starting from the history of the massacres and listening to the memories
- educate for peace, in Monte Sole, means to educate for a culture of peace: a long and complex path where the memories of the past are interwoven and a constant effort to rework them, starting from self-awareness, the recognition of one’s limits and responsibilities to reflect on collective responsibilities, mechanisms and paths that allow the emergence and consolidation of the culture of violence and oppression

The activity of peace education, in Monte Sole, always begins from the dialogue between men and women, girls and boys, with their lives, emotions, desires, ideas, opinions, visions of the world, paying attention to the differences of gender, generation, culture, ethnicity, nationality, and class.

References for additional information <https://www.montesole.org/en/activities/>

The Montessori Method

Aim and Objectives of the project

Montessori is a method of education that is based on self-directed activity, hands-on learning and collaborative play. In Montessori classrooms children make creative choices in their learning, while the classroom and the highly trained teacher offer age-appropriate activities to guide the process. Children work in groups and individually to discover and explore knowledge of the world and to develop their maximum potential.

Montessori classrooms are beautifully crafted environments designed to meet the needs of children in a specific age range. Dr. Maria Montessori discovered that experiential learning in this type of classroom led to a deeper understanding of language, mathematics, science, music, social interactions and much more. Most Montessori classrooms are secular in nature, although the Montessori educational method can be integrated successfully into a faith-based program.

Every material in a Montessori classroom supports an aspect of child development, creating a match between the child's natural interests and the available activities. Children can learn through their own experience and at their own pace. They can respond at any moment to the natural curiosities that exist in all humans and build a solid foundation for life-long learning.

The Association Montessori Internationale (AMI) was established by Maria Montessori in 1929 to protect the integrity of her work and to support high standards for both teacher training and schools. Today, AMI continues to uphold Maria Montessori's vision while collaborating with contemporary research in neuroscience and child development. Montessori Northwest is proud to be an official teacher training center of AMI, training teachers to work with children from birth to age twelve.

Target Group

Our target group includes children from birth to age twelve.

Description of the project

INFANT/TODDLER

- for children ages birth to three years
- provide a safe, engaging and nurturing environment for the child
- promote trust in themselves and their world
- develop confidence in their emerging abilities
- develop gross motor coordination, fine motor skills, and language skills
- offer opportunities to gain independence in daily tasks
- Learn about the Assistants to Infancy (0-3) Teacher Training Programs at MNW

Girl+Cylinders+primary.png

PRIMARY (CASA OR CHILDREN'S HOUSE)

- for children ages three to six years
- foster the growth of functional independence, task persistence and self-regulation
- promote social development through respectful, clear communication and safe, natural consequences
- contain a large variety of materials for the refinement of sensory perception and the development of literacy and mathematical understanding
- offer opportunities for imaginative exploration leading to confident, creative self-expression
- Learn about the Primary (3-6) Teacher Training Programs at MNW
- 1998-Betty-Stephenson-Primary-2.png

Learn about the Elementary (6-12) Teacher Training Programs at MNW

Girl+farm+adolescent.png

ADOLESCENCE (ERDKINDER OR FARM SCHOOLS)

for adolescents ages twelve to fifteen years

The Montessori Method

ELEMENTARY

- for children ages six to twelve years (Lower Elementary, ages six to nine; Upper Elementary, ages nine to twelve)
- offer opportunities for collaborative intellectual exploration in which the child's interests are supported and guided
- support the development of self-confidence, imagination, intellectual independence and self-efficacy
- foster an understanding of the child's role in their community, in their culture and in the natural world

ADOLESCENCE (ERDKINDER OR FARM SCHOOLS)

- for adolescents ages twelve to fifteen years
- ideally a working farm in which adolescents engage in all aspects of farm administration and economic interdependence, but also include non-farm environments in urban settings
- assist the young adult in the understanding of oneself in wider and wider frames of reference
- provide a context for practical application of academics
- emphasize the development of self-expression, true self-reliance, and agility in interpersonal relationships.

• Dr. Montessori died before the educational approach to this level was completed. Consequently, there is currently no AMI teacher training program for this level. However, many Montessori adolescent learning environments exist, with Montessori professionals working towards standards for this level.

Above all, Montessori classrooms at all levels nurture each child's individual strengths and interests. Montessori education encourages children to explore their world, and to understand and respect the life forms, systems and forces of which it consists.

Outcomes of the project

AMI courses are conducted by AMI trainers, master teachers who have completed the Training of Trainers program and have a profound understanding of Montessori theory and practice. Graduates of AMI training courses must demonstrate understanding of educational theory, child development, observation techniques, use and presentation of the Montessori materials, and ability to create appropriate activities for children. The practice teaching component solidifies this learning through hands-on work in Montessori classrooms.

References for additional information

<https://montessori-nw.org/about-montessori-education>

Conflict Resolution Education Connection

Aim and Objectives of the project	Our aims and objectives are to promote best practice in the field of CRE by defining the field, its components, and accomplishments, to serve as a clearinghouse of information on state-of-the-art developments in the CRE field including policy and legislation, current research, service delivery initiatives and organizations, and developments in related fields, to provide CRE instructional materials to formal and informal educators working in K-16 learning, to provide a comprehensive network linking CRE related organizations, professionals, policy makers, and educators working with CRE and to develop global interest in CRE and promote global developments in CRE.
Target Group	Our target group includes teachers (K-16, Classroom teachers), Policy Makers (School Administrators, School Boards, Legislators), students (Youth leaders, Peer mediators), researchers (Academicians, CRE Researchers, Researchers in Related Fields), NGOs/CSOs (Service Delivery in CRE and related fields).
Stakeholders/partners	<p>Administration</p> <p>The administration of Conflict Resolution Education Connection involves three committees – an Executive Committee, an Editorial Review Committee, and an Advisory Committee.</p> <p>Advisory Committee</p> <p>The Advisory Committee consists of representatives from a number of organizations who participate in planning and providing feedback on the Conflict Resolution Education Connection web site. The Advisory Committee organizations include:</p> <ul style="list-style-type: none">• United States Department of Justice; Office of Juvenile Justice and Delinquency Prevention <p>United States Department of Justice; OJP/CCDO</p> <p>Funding Support</p> <p>The Conflict Resolution Education Connection has been made possible by the generous support of several organizations:</p> <ul style="list-style-type: none">• JAMS Foundation• Global Issues Resources Center, Cuyahoga Community College• USDE Fund for the Improvement of Postsecondary Education• William and Flora Hewlett Foundation• George Gund Foundation
Description of the project	<p>The Association for Conflict Resolution suggests that “Conflict resolution education models and teaches, in culturally meaningful ways, a variety of processes, practices and skills that help address individual, interpersonal, and institutional conflicts, and create safe and welcoming communities” (Jones, 2004)</p> <p>CRETE educates teachers in conflict resolution education and social and emotional learning to help teachers constructively manage conflict, create positive learning environments, and develop students’ conflict competence and social skills. CRETE partners with colleges of education to infuse CRE and SEL in teacher education curriculum and professional development programs.</p> <p>CRETE is funded by the United States Department of Education FIPSE Program (P116B040920 and P116B070143), the JAMS Foundation, the George Gund Foundation, and the William and Flora Hewlett Foundation.</p> <p>The knowledge, skills, and abilities of conflict resolution education and peace education are taught and utilized all over the world in various formal and informal ways in formal and informal education settings, by youth-serving organizations, businesses, faith-based organizations, governmental and non-governmental organizations.</p>

Conflict Resolution Education Connection

The United Nations suggests that: “Many teachers are already practicing peace education without calling it by name. Historically, in various parts of the world, peace education has been referred to as Education for Conflict Resolution, International Understanding, and Human Rights, Global Education, Critical Pedagogy, Education for Liberation and Empowerment, Social Justice Education, Environmental Education, Life Skills Education, Disarmament and Development Education, and more. These various labels illuminate the depth and diversity of the field. Using the term peace education helps co-ordinate such global initiatives and unite educators in the common practice of educating for a culture of peace” (United Nations Cyber School Bus, n.d.).

Outcomes of the project

Several studies have demonstrated that CRE programs create a positive classroom climate, enhance academic learning, and encourage supportive and nurturing relationships between teachers and students (Aber et al, 2003). We now have solid data on the link between CRE and academic achievement. A new book titled Building School Success through Social and Emotional Learning reports that students’ social-emotional competence fosters better academic performance (Zins, Weissberg, Wang, &Walberg, 2004). When students are more self-aware, more emotionally connected, and better able to create safe learning environments, they can focus on academics and achieve success in a supportive environment.

However, pre-service teacher education programs do not include sufficient content on CRE for adequate teacher preparation. The CRETE Project was designed to fill this gap. The success of CRETE provides a strong curriculum and protocol available and adaptable for use in institutions of post-secondary education throughout the US.

References for additional information

<https://creducation.net/about-the-crete-project/>
<https://creducation.net/cre-pe-faq/>
<https://creducation.net/peace-education-resources/>

Prejudice Reduction Workshop Model

Aim and Objectives of the project	This workshop teaches participants how to heal the emotional and institutional impact of discrimination and to remove the hurt, misinformation, and powerlessness that keep racism, sexism, anti-semitism, homophobia, and other forms of discrimination in place. Participants learn how to lead workshops that welcome diversity, unfreeze prejudicial attitudes, and interrupt oppressive remarks and actions. Specific tools are taught that empower individuals to be constructive allies on behalf of other groups.
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Description of the project	<p>NCBI trains community leaders in various countries in every field in the skills of prejudice reduction, intergroup conflict resolution, and coalition building. NCBI programs emphasize a "train-the-trainer" approach whereby every NCBI-trained leader is taught how to replicate a set of learned skills and thereby train and empower others.</p> <p>This seminar teaches participants all the steps involved in developing and leading prejudice reduction workshops and diversity programs.</p> <p>NCBI trains 30-40 community leaders in each city over a 3-day period to lead the prejudice reduction workshop. Following the training, these leaders form an NCBI chapter and work together in multicultural teams to lead the workshops on local level in schools, churches, synagogues, community centres, police, fire brigades etc. In addition the teams meet monthly on local level. The meetings are led by a designated local leader, who receives additional training and support from NCBI.</p>
Outcomes of the project	<ul style="list-style-type: none">• NBCI trainings locally• 30-40 trained community leaders in each city• multicultural teams to lead the workshops on local level• local workshops in schools, churches, synagogues, community centres, police, fire brigades etc.• monthly meetings, local network
What makes it good practice?	<p>The model workshop trains leaders to deal constructively with tough conflicts, enabling them to move disputing parties towards future cooperation, and to reduce prejudices. It is a structured methodology that allows people on both sides to express their concern/opinion/position, to listen attentively to the other side, and then to reframe the issue in a way that respectfully takes into account the concerns of both sides.</p> <p>It offers specific skilltraining in listening for detail, understanding the role of emotional content in the formulation of a position, and the significance of personal story telling in breaking the impasse between two parties. The trainers are able to identify the controversy within the group(s), provide room for sharing their personal stories and beliefs and position, but equip participants with the skills of active listening, identifying common ground and how to resolve the existing conflicts involving deeply embedded prejudicial attitude.</p>
References for additional information	<p>https://ncbi.org/ https://ncbi.org/publications/</p>

International Day of peace

Aim and Objectives of the project	Aim is to engage young people in the peace building process through educational / non-formal educational methods.
Target Group	9 th -10 th grade students of secondary school, children with special needs (with physical disabilities).
Stakeholders/ partners	UPF-Georgia. School N136, school students, teachers, parents, Armenian dance ensemble under direction of Vines Kashavanidze, with Dalila Gorgoshadze, chair-person of the "Future Stars" foundation, "Georgia in support of refugees", Ambassador of peace, youth activists, NGO Members.
Description of the project	UPF Georgia and its partners took part in the celebration of the international day of peace with educational programs and tree planting at two schools, a training program in principles of peace and publicizing the International Day of Peace by distributing cards to the public. Main theme of the event this year was "Education for Peace", in the framework of the planned activities, it was decided to carry out educational peace making activities with adolescents. Since any war in the family, school, country, or the world begins in the minds of people, to prevent conflicts and wars requires developing and implementing values-driven educational programs based on the principles of tolerance and a culture of peace.
Outcomes of the project	<ul style="list-style-type: none">• Increased awareness and understanding of the International Day of Peace and the importance of education for peace among the participating adolescents and the general public.• Improved knowledge and skills related to peacebuilding, tolerance, and conflict resolution among the participating adolescents.• Increased sense of responsibility and commitment to promoting peace and reducing conflicts among the participating adolescents.• Improved school environment and stronger sense of community through the tree planting activities.
What makes it good practice?	The involvement of young people in peace processes and implementation of peace instruments in practice for formal and non-formal education.
References for additional information	https://www.upf.org/united-nations/international-day-of-peace/2013/5396-day-of-peace-observed-in-georgia

Training on peacebuilding and integration

Aim and Objectives of the project	The goal of the project was to increase the social involvement of young people living in Abkhazia and promote bilateral dialogue. Our aim is the reintegration and socialization of youth from Abkhazia region in Georgian community.
Target Group	Our target group is 5 public school students X-XI-XII class, overall 10 school children from Abkhazia and Georgia.
Stakeholders/partners	Youth Organization "We Exist- Voice from Abkhazia, Office of Ministers of Integration and Civic Engagement of Abkhazia. Georgian Families from Tbilisi.
Description of the project	Within the project, 10 schoolchildren from 5 public schools living in Abkhazia visited Tbilisi and spent 5 days with host families and 5 days participated in trainings on integration and peace building together with peers. The goal of the project was to increase the social involvement of young people living in Abkhazia and promote bilateral dialogue. During the 5 days, different issues were discussed, such as: the role of peacebuilding in the modern world, the issue of integration among young people.
Outcomes of the project	<p>Increased knowledge and understanding of peacebuilding and integration among the participating schoolchildren.</p> <p>Improved cross-cultural communication and dialogue between young people from Abkhazia and Tbilisi.</p> <p>Strengthened relationships between the participating schoolchildren and their host families.</p> <p>Enhanced social involvement and leadership skills among the participating schoolchildren.</p> <p>Increased sense of empathy and mutual respect between the young people from different cultural and ethnic backgrounds.</p>
What makes it good practice?	Grass root impact and result oriented with limited resource and innovative approach.

Guideline "Working successfully as a peace group - from the start-up to the first demo"

Aim and Objectives of the project	The guideline is a support tool for local and regional peace work on the ground. It is aimed at already established peace groups, but also serves as a stimulus for group formation. The guide is clear and concise so that it can be used as a reference book. There is a "checklist" and "useful tips" for each chapter. The guide also offers various templates, e.g. lists of participants or sample press releases.
Target Group	Our target group includes local and regional peace workers and initiatives.
Stakeholders/ partners	Netzwerk Friedensinitiative, Netzwerk Friedenskooperative
Description of the project	<p>The guide provides brief answers on the following topics:</p> <ul style="list-style-type: none">• Starting a new group• Support for peace work• Planning and carrying out actions• Public relations and social media• Providing information
Outcomes of the project	Outcomes of the project are the guideline and the support hotline.
What makes it good practice?	It is useful and very practice orientated with lots of useful checklists, templates, which can be useful to any peace initiative.
References for additional information	<p>The guideline can be downloaded for free as pdf: https://www.friedenskooperative.de/sites/default/files/2022-07-11_leitfaden_fuer_friedensgruppen_version_1-7.pdf or a printed version can be ordered: https://www.friedenskooperative.de/shop/leitfaden-erfolgreich-als-friedensgruppe-arbeiten https://www.facebook.com/netzwerk.friedenskooperative https://www.instagram.com/friedenskooperative/ https://twitter.com/NetzwerkFrieden https://www.youtube.com/channel/UCJCX3uphyglzA0t4wpbwEEq https://www.flickr.com/photos/friekoop/</p>

This handout was published as part of the project "Remember to act" (08/2022-12/2023) by Gemeinsam Leben und Lernen in Europa e.V. (Germany), Nayora (Azerbaijan) and ProActive Group Georgia (Georgia). It is not a scientific publication, but a handout that contains useful information for other organisations and people who want to deal with the topic of remembrance culture. For more information, visit our project website: <https://www.remember-to-act.de/>

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