

THE FACES OF PEACE: NGOs, GLOBAL EDUCATION, AND  
UNIVERSITY CURRICULA

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This article outlines a conceptual model that integrates foundations in international education with conflict resolution and discusses implications for a synergy with university field study courses. The paper explores an integrated relationship between international education, collaboration with NGOs, and peace and conflict resolution curricula. It discusses core principles in each of the areas, explores parallel foundations in service learning, and envisions integrative models for their application via project-based learning with non-governmental organizations as partners in curricular experiences. Examples are drawn from collaborative work with Heifer International and the Peace Corps preparation. The paper concludes with suggestions for a path forward in what are viewed as collective goals for the three areas of interest.

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In 2010, The United States Institute of Peace produced a Special Report addressing the correspondences between the curricula of graduate academic programs in peace and conflict and the needs of organizations which hire individuals to work on conflict resolution and peace building. Their findings were rather surprising: “All employers rated overseas work and direct applied experience (preferably working on development or conflict-related initiatives) as the most valuable qualification for positions related to international peace and conflict activities. Despite its efforts, academia has not kept up with the needs and expectations of employers.”<sup>1</sup> The Special Report concludes by suggesting that one of the primary gaps in peace and conflict

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