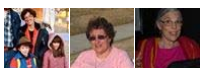





## Issue #111 March/April 2014

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### IIPE, The World Tribunal on Iraq, and Transcending a Century of Worldwide Wars

**Janet Gerson**
**Education Director, International Institute on Peace Education Planning Committee, Global Community Forum**

**A Note from the Editors:** *Each month the GCPE newsletter features a lead article highlighting perspectives on peace education research, practice, and policy from peace educators from around the world to provide readers with multiple perspectives on our wide and rapidly developing field. We encourage you, the readers, to critically engage with these perspectives as you reflect upon your own work and practice. We also invite you to contact us with your comments and for the possibility of contributing articles for future issues.*



The challenge of abolition of war will be addressed at the **International Institute on Peace Education (IIPE) 2014**, taking place July 6-13 in Vilnius, Lithuania. Participants will inquire into how peace educators, activists, and scholars contribute to the challenge of the global war system and transcending a century of worldwide wars. In anticipation of the IIPE, I want to reflect upon three social political practices that we might more consciously engage to address the challenge of abolition of war. These are *dialogue, deliberation, and generating*

*innovative forms.* Dialogue is deeply integrated into IIPE. IIPE itself, founded by Dr. Betty Reardon, is an innovative form for network-building among peace educators, activists, and scholars. However, to rise to the challenge of the abolition of war, we will need to give more consideration to deliberation and how to generate other alternative forms. These three practices will be explained followed by the example of how they were part of the World Tribunal on Iraq (WTI), a global civil society tribunal on the 2003 war in Iraq and, more broadly, making the case against war as an unacceptable violation of the global human community.

*Dialogue* is the most consciously engaged of these practices at IIPE. On the classroom and conference level, dialogue means open and respectful communication, an interchange of perspectives, opinions and experiences. Dialogue constitutes a way of thinking together toward new understandings. New knowledge and understandings are necessary, since comprehensive and sustained peace remains an *aspiration*. To take on the challenge of abolition, dialogue offers individuals the opportunity to delve into their sense of *injustices* brought out by their first-hand and indirect experiences of war, and to demand more just alternatives. Dialogue is central to IIPE pedagogy. Yet, in peace politics, a more intensive form of communication is needed.

*Deliberation* is a more intensive process than dialogue because deliberation incorporates the skills of dialogue into policy and decision-making communication. The participants must move beyond sharing and listening for understanding others, the interpersonal level; they must move the process of exchange along toward reaching a collective agreement on next steps for action for a common good. Deliberation is a dialogic interchange of proposals, reasoned justifications/explanations, and a collective scrutiny of those proposals in order to make shared decisions toward solving problems and taking action. In other words, decisions, agreed upon common strategies, and planned actions must be reached as conclusions of successful deliberations.

As Dale Snauwaert describes it, deliberation “requires that everyone submit their values and ideas to open impartial scrutiny as a test of their objectivity, value, and validity.”(1) Open impartial scrutiny means that participants present proposals and their rationales. Both the proposals and justifications may subsequently be challenged by other participants. Deliberation, then, is a form of argumentation that is submitted to the cooperative reasoning of the group involved in the decision-making. In peace politics, open impartial scrutiny means that participants present proposals and their rationales to the processes of open *public reasoning*. Deliberation as a practice in peace politics necessitates both ethical and respectful guidelines and forms that support it. Importantly, forms for deliberation on public policy should demonstrate how to bring about inclusion and participation of those affected by the policy decision-making. Ethical processes and inclusion of political participation are necessary criteria for a successful process for public policy and decision-making.

IIPE is a pedagogical form for reflection and inquiry on the participants’ peace practices, but it does not engage in policy recommendations or decision-making processes. If it is not a form for deliberation, then what models do we have? In particular, what precedents are there for ordinary citizens to engage in a challenge as formidable as the abolition of war? By learning from other models, IIPE participants can prepare to use precedent examples in their post-IIPE actions.

The World Tribunal on Iraq (WTI) is one recent model in which deliberation among global citizens was enacted through an experimental *tribunal form*. The WTI was an alternative, innovative form of a post-conflict justice tribunal. In contrast, the Nuremberg Tribunal was an international military tribunal enacted by the Allied victor nations following World War II. The South Africa Truth and Reconciliation Commission was organized to restore society and governance after the fall of the Apartheid regime and a civil war. In contrast, the WTI was organized by global civil society to challenge the 2003 war and occupation of Iraq.

The WTI arose from the global antiwar movement that peaked on February 15, 2003 with the largest global antiwar protests ever to take place.

Nevertheless, Iraq was attacked in March 2003. In May, the war was declared over and an occupation officially commenced. The idea for a tribunal arose in a number of places worldwide as a way to organize further contestation and rejection of the legitimacy or legality of the war. The WTI was formulated in three meetings in May, June, and October 2003. Hearings were organized in twenty cities worldwide. The Culminating Session took place in Istanbul in June 2005.

The WTI’s experimental non-official tribunal form brought together social movement learning and practices of global civil society. These movements included groups and individuals working on global justice through international



law, human rights principles, economic justice, ecological justice, and diverse regional issues of injustice. Furthermore, the WTI brought together people working on international, national and local levels. Among the participants were Iraqi, Turkish, Japanese, Mexican, Tanzanian, German, British, Tunisian, Swedish, Indian, Argentinian, Indonesian, French, and US citizens. The networks were crisscrossed by the participation of philosophers, political scientists, medical experts, economists, media workers, ecologists, anthropologists, translators, labors, and conscientious objectors. The tribunal project could be described as an “articulation” as Stuart Hall defined the word, that is, as an *unstable unity* (2), a worldwide convergence based on rejection and protest.

What is of particular interest is how this network articulation of rejection was transformed into a constructive, collaborative, and communicative citizens’ tribunal project, one that was sustained and completed over a two-year period, 2003-2005. What I find remarkable is that these people, many of whom are professional organizers of contentious politics, i.e. highly skilled in generating critique, rejection and resistance, were nevertheless able to sustain a two year collaborative project. How did a convergence of people raising conflict become transformed into a coordinated tribunal project? As a result of multi-participant deliberation and consensus decision-making, the WTI claimed the following foundational bases to their collective, concrete tribunal project in which they WTI aimed to *reclaim justice*(3):

First, the rejection of the war was the basic commonality they shared. They agreed to broadly base their embodied sense of authority most fundamentally in the millions of people protested the war. As Amartya Sen states, the idea of justice can develop when “people across the world agitate to get *more global justice...for the elimination of some outrageously unjust arrangements to enhance global justice*”(4). Second, the WTI drew upon “universal morals and human rights principles”(5) to provide a common ethical framework. These were drawn from official international documents that name violations against human society generated by the war’s impact on human beings, the environment, and human society. Third, they asserted the authority of ordinary people, “we the peoples”, global citizens and subjects of laws and governance who were using “human to human connections” (6) to demonstrate their authority to challenge war and contribute to determining how issues of (in)justice should be judged.

The WTI operationalized their tribunal project through processes that attempted to include and coordinate among people who had differing ideologies, regional perspectives, aims and strategies. Here are some of the ways they enacted the tribunal project’s form, thereby *democratizing justice*:



First, the WTI's form was flexible and polycentric in that each of the local tribunal hearings could be organized as the local coordinators wanted. Some resembled legal hearings or legal teach-ins, victim testimonials, or academic symposium and debates on particular topics, incorporating more or less of visual media evidence. Second, the Culminating Session in Istanbul brought together the findings and people from these local hearings and diverse orientations. This session was an intensification because the WTI would close with a final collectively written

statement “**The Declaration of the Jury of Conscience of the World Tribunal on Iraq**”. The need to agree and cooperate was intensified by the collective presence in Istanbul and the writing production deadline.

Third, the WTI operationalized deliberations using principles of a democratic ethic of participation in which *consensus could be reached without anyone dominating over others*. The principles included non-hierarchical organizing, volunteer participation, and inclusion of diverse and pluralistic views (7) in order to even juxtapose the contradictions in proposals that arose from the deliberation. Along with empirical evidence and subjective testimony, the key

accomplishment of the WTI tribunal form was to provide public space for deliberation on issues of global justice raised by the war in Iraq from divergent, even conflicting views. The resulting proposals, reasoned justification, and argumentation did not resolve these issues. However, they were brought out and brought together in a generalized congruence of opinion that also included non-reconcilable differences.

Fourth, the WTI's horizontal organizing and consensus decision-making process also included a continual process of self-reflection, assessing the process of deliberation as well as the tribunal's concrete accomplishments. And, fifth, the WTI coordinators achieved some of their aims by leaving an alternative record of the war and occupation of Iraq, by working together for more justice, and by asserting a form that could be used as a future model for global citizen participation in bringing about more justice. The documentary text *The World Tribunal on Iraq: Making the Case Against War* was published in 2008 (8) as was the documentary film *For the Record: The World Tribunal on Iraq* (9).

In *The World Tribunal on Iraq: Making the Case Against War*, Hilal Küey states that "If world peace is to be constituted—and this is an absolute necessity for our world to continue to exist—we need to develop the bases for a different approach to justice, judgment, and institutions." (10) The WTI can be described as what Betty Reardon calls *creative constructive contention*. (11) The WTI brought together people with diverse, even contradictory expertise, experience, strategies and ideologies. The network of the antiwar movement protesters was transformed into a global coordinated project and public space for the global challenge to war. The twenty hearings on the war were locally organized according to the capacities and preferences of the local organizers. The Culminating Session drew together these local contributions into an intensified creative alternative form for public deliberation of the global community. By their inclusion, the WTI aimed to reclaim justice and to do so through democratizing principles of inclusion, diversity, and open-decision making. Public deliberation was enacted so that a final statement could be cooperatively constructed.

If the war system is to be challenged, weakened, and/or dismantled, we global citizens must hone our capacities for not only dialogue, but also public deliberation and cooperative coordination of alternative public forms. Creative alternative public forms based on ethical principles and human to human connection hold both hope and potential for the challenge of abolition in the 21st century.

#### Notes and References:

\*\* The priority application deadline for IPE 2014 is April 1. Visit IPE on the web for more information and to apply: <http://www.i-i-p-e.org/2014.html>

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11. Reardon, B. A. (2001). *Education for a culture of peace in a gender perspective*. Paris, France: UNESCO.

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## Action Alerts

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### Where in the World to Study Peace Education? Help us Build a Global Directory

There is a growing demand for peace education, yet few know of the learning opportunities that exist for gaining knowledge, *developing* capacities, and building the fundamental pedagogical skills for teaching peace.

To address this lack of availability of information, the **Global Campaign for Peace Education**, in partnership with the **International Institute on Peace Education** and the **National Peace Academy**, is conducting a survey to inventory programs, courses, and workshops in peace education. We need your help to build this inventory. If you are running a program, teaching a course, or are currently a student studying peace education, or have the necessary information about such a program, please take a few moments to complete our online form.

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## News

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### DC Alliance for Restorative Practices releases Policy Platform on Restorative Practices for Youth (USA)

The DC Alliance for Restorative Practices (DCARP) has just released a new position paper. They believe that the disciplinary systems used in the District's public schools would be improved by the incorporation of restorative practices as an alternative or complement to suspension and expulsion. Restorative Justice enjoys a strong theoretical framework and significant research on its capacity to transform social harms into opportunities for the growth of youth and their communities. Restorative practices are on the rise nationally and in the jurisdictions surrounding the District. It is time that the District take advantage of the tremendous potential this cost-effective social technology has for improving the District's educational and juvenile justice systems.

### Scholars adopt charter of peace, support coexistence (Pakistan)

Representatives of Islam, Christianity, Hinduism, Sikhs and Bahai's unanimously adopted the charter of peace during an interfaith consultative conference, in which they urged clerics of all religions to include the message of peace and social harmony, brotherhood, acceptance and coexistence during prayer sessions. Punjab Parliamentary Secretary for Human Rights and Minorities Affairs MPA Tariq Masih Gill also addressed the conference. The speakers stressed the need for adopting value education for students of seminaries, and said that peace education must be an essential part of the curriculum of educational institutions at all levels.

### Arab, Jewish Israelis making friends online

AFFA, Israel (Press Release)~Khoulood Ayouti has been working at the Peres Center for Peace for two and a half years in the Peace Education department. Since joining the team, Khoulood has been instrumental in maintaining and growing programs in the fields of technology and IT, while enhancing Peace Education through Technology programs. She truly believes that there is tremendous potential to connect Jews and Arabs and Israeli and Palestinian youth through the integration of traditional and social peace-dialogue programs, including both face-to-face interactions and virtual ones. Khoulood currently manages the „Bridges for Peace%” technological project, which is held in conjunction with Google Israel and the ORT Educational Network. Through the Google+ Hangout technology, this unique project brings Jewish and Arab Israeli youth together, where they can overcome stereotypes, find common ground and promote coexistence.

**Conflict Resolution Needed In School Curricula - PALS (Jamaica)**

After 20 years in operation, the Peace and Love in Society (PALS) Jamaica initiative is still trying to get peace management and conflict resolution established as an integral part of school curricula islandwide. Despite regular reports of deadly attacks among children in schools, there is no policy governing conflict-resolution education for schools. However, Education Minister Ronald Thwaites said a multifaceted committee would be established to look at how best the ministry can mainstream conflict resolution in schools.

**Interview with Santa Rosa High School students on restorative justice – Metta Center for Nonviolence (USA)**

These passionate students are actively working to put an end to zero tolerance at their school with the support of their experience in processes of restorative justice. The interview is preceded by a little nonviolence in the news), and provides an opportunity to hear about Restorative Justice from the mouths of students themselves.

**Tonight's homework, class: playing well with others (USA)**

(San Francisco Chronicle) This front-page article describes how social-emotional learning is taking hold in schools throughout California along with academics as a regular part of the curriculum.

**Bulletin of World Report on the Culture of Peace for March 2014**

The March bulletin includes many news related to the culture of peace and related activities, programs and initiatives. Again this month Latin America and the Caribbean are at the forefront of the global movement for a culture of peace. For example, at their second summit, held at the end of last month in Havana, the heads of State from these regions declared their region a "zone of peace." Among the numerous points in their declaration was the following: "The promotion in the region of a culture of peace based, inter alia, on the principles of the United Nations Declaration on a Culture of Peace." One of the eight areas of the UN Programme of Action on a Culture of Peace is that of Peace through Education.

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## Peace Education in the Field

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**Peace Education Welfare Organization hosts DOSTI Annual event (Pakistan)**

Organized with the collaboration of British Council and 6 DOSTI partners, this event truly promoted the word of peace far wide to communities. More than 1000 youth and other participated attended the event. There were following activities in event, Walk for peace, Peace Pole ceremony, Song for peace, PT Display formation of DOST and Peace, Peace Band, Scouts for peace, Art for peace, Presentation of Social Action project as well as petition signing ceremony for peace. It was a huge success for peace for promotion and advocacy; Dr Shoib Siddique, Commissioner Karachi and Minister of social welfare Rubina Qaim Khani were guests of honor.

**Cooperative Learning Newsletter (USA)**

(Cooperative Learning Institute) The recent newsletter of the Cooperative Learning Institute describes the "leadership, trust, communication, decision-making, and conflict-management skills" that are required for effective group action. "The more social skills are used, the more productive the group will be and the more positive the relationships among group members will be." It also includes information about the institute's summer training programs (July 14-17, 2014) on cooperative learning, leadership, and conflict resolution.

**Right to Education Project launches new website**

The website has been re-conceived and re-designed to be more user-friendly, work on mobile phones and allow for greater interactivity. You will find information on education as a right; a list of international instruments that guarantee the right to education; guidance on looking at the implementation of the right to education at national level; important right to education issues and tools for using rights in practice. In addition, you will find news related to the

right to education, blog posts discussing right to education issues and success stories showing how civil society has used a human rights based approach to advance the right to education. New features include a multilingual discussion forum and a regular e-bulletin. Please, do explore it and give us your comments. This unique resource aims to be responsive to your needs and interests, so let us know if you identify any gaps or want more focus on particular issues.

#### Comics for Peace-Shahid – Peace Education Welfare Organization (PEWO) (Pakistan)

PEWO spread the word of positive attitude of one comic character “Shahid” to the schools aged children 14 to 18 years old to more than 16 schools participated and more than 4000 youth enjoyed all 6 series. This project has been collaborated with Kachi Goliyan and Karachi Youth initiatives.

#### Peace Education Initiatives (Focus Group) – Peace Education Welfare Organization (PEWO) (Pakistan)

PEWO arranged focus group meetings with the member schools that participated in Peace Education project with USIP (United States Institute of Peace). Schools are very interested to adopt as a program for their schools with curriculum integrations with other subjects.

#### Counseling For Peace – Peace Education Welfare Organization (PEWO) (Pakistan)

PEWO arranged counselling for schools students sessions for positive behaviour change in personality, and how to be successful in studies. Sessions were arranged with the collaborations of Adamjee Coaching Center. It was presented by Arif Husain, Director of ACC. More than 300 youth participated in different events of two schools, Behria School and Okhai Memon Secondary schools.

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## Events and Conferences

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*Please note that only newly submitted events will contain a full description. All events & conferences that have been previously published in the newsletter will be listed by date with a link to follow for more information. For a calendar view of upcoming events please visit the [Global Campaign Community Calendar](#).*

#### Reconstructing Peace Studies: Assessing New Knowledge & Outcomes – Juniata College, PA (March 20-23, 2014)

For more information click on the link above.

#### Human Rights Education Symposium (HRES) on the theme: "Human Rights Education and Subject matters in School" – Centre for Human Rights Education (ZMRB) of the University of Teacher Education Lucerne, Switzerland (April 12, 2014)

For more information click on the link above.

#### Peacebuilding and Education in Iraq: An Interdisciplinary Symposium - The Center for Peace and Conflict Resolution Studies, University of Duhok, Kurdistan Region, Iraq (May 13-15, 2014)

For more information click on the link above.

#### Call for Papers - 2014 Justice Studies Association Conference: “Revisiting to Revisioning: Restorative Justice to Transformative Justice” - Towson University near Baltimore, MD, USA (May 29-31, 2014)

This event challenges participants to reflect on “a restorative justice that is transformative, a justice that allows us to rebuild from the ground up, not only the way we relate to others but also the social arrangements through which we live with and among others in everyday lives” (Sullivan & Tiff, 2005, 196). This conference is truly interdisciplinary and so is our understanding of restorative justice. JSA welcomes any research, experiences, activism,

teaching related to the conference topic. You may submit a paper abstract or propose an entire panel session. JSA encourages your creative modes of presentation, including but not limited to video, photography, and interactive sessions. Please send your presentation or session title with a 200 word abstract electronically by March 1, 2014.

**Call for Cultural Activities – Peace Event Sarajevo 2014: "From a World of War and Violence To a Culture of Peace and Nonviolence"**

This present call for proposals pertains to cultural activities regarding peace and nonviolence for the 4 days of the Peace Event Sarajevo 2014. Cultural activities such as plays, literature, performances, film, art exhibitions, concerts, street activities, peace games, book presentations, playback theatre, cultural and artistic workshops and outdoor activities in general, either for adults or children, are welcome. A dedicated working group has been created and is currently engaged in collecting proposals and defining locations for all the different activities; the various locations will include Sarajevo public parks, pedestrian streets, cultural centres, movie theatres, cafes... In addition, a "Kids Zone" will be set up in an open area in downtown Sarajevo and will be dedicated to activities for children (up to 12 years old) proposed by local and international organizations answering this call. Each proposal needs to be completely self-funded by the proposing organization. As soon as all the proposals will be collected the culture working group will coordinate them in a defined programme. Proposal forms should be sent by March 17, 2014.

**Peace Event Sarajevo 2014 International Youth Camp, Sarajevo, Bosnia and Herzegovina (June 6-9, 2014)**

This event will be a self-organized space for debate, information, action, and training on different topics related to non-violence and peace. The youth camp with its youth activities will allow young activists from Bosnia and Herzegovina, Europe and around the world to share their experience, engage in common activities, and learn from each other. The Youth working group has defined the outlines of the youth activities and all the organizations and groups who wish to participate will be invited to offer concrete proposals for intercultural exchange, training in non-violence, educational seminars, direct actions, and cultural, arts and sportive activities related to these topics. Please click on the link above to access the call for activity proposals and the registration to the youth camp.

**International Conference on Conflict Resolution Education (CRE): "Developing and Implementing Culturally Inclusive Conflict Resolution Education Policies and Practices in K-12 and H.E.", George Mason University, Fairfax, VA, USA (June 11-16, 2014)**

For more information click on the link above.

**Call for Proposals - College and University Seminar: Developing Peace and Conflict Studies Programs - Johnson Center, George Mason University, Fairfax, VA, USA (June 15- 16, 2014)**

Faculty, staff, and administrators from colleges and universities (though all are welcome) come together to work to further build capacity in their peace, conflict, and global studies courses, degrees, certificates, and related programming. All participants that attend are asked to participate and share their experience with their colleagues. Faculty/Staff/Administrators from colleges and universities ideally participate in the June 11 – 14, 2014 International Conference on Conflict Resolution Education, Developing and Implementing Culturally Inclusive Conflict Resolution Education Policies and Practices in K-12 and Higher Education (listed above), during which they will begin to think through the development of their course(s) and/or programs. For those who register, a draft action planning template packet will be provided in advance. Faculty/staff and/or college/university teams will focus on capacity building around one of three core areas as they work to develop and enhance their action plans around: 1. Capacity Building and Sustainability of Programs; 2. Course Development/Integration; 3. Supplemental Programming. Proposals due by March 14, 2014.

**2014 AERO Conference, Long Island University (LIU) Post campus, Brookville, NY, USA (June 26-29, 2014)**

For more information click on the link above.



Annual Conference 2014: Arts, Peace and Conflict - Archbishop Desmond Tutu Centre for War and Peace Studies, Liverpool Hope University, UK (July 2-4, 2014)

For more information click on the link above.

International Institute on Peace Education 2014, Vilnius, Lithuania (July 6-13, 2014)

For more information click on the link above. (Application deadline: April 1, 2014.)

"Education, War and Peace": International Standing Conference in the History of Education, Institute of Education, University of London, UK (July 23-26, 2014)

For more information click on the link above.

2nd Conference of the International Research Association for History and Social Sciences Education (IRAHSSE) on "Wars and Peace: Educational Issues," University of Fribourg, Switzerland (September 4-6, 2014)

For more information click on the link above.

"The Role of Museums for Peace in Promoting Remembrance, Historical Truth and Reconciliation", 8th International Conference of Museums for Peace – International Network of Museums for Peace (INMP), No Gun Ri Peace Memorial Park, South Korea (September 19-22, 2014)

This four-day conference, organized by the INMP in cooperation with the No Gun Ri International Peace Foundation aims to raise global awareness and share information about museums for peace and related organizations. Submission deadline is March 15, 2014.

Call for Proposals – Peace and Justice Studies Association (PJSA) 2014 annual conference: "Courageous Presence: Shifting Stories and Practices of Peace", San Diego, CA, USA (October 16-18, 2014)

For more information click on the link above. (We invite maximum 150-word proposals by April 1, 2013 to the PJSA website linked above.)

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## Educational Programs (Workshops and Trainings)

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*Please note that only newly submitted workshops/trainings will contain a full description. All workshops/trainings that have been previously published in the newsletter will be listed by date with a link to follow for more information. For a calendar view of upcoming workshops and trainings please visit the [Global Campaign Community Calendar](#).*

Online course: Peace and Human Rights Education – Johns Hopkins University (Oct. 11 – Nov. 26, 2013 / Jan. 13 – Feb. 28 / Apr. 7 – May 26 / Jun. 9 – Jul. 28, 2014)

For more information click on the link above.

Certificate of Advanced Studies in Human Rights Education – University of Teacher Education Central Switzerland, Luzern, Switzerland (January-December 2014)

For more information click on the link above.

12th Class of the MA in Human Rights and Conflict Management – Scuola Superiore Sant'Anna, Pisa, Italy (Classes: January – July 2014 / Internship: August – November/December 2014/January/February 2015 / Final Dissertation presentation: Spring 2015)

For more information click on the link above.

Academy for International Conflict Management and Peacebuilding Spring Course Offerings – United States Institute of Peace (USIP), Washington, DC, USA (various dates in Spring 2014)

Please click on the link above for more information.

**"Global Education: the Human Rights Dimension" E-course - North-South Centre (February 17 – March 16, 2014)**

Please click on the link above for more information.

**Human Rights Education Associates (HREA) e-learning courses (February 26 – July 15, 2014)**

HREA organizes many courses related to human rights, a full list of which you'll find at the link above. In addition to HREA's standard courses, they'll be offering several new courses in the coming months. They will also be offering courses in Spanish on advocacy and gender equality. And they will be offering courses in Portuguese for the first time. There are no registration deadlines. However, if you are interested in any of these courses, we encourage you to register soon as courses tend to fill up quickly.

**Civil Resistance: the Study of Nonviolent Power and Organized People - International Center on Nonviolent Conflict (ICNC); Research Center for Leadership in Action, Wagner Graduate School of Public Service; and Kevorkian Center for Near Eastern Studies, New York University (NYU), NY, USA (February 28 – March 2, 2014)**

The nonviolent popular uprisings during the "Arab Spring" showed the relevance of civil resistance. Yet, strategic nonviolent conflict is not a new phenomenon. In fact, the use of civil resistance against undemocratic regimes and other illegitimate actors is prevalent over time and space. This seminar will explore the underlying concepts of strategic nonviolent conflict, discuss its effectiveness, particularly vis-à-vis violent insurgency, and how its tactics and strategies are applicable. It will also shed greater understanding on the interplay between civil resistance and third-party actors and role of nonviolent movements in negotiations and democratic transitions, among others.

**Online course: "Engaging Marginalized & Hard to Reach Youth in Peacebuilding Youth in Peacebuilding: Identifying, Recruiting and Engaging Hard-to-reach Youth" - Global OPS, PATRIR (March 3, 2014 – May 5, 2014)**

Please click on the link above for more information.

**Master of Governance and Human Rights – Humboldt Viadrina School of Governance, Berlin, Germany (starting in April 2014)**

Please click on the link above for more information.

**6th Annual Kroc Summer Institute for Faculty in Peace Studies Program Development: "Teaching Peace in the 21st Century" – University of Notre Dame, IN, USA (June 16-20, 2014)**

For more information click on the link above.

**Peace Skills Practice – Sixth Annual Canadian School of Peacebuilding (CSOP), Canadian Mennonite University, Winnipeg, MB, Canada (June 16-20, 2014)**

For more information click on the link above. (Apply by April 1, 2014.)

**Arts Approaches to Community-Based Peacebuilding – Sixth Annual Canadian School of Peacebuilding (CSOP), Canadian Mennonite University, Winnipeg, MB, Canada (June 23-27, 2014)**

For more information click on the link above. (Apply by April 1, 2014.)

**Mahatma Gandhi Summer Institute: Building Peaceful Communities - University of Alberta, Edmonton, AB, Canada (July 2-11, 2014)**

The purpose of the Summer Institute is to provide students with: a background in theoretical and research work in community building; an opportunity to infuse their understandings of community with a Gandhian perspective; an opportunity to engage with other practitioners around issues of building peaceful communities. There are 4 separate 3-credit graduate level courses organized into an Institute format. Each student will enroll in one course. The 4 courses are in the areas of curriculum making around community, narrative inquiries with children, youth and families, and Gandhian pedagogies. The Institute is open to current graduate students; teachers, principals, and other school personnel not currently registered in graduate programs; current graduate students from other universities; adult educators; former graduate students and other professionals. Registration deadline: June 1, 2014.

**Venice Academy of Human Rights 2014 - "Judicial Legitimacy and the Rule of Law" – Monastery of San Nicolò, Venice Lido, Italy (July 7-16, 2014)**

The Venice Academy of Human Rights is an international programme of excellence for human rights education, research and debate. It forms part of the European Inter-University Centre for Human Rights and Democratisation (EIUC). The Academy offers interdisciplinary thematic programmes open to academics, practitioners, doctoral and master students with an advanced knowledge of human rights. Participants attend morning lectures, participate in discussion sessions and workshops and can exchange views, ideas and arguments with leading international scholars and experts. This includes the opportunity for a number of participants to present and discuss their own "work in progress" such as drafts of articles, chapters of books or doctoral theses and receive comments from faculty members (including P. Alston, A. Føllesdal, G. Ulfstein and J. Waldron) and peers. At the end of the programme, participants receive a Certificate of Attendance issued by the Venice Academy of Human Rights. Online applications are accepted until 4 May 2014. The Academy offers an "early bird" registration with a reduced participation fee until 15 March 2014.

**Teaching for Peace: An Indian Immersion Experience In Practical Nonviolence - Delhi, Jalgaon, and Pune, India (July 15 – August 5, 2014)**  
Please click on the link above for more information.

**2014 Summer Peace Leadership Course - Nuclear Age Peace Foundation – Santa Barbara, CA (July 21-26, 2014)**

The Summer NAPF Peace Leadership Course teaches the powerful form of leadership practiced by Gandhi and Martin Luther King, Jr., grounded in nonviolence skills and actions. Taught by West Point graduate Paul K. Chappell, Iraq veteran, and former Army captain, participants learn best ways to wage peace and promote justice.

**"Teaching and Learning about the Past in the Aftermath of (Civil) War and Mass Violence: The Challenges and Promises of History Education in Divided and Post-War Societies" - Georg Arnhold International Summer School on Education for Sustainable Peace - Georg Eckert Institute for International Textbook Research, Braunschweig, Germany (July 24-29, 2014)**

The working language of the Summer School will be English. No registration fees apply. Accommodation and meals will be provided for all participants and economy class travel expenses will be reimbursed. The invitation to the Summer School is extended primarily to doctoral candidates and post-doctoral scholars from the humanities and social sciences. Staff members of international organizations and NGOs are also welcome to apply. The application deadline is April 2, 2014.

**2014 HREA Advocacy Institute – Cambridge, MA, USA (August 5-8, 2014)**  
Please click on the link above for more information.

**Master of Arts in Human Rights Education, School of Education, University of San Francisco, CA, USA (starting in the 2014 Fall semester)**

The University of San Francisco School of Education is proud to offer the first Master of Arts in Human Rights Education in the United States. Admission is now open for a new cohort starting in Fall 2014. Our faculty consists of leading scholars in the field of Human Rights Education. The Master of Arts in Human Rights Education Program provides a unique opportunity to understand and address deep-rooted social and educational inequities through the lens of critical Human Rights Education. Rooted in the practice of critical pedagogy, this program provides a dynamic learning community where students benefit from rigorous learning experiences both in the classroom and in community. Designed to support teachers of kindergarten through college, as well as educators working in non-formal settings such as community organizations, Human Rights Education entails understanding the promise of rights guarantees and the gap between rights and actual realities. Courses examine the right to education, schooling with dignity and rights, and curricular efforts towards social justice and comprehensive human rights. Students engage with issues in local and global contexts, with emphasis on globalization, global forces, migration, and transnationalism. Beginning dates are either Fall (August) or Spring (January) semesters, and the M.A. program usually takes 1.5 to 2 years to complete. Apply by May 1, 2014 for the Fall semester and by November 1, 2014 for the Spring semester.

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## Publications and Resources

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### "La lucha por la paz en Puerto Rico" 2011-2012 Master Lecture by José Luis Méndez - UNESCO Chair for Peace Education 15th anniversary

The paper addresses the struggle for peace in Puerto Rico in the past 60 years in relation to Puerto Rico's participation, or lack thereof, on the international scene. Prominence is given to particular issues, initiatives, and persons who have been part of this struggle.

### School Mediation Associates website

The website is an excellent resource for information on school mediation programs. The site offers a free "Quick Guide to Implementing a Peer Mediation Program," a newsletter archive with newsletter beginning in 2001, and an index for finding desired information in the newsletters. The newsletters include interesting and informative articles on virtually every topic related to school mediation.

### Peace and Justice Studies Association (PJSA) Board Position Paper on Indigenous Rights

Calling for the respect and increased understanding that are part of the learning goals of peace education, this statement urges the Canadian and US governments to respect the rights of indigenous peoples, including cultural rights. While not expressly mentioned, these include the protection of indigenous peacemaking traditions that would add much value to any culturally appropriate peace education or peace education through intercultural learning. From the statement, "... As allies to indigenous activists, PJSA advocates for deeper understanding of the rich history and tradition of native peoples in the U.S. and Canada and for listening to the voices of those whose voices are too often silenced and marginalized."

### Rethinking the Region: New Approaches to 9-12 US Curriculum on the Middle East and North Africa

Free Curriculum available to Educators on Teaching the Middle East - lesson plans and resources can be downloaded for free. This project is supported in large part by the "Our Shared Past" grants program from the British Council and Social Science Research Council.

### Peace Education Resources for Women's History Month

March is designated as Women's History Month in the United States to highlight the contributions of women to events and achievements throughout history. The Global Peacebuilding Center at the U.S. Institute of Peace is highlighting resources to help educators introduce conflict management and peacebuilding themes and skills into the classroom as you celebrate Women's History Month 2014.

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## Jobs and Funding Opportunities

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*Please note that only new submitted job postings will contain a description. All jobs that have been previously published in the newsletter will be listed with a link for more information.*

### Two Fee Waivers for the MA Peace Studies at Liverpool Hope University, UK

The Archbishop Desmond Tutu Centre for War and Peace Studies at Liverpool Hope University is pleased to be able to offer up to two fee waivers for applicants to the MA Peace Studies. The fee waivers will cover home or overseas fees and will be available for the September 2014 start. We are looking for enthusiastic applicants who are willing to make a contribution to the Tutu Centre. Application deadline: March 3, 2014.

### Small Grants Program for the Society for the Study of Peace, Conflict, and

**Violence: Peace Psychology Research, Education, or Community Projects**

Please click on the link above for more information. (Applications will be accepted through March 31, 2014 and the Div. 48 Small Grants Committee will announce decisions on May 15, 2014.)

**Director, Mennonite Savings and Credit Union (MSCU) Centre for Peace Advancement – Waterloo, ON, Canada (two year term beginning July 1, 2014)**

Please click on the link above for more information. (Applications are invited until March 1, 2014.)

**The Radiant Peace Education Awards – Radiant Peace Foundation International, St. Petersburg, FL, USA**

All students in grades 1-12 — from public and private schools, home schools, youth and after-school groups, and abroad — are welcome to enter The Radiant Peace Education Awards®! Now in its twenty-fourth year, The Radiant Peace Education Awards program gives students an opportunity to express themselves about Radiant Peace® in their own lives. This year's entries should be postmarked by April 16, 2014 with winners being announced around May 19, 2014. Outstanding entries, classes, and schools will receive cash awards and certificates, and all participants receive beautiful iron-on Radiant Peace Patches! Winner's classrooms also receive cash awards. In addition, many of the most creative or exceptional entries will be displayed in The International Museum of Radiant Peace in St. Petersburg, FL, USA.

**Two-year Mellon Post-doctoral Fellowship - Peace & Justice Studies Program at Wellesley College, MA, USA**

The program is seeking outstanding candidates with expertise in conflict resolution/transformation, preferably in U.S.-based conflicts. The successful candidate will teach a total of four courses over two years, including our introductory course, a mid-level course in conflict resolution, and an upper-level course on specific topics related to the candidate's research. The Mellon Post-doctoral Fellowship is open to candidates who have been awarded a doctorate in the five-year period preceding the appointment and no later than June 1st, 2014. Please click on the link above for details on applying. If circumstances make it impossible to submit any materials through the application site, please email [working@wellesley.edu](mailto:working@wellesley.edu). The deadline for receipt of all application materials is March 1, 2014.

**2014 Goi Peace Foundation UNESCO International Essay Contest for Young People on the theme: "My Role as a Citizen of Earth."**

As today's young people are crucial for the shaping of our future, it is imperative that they be enabled to develop to their full potential. UNESCO's objective is to help empower young people and ensure that their contributions be taken into account. This annual essay contest is organized in an effort to harness the energy, imagination and initiative of the world's youth in promoting a culture of peace and sustainable development. It also aims to inspire society to learn from the young minds and to think about how each of us can make a difference in the world. On the occasion of the final year of the United Nations Decade of Education for Sustainable Development (2005-2014), the theme of this year's contest is "My Role as a Citizen of Earth." In the vast universe, we were born on this planet called Earth, where various cultures and ethnicities, all living things, and all of nature exist together. However, in our world today, we face numerous problems-- environmental destruction, resource depletion, wars and conflicts, poverty, and many more--that make our future uncertain. Given this situation, what do you think is the best way forward for humanity? How do you wish to fulfill your role as a citizen of Earth? Essays may be submitted by anyone up to 25 years old (as of June 15, 2014). Entries must be received by June 15, 2014.

**2014 WSFPC Peace Essay-Response Contest**

The West Suburban Faith-Based Peace Coalition (WSFPC) is once again sponsoring a Peace Essay Contest with a \$1,000.00 award to the winner, \$300 for the runner-up, and \$100 for third place. In contrast to the previous year's contest, essays now will have to be directed to a person who can help promote knowledge of the Kellogg-Briand Pact (KBP) and, from whom a response is expected. Essays will be judged not only on the quality of the essay but on the impact of the response. Everyone is eligible to participate;

there are no restrictions regarding age or place of residence. In 800 words or less write your essay on: "How Can We Obey the Law Against War?" and send it by April 15, 2014.

#### 17th Annual Peace Pals International Art Exhibition and Awards

This year, the contest follows the theme for the International Day of Peace on 21 September 2014, which is the Right to Peace. Who has the right to peace? What would the world look like if everyone lived in peace? How does the United Nations help to build a peaceful world? What will you do to make sure all people have a "Right to Peace? Think about these questions and create artwork which symbolizes what a "Right to Peace," means to you. Your artwork must include the message, "May Peace Prevail On Earth" in English and/or your Native Language. All art must be done by children, including the writing of "May Peace Prevail On Earth". You will find the guidelines for participation in English, French and Spanish at the link above. We look forward to many paintings, which can all be sent electronically as well! Deadline: June 30, 2014.