(RE)THINKING AND (RE)INVENTING SUSTAINABLE PEACE
AND HUMAN RIGHTS EDUCATIONAL PRACTICES

5TH GEORG ARNHold SYMPosium
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AMR ABDALLA
KARAMAH: Muslim Women Lawyers for Human Rights (USA)

KARAMAH’s Law and Leadership Summer Program (LLSP)
The focus of the presentation will be on the experience of Karamah’s Law and Leadership Summer Program (LLSP) for the last 17 years. “Founded in 2002, KARAMAH’s Law and Leadership Summer Program (LLSP) brings together a select group of Muslim women from around the world to study and to learn from each other and from top professors. KARAMAH’s LLSP is specifically designed to provide training that addresses the unique challenges facing Muslim women today, while, at the same time, emphasizing individual’s talents and opportunities available to participants. LLSP courses provide participants with the fundamental understanding and essential skills needed to lead themselves, their peers, and the movements they are passionate about. It is a unique program diverse in ideas and cultures but unified in its commitment to developing Muslim women’s understanding of Islamic Law, Leadership, and Conflict Resolution.” Over the past 17 years, more than 400 women from more than 30 countries participated in the annually-held LLSP.

The objectives of the presentation will be: a) To highlight the key definitions and terminologies used in the LLSP context to emphasize women empowerment and emancipation. b) To examine LLSP’s multi-disciplinary pedagogical model, with its emphasis on women participation, sharing and networking. c) To document testimonies of LLSP participants about how their experiences impacted their lives. d) To offer a critical review of Western emancipatory feminist critical pedagogy from an Islamic perspective.

ASMA KHALIFA
GIGA Institute of Middle East Studies (Germany)

Learning from Teaching: How Participation of Students Contributes to a Pedagogy of Peace
This paper will explore how teaching practitioners or those who otherwise implement projects that contribute for peace can be participatory. Harnessing existing knowledge by means of facilitation and co-creating frameworks, is beneficial in focusing on improving these interventions but also learning from experience to improve theory.

1 KARAMAH: Muslim Women Lawyers for Human Rights is a nonprofit organization committed to promoting human rights globally, especially gender equity, religious freedom and civil rights in the United States. It pursues its mission through education, legal outreach and advocacy. (http://karamah.org/about)

2 http://karamah.org/programs/law-leadership-summer-program
The approach is also empowering to the participants and brings forth different perspectives to the teaching experience.

**Assaf Meshulam**
Ben Gurion University of the Negev (Israel)

**PowerView: Challenging Power Relations in Participatory Action Research**
Attempts to conduct Participatory Action Research within schools are challenged by the traditional asymmetrical power relations that exist between the adult teacher/researcher and young students/participants in the school. The new methodological tool that will be presented, PowerView, can function to challenge power relations in the research classroom. Based on postcolonial theories and critical visual studies, this tool implements a concept of "Reversing the Gaze," by asking the students/participants to direct their cameras at the researcher and capture images that represent their point-of-view of her/him. This practice creates a space in which students/participants are afforded the opportunity to challenge and subvert traditional power relations in the research classroom.

**Denis Matveev**
CIM (Crisis Management Initiative, Finland)

**Peace Education for Post-Soviet Politicians and Peace Negotiators**
The post-Soviet region suffers from a number of protracted conflicts, such as those centered on the contested territories of Donbas, Transdniestria, Nagorny Karabakh and Abkhazia. The societies experiencing these conflicts rely for the most part on local politicians and diplomats to 'settle' them through official negotiations. These efforts have rarely been successful. We have hypothesized that part of the reason has been a widespread lack of knowledge and skills in mediation, peace process design and multi-track peacebuilding among these official actors. To address this, we have developed and applied a methodology for building the capacity of this special constituency using tailored tools such as peer-to-peer exchange, immersion in comparative experiences and experiential learning through group dialogue.

**Ditta Dolejsiova**
GENE (Global Education Network Europe)

**Transformative Learning – Reflection on Processes and Practice: From Spiritual Search for a Raised Consciousness to the Potential of E-Learning**
My attempt is to bring some reflections about transformative learning at its essence, while looking at innovation, and coming to the roots at the same time. How to respect diversity and at the same time seek for unity of humanity that is to lead to sustainability? How to be rooted in a local context and aspire global change? How to understand one’s place and purpose and develop ways to share the learning with others? I will facilitate an activity that offers a space to experience and reflect.
**GAL HARMAT**
Georg Eckert Institute (Germany)

**Gender Analysis of Everyday Objects as a Feminist Critical Pedagogy Practice**
The activity followed by a paper assesses the possibility of assimilating gender perspectives and handling students’ resistance in compulsory gender courses by implementing principles of feminist critical pedagogy. The study is built upon a gender analysis of everyday objects as a pedagogical tool in compulsory gender courses taught by the author in three academic institutions. The analysis demonstrates how this methodology can address the difficulty of students’ resistance to academic language, the lecturer position and more radical views of feminist theory, as well as contributing to constructing a feminist conciseness linked to the participants’ life experiences regarding issues such as femininity and masculinity, power relations, objectification, relationships and solidarity, while raising awareness of their manifestations in everyday life in a safe, accepting, collaborative space.

**GALIA ZALMANSON LÉVI**
Kibbutzim College of Education/ Ben Gurion University of the Negev (Israel)

**Critical analysis: Exposing the Workbook’s Hidden Curriculum**
The workbook’s hidden curriculum has a decisive influence on students, especially in primary schools. The workbooks enable the students to work independently and the encounter with the text becomes almost without mediation. The workbooks are usually more illustrated and creative than textbooks. Therefore, the hidden messages reach the students directly. These messages convey through the material’s organization, Illustrations and content, which relate to power relations, prejudice, and more. The purpose of the workshop is to develop and experiment educational practices in order to identify those hidden curriculum.

**GIOVANNI SCOTTO**
University of Florence (Italy)

**Hybrid Peace Education: Preparing for Peace across Boundaries, Cultures and Disciplines**
Collective actors aiming at transformation towards less violent societies need to elaborate a culture of peaceful conflict and a vision of a desired society. This cultural constructs accompany and orient political mobilization and struggle. The contribution examines different sources of cultural innovation for peace, and particularly processes of "vertical" and "horizontal" between local and global resp. transnational cultures of peace.

**GORDON MITCHELL**
University of Hamburg (Germany)

**Religion, Reflection and the Creative Arts in Peace Education**
This presentation will discuss, critically, ways in which religion can be dealt with in peace education. Particular attention will be paid to finding ways of promoting self-reflection in dialogue processes.
HALLELI PINSON
Ben Gurion University of the Negev (Israel)

**Becoming Aware of Language Power when Teaching in Higher Education**

Gendered language, the use of academic jargon and the ‘proper’ use of academic language are all power structures that act as reproductive mechanisms. The damaging and reproductive elements embedded in the use of jargon and academic language, which for many academics is a second nature, often goes unnoticed even by those who are committed to critical pedagogies. In this talk I intend to share and reflect on several moments in my teaching where I became aware of my use of language. I will invite you to think with me about how we can be reflexive of the power relation in the use of academic language, while not give it up all together; how we can turn it from a possible oppressive to empowering tool.

HEATHER KERTYZIA
University for Peace (Costa Rica)

**Applying an Intersectional Lens to Peace Education**

This workshop is designed to allow us as educators to evaluate our Peace Education practice from an intersectional perspective. Whose needs and voices are prioritized in our work? Who might be missing from our practice? Are there any components of our practice that might be considered neo-colonial? Moving forward what actions can we take in our projects and classrooms to ensure that our facilitations are an example of social justice praxis? Through dialogue we will seek to build answers to these questions together and to develop our vision of Peace Education as practiced from an intersectional perspective.

KHOLOD IDRIS
ACRI (Association for Civil Rights in Israel)

**Thinking Language, Identity and Gender as Pedagogical Practice**

Numerous tensions and challenges influence the discourse of Palestinian and Jewish women within the encounter with the Other. Language, and the (self)definition of national and gendered identities are shaped by the context in which these same women act. This presentation aims at exposing the way of Palestinian women experience the encounter and the choices they make in order to cope with the tensions due to the extreme power dynamics. Furthermore, I seek to examine the patterns of speech developed throughout the interpersonal and intergroup encounter(s) and analyze and understand the sociopolitical meanings that they have developed.

LOIZOS LOUKAIDIS
Educational Programs Officer, Association for Historical Dialogue and Research (AHDR, Cyprus)

**Re-Imagining Education for a Culture of Peace in divided Cyprus**

The aim of this presentation is to highlight the efforts of civil society and educational stakeholders in divided Cyprus in suggesting a paradigm shift in the way we address issues of peace and violence, as well as inter-communal contact, through education. In
doing so, we will elaborate on the challenges encountered and the strategies employed in the educators’ efforts to introduce issues of racism, xenophobia and intolerance, both at a mono-communal and inter-communal level, while providing educational opportunities for meeting, interacting and collaborating with the ‘other’. We believe that this presentation will contribute in filling the bibliographical lacuna of successful practices as well as challenges in the field of Education for a Culture of Peace and Non-violence in societies where intractable conflict is prevailing.

MEENAKSHI CHHABRA
Lesley University (USA)

It’s all about the Stories: Narratives as a Peace-Building Educational Practice
Stories are an intrinsic element of the human existence. They give coherence and meaning to all affairs of human experience. On an individual level, our fears, hopes, and values are strongly influenced by our stories. From a community perspective, history can demonstrate how stories have been used to incite hate and violence and to also promote peace between groups. How do we engage in stories that can connect us individually and build community? How can we create spaces that can serve as platforms for honest sharing and compassionate witnessing? How can we use narratives to restory a violent past and foster sustainable peace?

The focus of this presentation will be on the role of story-telling as peace-pedagogy

PAUL ARTHUR
Maynooth University/ Ulster University (Ireland)

Pedagogical Practice and (then) Theory: A Personal Journey
Pedagogy is a two-way street where one can learn as much from one’s interlocutors as one can impart through professional expertise. My presentation concerns the journey from intractable conflict towards negative peace. It will emphasize the role of serendipity and the significance of reciprocity and recognition.

RAHEL WELDEAB SEBHATU
Lund University (Sweden)

(Re)Thinking Non-Violence and Resistance of African Youth from a Postcolonial Feminist, Pan-African perspective
Afresist, a project initiated by the Africa Youth Movement (AYM) activists, aims to create a transmedia portal on grassroots civil resistance across Africa. Part and parcel to this project is the development of a curriculum to train African youth (18–25 years old) on leadership, non-violent resistance and mobilization from a postcolonial feminist and Pan-Africanist perspective. This presentation will explain the theoretical justification for developing a curriculum and training program that negotiates between discourses of non-violence and resistance to challenge mainstream narratives of a “youth bulge” and shift narratives to represent African youth not as surviving victims but as thriving leaders.
SHIRLEY STEINBERG
Werklund Research Professor of Critical Youth Studies, University of Calgary (Canada)

Youth and Seniors as Engaged Activists: Intergenerational Pedagogies of Collaboration
As we create networks of support and action, it is essential that we consider the abilities and willingness young people and elders to be allies and companions in doing activist, political, social, and engaged work. While both groups are often criticized, pathologized, and dismissed as "too much trouble" or insignificant, their capabilities are endless as is their ability to relate to those in similar circumstances. This work engages in cross-generational collaborations between youth and the post 60-generation. Both generations are often dismissed as troublesome or without merit, creating communities of youth and seniors as activists proves to be a strong and viable way in which to create strong activist communities.

STELLA SABIITI
International Peacekeeping and Security Consultant (Uganda)

Regional Women Mediators Networks – Connecting for Effective Impact in Peace Processes

WOLFGANG DIETRICH
UNESCO Chairholder for Peace Studies, University of Innsbruck (Austria)

Trans-rationality as a Pedagogical Theory and Practice
Reason is simultaneously a notorious source of human conflicts and a crucial tool of their transformation. Therefore peace education is about the constructive use of this gift. However, while human beings are rational they are so much more: sexual and familial, emotional and communal, mental and societal, spiritual and political. We may talk about all of these human properties rationally, but they are not rational per se. Conflict transformation and peace education have to regard these trans-rational aspects in curricula and didactics and develop the appropriate tools and methods for applied conflict work.