THE GEORG ARNHOLD PROGRAM ON EDUCATION FOR SUSTAINABLE PEACE

GEORG ECKERT INSTITUTE for International Textbook Research
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At the Georg Eckert Institute (GEI) we work to develop a better understanding of the past, the present and the future by conducting research into textbooks from all around the world from a cultural and historical perspective. We also examine stereotypes, prejudices and images of ‘the enemy’ in textbooks. The aim of the Georg Arnhold Program is to promote research into education for sustainable peace. Education is the cornerstone of the future of the societies we live in. We are dedicated to ensuring that future generations are brought up with open minds, able to reflect on their attitudes and beliefs and embrace responsibility and democracy. Acting on this vision, the American Henry H. Arnhold instituted a guest professorship, Summer School and symposium at our institute to honor the legacy of his grandfather Georg Arnhold, a committed pacifist.

The focus of the Georg Arnhold Program lies particularly on educational media and curricula in post-conflict or transitional societies. Western democracies, though, are obviously also called upon to develop new concepts to maintain and to stabilize peace within society. The program is a response to the rising demand for sustainable and regionally-sensitive approaches to establishing or strengthening cultures of peace and sustainable development – key challenges for present and future generations.

This booklet will provide you with information on the origins, mission and core elements of the Georg Arnhold Program and invite you to join a scholarly dialog on education for sustainable peace.

SIMONE LÄSSIG
Director

Georg Eckert Institute for International Textbook Research. Member of the Leibniz Association
Georg Arnhold, the spiritual father of the program at the GEI and the man for whom it is named, was born in the town of Dessau, home of the famous Bauhaus, in Saxony-Anhalt. He and his brother Max were the proprietors of the Bankhaus Gebrüder Arnhold (Arnhold Brothers) in Dresden. This family bank provided capital for burgeoning industrial firms, in particular in the brewery, ceramics and porcelain sectors. In 1931, the bank took over the long-standing Bankhaus S. Bleichröder. The Arnholds’ business model met with considerable success, making the Bankhaus Gebrüder Arnhold, until its “Aryanization” in 1935 and 1938, one of the largest private banks in Germany.

Max and Georg Arnhold blended their economic success with support for the arts and sciences; in their view, entrepreneurship and patronage always went hand in hand. They established a range of initiatives for the support of the common good and social welfare, including a pension fund for their employees and a non-denominational Social Foundation. The latter supported non-profit organizations which awarded grants regardless of gender, religion, political opinion and ethnicity – an indication of the respect for individuality and difference which remains a family tradition to this day. The Arnholds also supported German youth services, the German aid and welfare organization Samariterbund, the Art Society of Saxony and the Dresden Gemäldegalerie and helped make sporting facilities accessible to the general population by funding the Georg Arnhold Baths in 1926. Through the Foundation of Industrial Businesses in Saxony they provided support to the Technische Universität Dresden.

A committed pacifist, Georg Arnhold also supported the German Peace Society and was active in the Esperanto movement. He counted Nobel Peace Prize laureates Ludwig Quidde (1858-1941) and Bertha von Suttner (1843-1914) among his friends. At his home in Dresden, Georg Arnhold hosted evening lectures, a tradition his son Heinrich and daughter-in-law Lisa took over and continued in 1925, with scholars and artists such as Albert Einstein, Wassily Kandinsky, Walter Gropius and Gret Palucca. After his death in 1926, his four sons Adolf, Heinrich, Hans and Kurt took joint control of the bank until they were forced to relinquish it to the National Socialists, whereupon it was taken over by Dresdner Bank. In 1935, Georg Arnhold’s son Heinrich, Henry H. Arnhold’s father, died at the age of 50, after serial harassment at the hands of the National Socialists.
Henry H. Arnhold’s grandson, the New York-based Henry H. Arnhold (born 1921), instituted the Georg Arnhold Program at the Georg Eckert Institute to honor the legacy of his grandfather.

Henry H. Arnhold has continued the philanthropic tradition of his family. He supports numerous charitable trusts and foundations and is president of the Arnhold Foundation, which primarily promotes the causes of animal welfare, education and the arts. He is a member of several institutions with an advisory role in American foreign policy and German-American cooperation. He has a special interest in academic scholarship; his commitment to promoting literacy and education expresses itself in his major support for the New School for Social Research in New York, which many exiled German scholars, such as Hannah Arendt, made their new home. At the New School he endowed the Willy Brandt Professorship in honor of its founder Alvin Johnson and initiated programs of cooperation between the New School and Technische Universität Dresden. In addition to an honorary degree from the New School, he holds, like his father and grandfather before him, an honorary senatorship of the Technische Universität Dresden.

Henry H. Arnhold describes himself and his family as bridge builders between Germany and the United States. He is also passionate about bringing together stakeholders from the realms of culture, the sciences and the business community. His intention in instituting the Georg Arnhold Program was to promote international dialog and the exchange of ideas and strengthening of links between academia and civil society, thus contributing to strong and peaceable societies.

HE SAYS: “Throughout his life my grandfather focused on the question of how societies can achieve lasting peace. There are indeed many parallels between his life’s work and that of the Georg Eckert Institute: With the values and the education that we teach our children and young people today, we are shaping tomorrow’s society.”
Dr. M. Ayaz Naseem is a Canadian scholar of international repute. He currently holds the position of Associate Professor at the Department of Education, Concordia University, Montreal, where he has been teaching since 2004. He is also the Graduate Program Director of Educational Studies in the Department of Education at Concordia University. Dr. Naseem has held positions as Assistant Professor of Defense & Strategic Studies (1987-1994) and as a lecturer in International Relations (1987-1994) at Quaid-i-Azam University in Islamabad, Pakistan. He obtained his Ph.D. in Comparative and International Education from McGill University in Montreal (Dean’s Honor List) and holds an M. Phil. and a Master’s degree (both with honors) in International Development from Quaid-i-Azam University in Islamabad, where he focused on peace studies and international educational development. He obtained a Bachelor in Political Science and Economics from the University of the Punjab in Pakistan. Dr. Naseem has been an important contributor to a variety of academic fields; he has published widely on issues including peace education, deconstruction of militarism in educational discourses, diversity and identity. His work draws from a number of theoretical traditions extending from post-structuralism to feminism to spiritualism. His more recent work focuses on points of intersection between technology and society, especially on ways in which social media can provide avenues for peace education. Dr. Naseem has published five single-authored, co-authored, edited and co-edited books and more than 30 book chapters and articles in peer reviewed journals. His research has been presented at more than 50 international conferences.

RESEARCH FOCUS
Social Media as an Educational Space for Peace

“I am examining the potential of social media as an alternative educational space for the creation of conditions for sustainable peace through civic engagement. Exploring the potential of the blogosphere and social networking sites such as Facebook, I am taking a look at Pakistan as an in-conflict society. My work is based on research that understands individuals and groups in this new participatory space as networked publics who actively participate in the production and consumption of social, cultural and political knowledge. Social networking sites provide the space where these networked individuals gather as publics and supply multiple audiences in and beyond the immediate locales of these networked publics. Social networks also offer a space in which the private voice of the networked individual can be transformed into a public voice.”
**KENNETH OMEJE**

Dr. Kenneth Omeje is a professor of International Relations and a specialist in African Peacebuilding and Security Studies at the United States International University in Nairobi, Kenya. With over 20 years of professional academic experience, Dr. Omeje holds a Ph.D. in Peace Studies from the University of Bradford in England, a Master of Arts in Peace and Conflict Studies from the European University Centre for Peace Studies in Stadtschlaining, Austria, and a Master of Science in Political Science (International Relations) and a Bachelor’s degree in Political Science and Sociology from the University of Nigeria, Nsukka. He was previously a lecturer/research fellow in African Peace and Conflict Studies at the University of Bradford. Dr. Omeje has a strong affinity with policy research and training. He has taken part in diverse externally-funded conflict intervention, regional security and peace education capacity-building projects in various African countries. He is a Fellow of the West Africa Institute (WAI) in Praia, Cape Verde and a member of the Scientific Committee of the United Nations-mandated University for Peace (UPEACE) Africa Program in Addis Ababa, Ethiopia. He has more than 80 publications, including books, book chapters, contributions to international encyclopedias and articles in well regarded peer-reviewed journals.

**RESEARCH FOCUS**

**Promoting Conflict-Sensitive Higher Education in Sub-Saharan Africa**

“It is an increasingly acknowledged fact that one of the most effective ways in which universities in countries affected by war can be functionally relevant to the everyday needs and challenges of their immediate environment is by promoting conflict-sensitive education and peacebuilding. This research explores the role of university education in fostering peacebuilding in diverse post-conflict and conflict-prone countries of Sub-Saharan Africa. Specifically, the research investigates the dominant priorities, underlying interests and strategies of conflict-sensitive higher education in the context of post-conflict and volatile societies in Africa, with the object of assessing the extent of their impact. The study will also analyze the problems and challenges associated with promoting peace education in Sub-Saharan Africa. The empirical foundation of the study includes secondary data sources as well as a raft of conflict intervention, regional security and peacebuilding projects in which the researcher has taken part across a number of conflict-prone and war-affected African countries (notably Sierra Leone, Liberia, Rwanda, Burundi, DRC, Kenya, Northern Uganda, Nigeria and South Sudan).”
Susan Shepler is Associate Professor of International Peace and Conflict Resolution in the School of International Service of the American University in Washington D.C. From 2013 to 2014, she spent a year as a Visiting Professor at the Centre for Conflict Management and Peace Studies at the University of Jos in Nigeria with a Fulbright grant. She holds a Ph.D. in Social and Cultural Studies in Education from the University of California at Berkeley and a Master’s degree in Mathematics from the University of California, Berkeley and a Bachelor’s degree in Mathematics from the University of California, Santa Cruz. Dr. Shepler’s research interests include youth and conflict, reintegration of former child soldiers, post-conflict reconstruction, refugees, education and economic development, NGOs and globalization, transitional justice and childhood studies. In addition to her academic work, Dr. Shepler has conducted research for UNICEF, the International Rescue Committee and the NGO Search for Common Ground. Her work has appeared in The Journal of Modern African Studies, Africa Today, Anthropology Today and the Journal of Human Rights. Her book on the reintegration of former child soldiers in Sierra Leone, Childhood Deployed: Remaking Child Soldiers in Sierra Leone, was published by New York University Press in 2014.

“I am interested in teachers, memory and transitional justice. In particular, how do teachers talk about past wars in their classrooms and why? Various curricular and textbook initiatives exist to aid the national processes of coming to terms with past violence, often serving the political goals of the victors, sometimes supported by international transitional justice institutions. I am interested in how and why teachers embrace or subvert such official efforts through their classroom practices. Although this question is broad in scope, I am investigating two cases in particular: Sierra Leone and Liberia. Each of these countries experienced a devastating civil war during the 1990s and into the 2000s, and each is struggling to rebuild shattered education systems. In addition, each of them has experienced post-conflict transitional justice initiatives: Truth and Reconciliation Commissions (TRCs) in each and a Special Court for Sierra Leone (SCSL). Although their respective ministries of education have attempted to address peace education through UNICEF-sponsored curriculum revision processes, it seems those efforts have not yet reached the majority of serving teachers. This research will help us to understand teachers’ own perspectives on addressing past conflict in their classrooms, and perhaps help policy-makers better implement their peace education initiatives.”
The Georg Arnhold Program

TOPIC
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

DATE / PLACE:
July 24 to 29, 2014
Braunschweig, Germany

CONCEPT
Denise Bentrovato (Italy), a research fellow at the GEI and expert in the fields of peace-building, reconciliation and post-war educational reconstruction and reform

The 2014 Summer School is dedicated to examining how schools around the world deal with the topics of war and peace. It will explore experiences of war and transition as they are remembered, negotiated and articulated by policy-makers as well as by teachers and pupils in conflict-ridden and post-war societies. Its aim is to stimulate reflection on the challenges and opportunities presented by teaching and learning history in the wake of war and mass violence, and, more specifically, to assess the role of history education and its reform in conflict resolution and in post-war transitional justice and peace-building processes. Early-career scholars, senior researchers and practitioners working in the field of education and peace from around the world will explore the following issues:

• History Education and its Reform in the Aftermath of Civil War and Mass Violence: Actors, Processes, Discourses
• Representations of War and Peace in Curricula, Textbooks and Other Educational Materials
• Representations of War and Peace in the Classroom: Teacher and Student Voices and Experiences

The Summer School provides an interdisciplinary and international discussion forum that will allow participants to debate and critically reflect upon key research questions, methods, findings and their implications.
MEET THE 2014 GEORG ARNHOLD SUMMER SCHOOL EXPERTS

MEENAKSHI CHHABRA, LESLEY UNIVERSITY, UNITED STATES
Meenakshi Chhabra is Associate Professor in Interdisciplinary Studies and a scholar and practitioner in the field of peace and conflict studies. The focus of her research is on education and youth development in conflict zones with an emphasis on South Asia.

KEYNOTE ADDRESS
“History Has Teeth: Challenges to History Education for Tolerance and Reconciliation”
ELIZABETH A. “LILI” COLE, UNITED STATES INSTITUTE OF PEACE, UNITED STATES
Lili Cole is Senior Program Officer at USIP and manages the Jennings Randolph Fellowship Program; she specializes in human rights and long-term reconciliation following violent conflict or state repression, with a focus on history, education reform and historical justice.

KHAMBOLY DY, RUTGERS UNIVERSITY, UNITED STATES/CAMBODIA
Khamboly Dy is a doctoral candidate in the Division of Global Affairs and for four years has worked for the Documentation Center of Cambodia (DC-Cam) where he coordinated the Genocide Education Project.

ALAN MCCULLY, UNIVERSITY OF ULSTER, NORTHERN IRELAND
Alan McCully is Senior Lecturer in the School of Education; his interests are in the fields of history education, citizenship and the teaching of controversial issues, particularly those relating to educational responses to conflict.

KAREN MURPHY, NGO FACING HISTORY AND OURSELVES, UNITED STATES
Karen Murphy is Director of International Programs for Facing History and Ourselves. Major projects include the coordination of the international fellows’ project and program-related work for England, Northern Ireland, Rwanda, Colombia, the Czech Republic and South Africa.

M. AYAZ NASEEM, CONCORDIA UNIVERSITY, CANADA
M. Ayaz Naseem is Associate Professor in the Department of Education and the first Georg Arnhold Visiting Research Professor at the Georg Eckert Institute (2013/2014).

ELIZABETH OGLESBY, UNIVERSITY OF ARIZONA, UNITED STATES
Elizabeth Oglesby is Associate Professor in the Department of Latin American Studies and has more than fifteen years’ experience working on issues related to Latin America, with a specific emphasis on Guatemala.

ELIE PODEH, HEBREW UNIVERSITY OF JERUSALEM, ISRAEL
Elie Podeh is Professor in the Department of Islam and Middle Eastern Studies; his main areas of interest are inter-Arab relations, Arab-Israeli relations, culture and education in the Arab world.

GAIL WELDON, SOUTH AFRICA
Gail Weldon is an Independent Education Consultant and was Senior Curriculum Planner (for history) at the Western Cape Department of Education as well as being a co-founder of the teacher development project “Facing the Past – Transforming Our Future.”
MEET THE 2014 GEORG ARNHOLD SUMMER SCHOOL PARTICIPANTS

Out of 135 applications from 53 countries, a selection committee of young scholars at the Georg Eckert Institute chose 15 people to take part in the first Georg Arnhold International Summer School on Education for Sustainable Peace. Along with a postdoctoral scholar from the GEI, the group of 16 represents 12 different nationalities: Four participants come from the United States, two from Turkey and one each from Armenia, Canada, Croatia, Germany, Ghana, India, Ireland, Italy, Macedonia and Portugal.

SUZAN AL JADEEAH (TURKEY/GERMANY)
Ph.D. Researcher, European University Institute, Turkey

TOPIC
The “Silent Nation”: Exploring Questions Related to Post Genocide Memory, Genocidal Denial and Denialist Historical Representations

Suzan on her research: “The Armenian genocide and the silence on the subject in Turkish nationalist history is an important example of a historical tragedy that has been wiped out of the collective memory of a nation. In recent years, many scholars have tried to explain in one way or another what happened – and to a certain extent why. In my Ph.D. project, entitled “The Silent Nation,” I aim to explore questions related to post-genocide memory, genocide denial and denialist historical representations. With the larger methodological question of ‘why and how was a nation made silent?,’ I hope to explore the historical problem of Armenian genocide denial in more depth and in relation to Turkey’s nation-building context. [...] In my opinion, we can only learn something from the past if we understand that writing and reading about history is not about finding or creating one common story or narrative but about multiplying and diversifying stories and narratives.”

MICHELLE BELLINO (UNITED STATES)
Doctoral Candidate, Harvard Graduate School of Education, United States

TOPIC
Guatemala in the Aftermath of a Thirty-Six-Year “Armed Conflict” (1960-1996): Challenges in Invoking Historical Memory through Education that Holds the Society Accountable Without Immobilizing the Present

Michelle on her research and her interest in peace education: “Education holds tremendous power but needs to be harnessed thoughtfully to function as a multigenerational mechanism of transitional justice. My research contributes to this agenda by exploring young people’s perspectives on their educational experiences and their civic opportunities in a post-authoritarian democracy. Young people are frequently excluded from processes of social reconstruction despite the fact that they are often participants in violence, inheritors of its legacy, and, all too often, victims of violence and division. My commitment to the field of education for peace stems from my interest in identifying educational approaches to historical injustice that empower youth, foster resilience and promote civic agency. Participating in this summer program resonates with my goals to design research that can inform educational policy and practice in ways that meaningfully improve educational opportunities for marginalized youth populations, notably in situations of conflict.”
DENISE BENTROVATO (ITALY)
Postdoc Scholar, Georg Eckert Institute, Germany

TOPIC
Dealing with the Past: Memory, Transitional Justice and History Education in Contemporary Rwanda and Burundi

Denise on her research: “All around the globe, dealing with nations’ violent pasts has proven to be a sensitive and largely contentious matter. A history of violence and abuse has often led to conflicting memories and polemical confrontations around what is the historical ‘truth.’ Such histories have also sparked heated debates on how to best educate younger generations about the past for the sake of a better future. This paper aims to offer insights into the role of history education in dealing with the memory of a troubled past in divided and transitional societies, notably in Sub-Saharan Africa. It draws on the experiences of neighboring Rwanda and Burundi – frequently described as ‘false twins’ – in order to shed light on the distinct opportunities and challenges of teaching and learning history in the wake of civil war and mass violence in this turbulent region.”

KIRSTEN DYCK (UNITED STATES)
Instructor, James Madison University, United States

TOPIC
Confronting Genocide Denial in U.S. History Pedagogy

Kirsten on her research and interest in peace education: “In my presentation, I will discuss how contemporary U.S. history textbooks obscure and deny the genocides that European-descended settlers and the U.S. government have committed against North American indigenous groups. […] I am interested in the Summer School because its theme of teaching and learning about the past in the aftermath of mass violence relates both to my research and to my personal approach to education. I believe that finding a broader range of tools for addressing historical racism, violence and genocide is the only way to promote lasting peace through education. This is important to me because, simply put, I want to live in a society that does not answer historical injustice with contemporary injustice, and because I believe that activist anti-racist and peacemaking education is vital in producing citizens who understand that everyone benefits from equality and non-violence.”
**KIM FOULDS (UNITED STATES)**  
Program Coordinator for the Carnegie African Diaspora, Quinnipiac University, United States

**TOPIC**  
Protracted Conflict, National Narratives and Curricular Politics: Writing Somalis out of Kenyan Schools

Kim on her research and interest in peace education: “My project explores the ways in which international and national conflicts are filtered through national institutions and represented in curricula. Through an analysis of recently revised social studies and history textbooks nationally conceptualized, written, edited and produced, this project will explore portrayals of Somalis specifically and Muslims broadly in textbooks in order to analyze intersections between curricular and state policy in Kenya. […] I hope to participate in the Georg Arnhold International Summer School for the opportunity to practice and further develop rigorous and multi-faceted methodological expertise on textbook research. Through the possibility of engaging with other scholars who employ a variety of methodological techniques and conceptual frameworks, the Georg Arnhold International Summer School will provide space to not only strengthen my own scholarship, but also open up a number of new scholarly considerations.”

**MNEESHA GELLMAN (UNITED STATES)**  
Postdoctoral Fellow, Centre for Global Cooperation Research, University of Duisburg-Essen, Germany

**TOPIC**  
Teaching Silence or History? Peace Education in Sierra Leone and El Salvador

Mneesha on her research: “My postdoctoral research project engages with comparative peace education and how communities use educational settings to pass on memories of war from one generation to the next. This research is focused on the question of how the politics of remembering and forgetting shape post-conflict education. As a comparative political scientist with an interest in post-conflict countries engaged in processes of democratization, I seek to explain how resources such as collective memory interact with state institutions and practices in sites of formal and informal education […] By examining the contrasting politics of remembering and forgetting in Sierra Leone and El Salvador, this project focuses on formal and informal sites of education as primary bearers of civil war memory and citizen formation and citizen formation.”
OZEN GUVEN (TURKEY)
Doctoral Candidate, New York University, United States

TOPIC
Refugee Education in an Environment of Violent Conflict: The Case of Syrian Refugees in Turkey

Ozen on her research and interest in peace education: “My research seeks to explain what the Syrian revolution/conflict means for Syrian teachers and how ethnicity and religion intersect with their political views during their school experiences. I employ a qualitative method design to collect data in five provinces of Turkey on the Turkish-Syrian border. Through semi-structured interviews with teachers, participant observations in two non-camp refugee schools and document analysis of textbooks and other teaching materials, I examine teachers’ perspectives, experiences and performances of their role in the school setting as social actors of the revolution. […] As a researcher and future scholar of education in situations of emergency, my studies focus on the relationship between education, conflict and development. I am particularly interested in ethnic and religious conflict, the role of ethnicity, religion and nationalism in violent conflict and state and non-state actors in conflict-ridden societies.”

JULIETA KTSHANYAN (ARMENIA)
Doctoral Candidate and Coordinator of Chair of World History, Yerevan State University, Armenia

TOPIC
Problems around Teaching “The History of Armenian Genocide” in Armenian Schools

Julieta on her interest in the field of education for peace: “Remembrance is the way in which each generation reinterprets key moments in its nation’s past, in accordance with contemporary attitudes and perceptions of how that past fits into the subsequent narrative of the nation’s history. The importance of remembrance in the public space is stressed as a token of respect to victims, but also as a lesson for the future. I believe in the fundamental role of history, heritage and citizenship education in addressing national and international anniversaries, commemoration days and other remembrance initiatives beyond their institutionalized dimension. […] But when it comes to teaching history in schools, we have some methodological problems such as how to teach historical facts concerning genocide – or indeed whether we should teach about genocide at all.”
**JULIA LERCH (GERMANY)**
Doctoral Candidate, Stanford University, United States

**TOPIC**
Depictions of the Nation in Post-Conflict Countries: A Cross National Analysis of Textbooks 1950–2011

Julia on her collaborative research with Prof. Garnett Russell and Prof. Francisco Ramirez: “Global patterns of armed conflict changed considerably over the second half of the twentieth century: intrastate violence – civil war, genocide and ethnic strife – replaced interstate wars as the primary form of collective violence. This predominance of intrastate conflict raises urgent questions for processes of post-conflict reconstruction and reconciliation: how do countries emerging from internal conflict deal with the challenging task of rebuilding a fractured nation? We are tackling this important issue by studying the ways in which post-conflict countries utilize educational curricula to emphasize a common national identity in the aftermath of war. Specifically, we draw on a cross-national dataset of 682 textbooks (social studies, history, civics and geography) from 88 countries, published between 1950 and 2011, to investigate depictions of ‘the nation’ in textbooks.”

**CLARE MAGILL (IRELAND)**
Recently completed Ph.D., University of Aberdeen, United Kingdom

**TOPIC**
Teaching Conflict, Teaching the Transition: History Education and Historical Memory in Contemporary Spain

Clare on her research and interest in peace education: “Despite the enormous interest in recent years in the movement to recover the ‘historical memory’ of the Spanish Civil War and the Franco dictatorship, the teaching of these contentious and bloody periods of Spanish history has received relatively little attention. My Ph.D. research, which took the form of a qualitative study exploring the experiences and perspectives of secondary school teachers of history, aimed to address this gap in the literature. [...] The field of education for peace has fascinated me since I was a child. I was born in Belfast to a Catholic/nationalist father and a Protestant/unionist mother. When I was a toddler my parents moved to the Republic of Ireland and so I grew up learning history from a different perspective to the perspectives my parents had encountered in Northern Ireland. [...] This gave me an early insight into the role education can play, not in contributing to peace, but in actively fuelling conflict. It also gave me an appreciation of how understandings of the past continue to shape and influence the present in Northern Ireland.”
DEA MARIC (CROATIA)
Project Coordinator and Researcher, Documenta – Center for Dealing with the Past, Croatia

TOPIC
*Homeland War* in Croatian History Education: Between the “Real Truth” and Innovative History Teaching

Dea on her research and interest in peace education: “The specific focus of the analysis lies in policies around the teaching of recent Croatian history, specifically the war of the 1990s. The main subjects of the analysis are history textbooks, official documents on history education and subject-related vocational training. […] My interest in peace education dates back to my period as a high-school history teacher. One of the biggest challenges for me as a young teacher in a post-conflict society was how to teach about the recent conflict and to educate the young people about peace at the same time. I felt that the way in which the topics relating to recent conflict were taught did not contribute to building peace; quite to the contrary, it gave rise to collective imagery of victims and aggressors and as such created an atmosphere in which a new conflict seemed inevitable. Working at the Documenta Center for Dealing With the Past has shifted my perspective and brought me once again to engage with issues around the importance of education in building sustainable peace.”

CLAUDIA RIBEIRO (PORTUGAL)
Adjunct Professor, University of Porto, and Textbook Author, Portugal

TOPIC
The Portuguese Colonial War (1961 – 1974) in Textbooks

Claudia on her interest in the field of peace education: “Being an author of history textbooks for schools, an investigator in the field of history of education and a teacher of the Didactics of History and Historical Issues in the Faculty of Arts of Porto University, I was keen on several levels to participate in the Summer School […] Education for peace is not a guarantee of peace, nor an easy victory, but a process that is built step by step and that needs to be questioned in order to improve. Therefore, school (alongside the family) assumes a fundamental role in education toward citizenship and pacifism. Although I recognize that there is not a relationship of cause-effect between ‘education’ and ‘peace,’ I believe that education is the most effective tool for helping us achieve respect for and acceptance of the ‘Other.’”
MICHELLE SAVARD (CANADA)
Doctoral Candidate, Concordia University, Canada

TOPIC
Untold History: A Blockade to the Reintegration of Child Soldiers in Uganda

Michelle on her research and interest in peace education: “My research examines the reintegration of girl soldiers. Most reintegration programs around the world have had little success, that is, the majority of former girl soldiers have not reintegrated into their communities but rather have chosen to move away or live with other former girl soldiers. […] Peace education creates a space for dialog on multiple histories that can reflect the views of both dominant and marginalized groups. It is within the context of dialog between a community and former girl soldiers that I will present a case study of a reintegration program in Uganda which uses peace education to reintegrate child soldiers and create a community’s post-war identity […] How can ‘historical empathy’ be achieved? How can history and peace education be integrated to support peacebuilding between former girl soldiers and their communities?”

CLEMENT SEFA-NYARKO (GHANA)
Research Assistant, King’s College London, United Kingdom

TOPIC
The Impact of the Varying Narratives of Ghana’s Post-Independence Violence through the Study of History in Schools from 1987 to the Present Day

Clement on his research and on his interest in the Summer School: “This paper assesses the impact of varying narratives of Ghana’s post-independence violence on the study of history in schools from 1987 to date, a period which has seen three different restructurings of educational syllabi. […] Two main career goals have motivated me to apply for this Summer School. First, I have a special interest in making a significant contribution to research on the nexus between politics, governance and conflict. It is my desire to develop modules on peace and security in Ghanaian universities […] Second, I wish to establish myself as an expert on security and development issues in Africa […] I hope to gain much from this Summer School, but also to make some contributions from a Ghanaian perspective. The knowledge I shall gain will enable me to make a contribution to Ghana’s sustainable peace and development.”
PETAR TODOROV (MACEDONIA)
Assistant Professor, Institute of National History, Macedonia

TOPIC
Teaching History in Macedonia after 2001: The Representation of Inter-Ethnic Relationships between Ethnic Macedonians and Albanians

Petar on his research: “History teaching is one of the important factors playing a part in the creation of a system of values and judgments on others and society in general. In the Republic of Macedonia, as well as in the other countries in the region, history teaching serves as a promoter of the national ideology and the national truth [...] My research deals with images of the recent past and representations of the conflict between ethnic Albanians and Macedonians. My principal interest is to examine the changes in the content of textbooks as they relate to the following questions: In what way and how does the teaching of history influence the promotion of democratic values and tolerance in Macedonian society? And to what extent does history education contribute to the elimination and/or reinforcement of stereotypes as a potential source of conflict? My principal aim is to improve our awareness of the importance of how we teach this difficult past. I think it is important to point out factors contributing to stereotypes and intolerance and acting as potential sources of renewed conflict.”

DHNANJAY TRIPATHI (INDIA)
Assistant Professor, South Asia University, India

TOPIC
Sustainable Peace between India and Pakistan: The Case for Reconstructing Secondary Education

Dhananjay on his research: “After the partition of India in 1947, rhetoric, chauvinism and nationalism came to dominate discourse between the new states of India and Pakistan. The propagation of mutual hatred for each other is not limited to political discourses; it has even been taught in schools through textbooks, which contain substantial sections on war and testimonies from war heroes. The identity of the ‘enemy state’ is well established in the minds of young Indians and Pakistanis, images people sustain as their lives move forward. As a result, even when India and Pakistan officially make efforts to improve relations, gaining domestic support for these initiatives is a difficult task. This prevailing current of hatred and of images of the ‘enemy’ needs to be altered in order to enable India and Pakistan to enter into a new era of peace and friendship. Achieving this would entail changing school syllabi at secondary level and creating textbooks which promote the idea of peace and regional reconciliation. This paper argues that such an overhaul of school textbooks is essential for the establishment of enduring peace in South Asia through the development of peace between India and Pakistan.”
THE ARNHOLD SYMPOSIUM: CONNECTING ACADEMIA AND CIVIL SOCIETY

Each Georg Arnhold Visiting Professor is asked to develop a topic and a basic concept for an international symposium to take place in the spring or fall, at changing locations such as Braunschweig, New York City, Geneva, Budapest or Dresden, with scholars, policy- and decision-makers and societal stakeholders in attendance.

THE INAUGURAL ARNHOLD SYMPOSIUM 2014

TOPIC
Peace 2.0: Social Media as a Space for Peace Education

DATE / PLACE
July 30 and 31, 2014
Braunschweig, Germany

CONCEPT
M. Ayaz Naseem, Georg Arnhold Visiting Research Professor 2013/2014

Social media is transforming the way people, especially young people, perceive the world, communicate and interact. The Arnhold Symposium will explore the potential of social media, as an educational space, to create conditions for the development of sustainable peace by enabling and encouraging civic engagement. The two-day symposium aims to bring together academics, policy- and decision-makers, civil society stakeholders and students to discuss and reflect on the conceptualization, comprehension and exploration of new educational spaces.

KEYNOTE ADDRESS
“Cooperation, Social Media, Civic Engagement”
HOWARD RHEINGOLD, AUTHOR AND INTERNET PIONEER, UNITED STATES

“I fell into the computer realm from the typewriter dimension in 1981, then plugged my computer into my telephone in 1983 and got sucked into the net.” Howard Rheingold wrote the bestselling books Virtual Reality, The Virtual Community, Smart Mobs and Net Smart. TED calls him “one of the driving minds behind our net-enabled, open, collaborative life.”

CLOSING KEYNOTE ADDRESS
“Unsocial Media: The Battle for the Message Space”
LYNN DAVIES, UNIVERSITY OF BIRMINGHAM, UNITED KINGDOM

Lynn Davies is Emeritus Professor of International Education at the Centre for International Education and Research. Her major interests are in the linked areas of education and conflict, democracy, human rights and equity. She has published major books and reports in these areas, including Education and Conflict, Educating Against Extremism and Unsafe Gods: Security, Secularism and Schooling.
“This paper begins with a brief description of Brazil and of recent demonstrations in the country. The demands made by young people have been diverse, so this paper will try to understand what moves and motivates them and investigates the frequently critical coverage of the demonstrations in the mainstream media. The paper analyses the concept of scientific objectivity used by government, intellectuals and media to criticize these demonstrations. On the streets people use social networks intensively. The role played by Information and Communication Technologies (ICT) is analyzed as a civic engagement by the Brazilian youth to call attention to demands for social justice and education for all. Education has been one of the factors most commonly highlighted at demonstrations; we will be asking what kind of education they want. We argue that contemporary education based on productivity, performance and ranking does not sufficiently address the challenges presented by this permanently connected generation. Rather than a school system based on the consumption of information, we propose an ecosystem of teaching and learning to promote the production of culture and knowledge, as a way for education and schools to face contemporary challenges.”
“The emergence of Web 2.0 and social media has changed the Kenyan communications landscape significantly. The monopoly of information that the traditional media held has broken down. Based on data collected in the spring of 2011, social media had both a negative and positive effect on peace. On the one hand, hate speech disseminated on social media polarized ethnic tensions during the 2007-2008 election violence. On the other hand, the election violence led to a growing awareness of the dangers of social media and resulted in emphasis of content more focused on peacebuilding. In addition, the value of social media was recognized by groups mobilizing for peace, peace education and accountability. The civil society utilized social media in their role as watchdogs and perceived social media as a means for strengthening transparency. For these groups, social media was often the only means of directly engaging with the political elite and speaking about certain highly politicized issues freely and safely. As a result, social media has shifted power relations in favor of civil society, loosening the grip of the elite and the media it owns, on the sole source of information for the masses. This move from a vertical to a horizontal flow of information has had a democratizing effect on the Kenyan communications landscape.”

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“With the increasing spread of social media, the barriers to sharing content about politics, current events and social causes have decreased considerably. Social media is especially popular among young adults, offering an opportunity to engage a population segment that has, traditionally, shown lower levels of political and civic engagement. Who is most likely to post political content on sites like Facebook and Twitter? Do different young adults use these sites similarly or differently? How do such practices compare to posting other types of content such as jokes and celebrity news? This paper draws on unique survey data on a diverse group of young adults’ online experiences to examine whether certain user characteristics influence the types of political and other content people share online. Findings suggest that young adults are using these platforms for the sharing of politically-engaged content in a variety of ways. We also find that sharing practices are not randomly distributed. People’s background traits, online experiences and Internet skills are related to the types of content they share.”

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Young Adults’ Civic Engagement on Social Media

ESZTER HARGITTAI, NORTHWESTERN UNIVERSITY, UNITED STATES

Social Media and Peace in Nairobi

SAILA LINDROOS, FAMILY FEDERATION OF FINLAND, FINLAND
CONCEPTUALIZING SOCIAL MEDIA IN RELATION TO CIVIC ENGAGEMENT AND PEACE

Standing on the Australian Beach at the Edge of Moore’s Law: Social Media in Peace Education

PROFESSOR MIKE HORSLEY (AND DR. MATT ELIOT), CENTRAL QUEENSLAND UNIVERSITY, AUSTRALIA

“This presentation will pose many questions in conceptualizing how social media can promote peace education and civic participation, providing some Australian responses and observations to this question from the context of Australian primary and secondary education and education systems generally. The space we will explore relates to the ways in which we are adapting and using social media for Australia’s national (school) Harmony Day and for the peace, civic and global citizenship agendas that Australian schooling and curricula promote and emphasize and teachers believe in. The presentation will chart the use of social media for Harmony Day and explicate the use of the imagined peace communities that these uses of social media invoke and create; it will report on the ways in which existing pedagogies and resources have been enhanced by the use of social media to connect schools and communities, thus creating third spaces to promote peace and civic engagement; and it will also observe the power of social media – the sharing and collaborative knowledge-building in defined education spaces it enables and how it can expand these spaces.”

Salam Shabab Peace Media for Iraqi Youth: The Challenges of Engaging and Educating Next Generation Peace Builders

THEO DOLAN, UNITED STATES INSTITUTE OF PEACE, UNITED STATES

“The PeaceTech Initiative at the U.S. Institute of Peace has been working with partners in Iraq for the last five years to engage and educate the next generation of peace builders. Young people under the age of 30 comprise the majority of the population in Iraq and they also have the most potential for creating positive change. To reach youth with a peacebuilding message, USIP developed a reality television show called Salam Shabab (Peace Youth). In response to demand from local youth, USIP also built into the program a social media component that included a dedicated website, a Facebook fan page, a Twitter feed and other platforms. While research indicates that the Salam Shabab reality television program is impacting the knowledge and attitudes of its youth audience, young fans have sought a deeper level of interaction. Therefore, the television show became a springboard for the online community which enabled young people to engage with the program and with each other, on peace-related topics. This article will explore the following questions: How are youth engaged and educated through Salam Shabab? How do Iraqi youth respond to Salam Shabab – online and offline? What are the challenges of/obstacles to engaging and educating youth through social media?”
Social Media for Peacebuilding: Going Beyond Slacktivism and Hashtagavism to Sustainable Engagement

CRAIG ZELIZER, GEORGETOWN UNIVERSITY, AND CEO/FOUNDER OF THE PEACE AND COLLABORATIVE DEVELOPMENT NETWORK, UNITED STATES

“Over the past decade, as the Internet and social media have reached most corners of the globe and transformed from a platform for gathering information to one increasingly centered on engagement and learning, there has been increasing use of these tools for peacebuilding. This paper will provide an overview of the key ways in which social media is being used to help educate and, more importantly, engage diverse constituencies in peacebuilding work. This can range from educational settings for the learning of skills and knowledge to engage in peacebuilding, to mobilizing for collective action, to directly engaging conflict-affected parties on the ground through social media. Particular focus will center on the critical question of how to measure or explore the impact of social media for peacebuilding and how this can translate to concrete behavioral and societal change, as well as the obstacles that present themselves. In addition key challenges will also be reviewed such as creating community, building content, sourcing revenue and messages.”

Hanging Out for Peace and YaLa-Young Leaders – Social Media at the Peres Center for Peace

TAMI HAY-SAGIV, PERES CENTER FOR PEACE, ISRAEL

“Founded in 1996, the Peres Center for Peace is a non-profit, non-political, non-governmental organization focused on promoting lasting peace and advancement in the Middle East by fostering tolerance, economic and technological development, cooperation and well-being – all in the spirit of President Peres’ vision. The Peres Center engages thousands of beneficiaries, Jews and Arabs, Israelis and Palestinians, in programs that are designed to empower the populations of this region to be actively involved in peacebuilding in order to advance the creation of a real, effective and durable peace. The Peres Center has developed comprehensive peace education methods that utilize diverse tools to bring people together in order to mitigate fears, break down emotional barriers and create unprecedented cross-border and cross-cultural dialog. The Hanging Out for Peace project uses the Google+ Hangout platform to engage Jewish and Arab Israeli youth in online dialog and joint work. Similarly, the YaLa-Young Leaders, a Facebook-based movement with over 450,000 members, engages young people from across the Middle East in dialog and leadership development initiatives. These projects create lasting friendships and professional partnerships, while empowering participants to lead their generation to a more peaceful future.”
“How can information communication technologies (ICTs), more specifically social media, be used in innovative, educative ways to raise consciousness and to politically mobilize, reconcile and renew societies in the aftermath of violent conflict? This presentation will focus on a specific case study – the country of Kosovo. In its Interfaith Kosovo project, the government of Kosovo is using digital diplomacy efforts in the aftermath of violent conflict to help build a positive national identity, one premised on interfaith dialog and reconciliation (www.interfaithkosovo.org). The scars of the 1999 war between Serbs and Albanians, in which thousands of people died, are the target of digital reconciliation efforts by the national government and international community, including the United Nations, the European Union and other specific countries with vested interests such as the United Kingdom and the United States. [...] Do social media hold pedagogical promise for consciousness-raising and political mobilization? How does consciousness-raising in online social media spaces translate to community efforts toward change, reconciliation and renewal?”

“Educating for Sustainable Peace: An Exploration of the Pedagogical Potential of Social Media in Creating Conditions for Civic Engagement and Peace

“Adeela Arshad-Ayaz, Concordia University, Canada

“The first section of the paper explores and highlights some of the theoretical and practical challenges that traditional forms of education and pedagogy face within the context of contemporary political, economic and social forces. In particular, it looks at the role that ‘market-based understandings of education’ play in the commercialization of research and the corporatization of universities, forces which threaten to eliminate and/or marginalize the civic engagement and peacebuilding potential of education. The second section of the paper explores the potential of social media to step in and make visible the inability of traditional educational spaces, materials and pedagogy to promote civic engagement and peace. It looks at the dominant and established visions of social media/the Web 2.0, especially their educational and emancipatory potential. The final section of the paper problematizes the romantic and idealistic vision of social media in relation to education for peace, civic engagement and social justice.”
Islam and Digital Platforms

MOHAMMED IBAHRINE, AMERICAN UNIVERSITY OF SHARJAH, UNITED ARAB EMIRATES

“Islam is the fastest-growing religion in the world. It is especially popular among young people who are connected to social media platforms. Just like other regions, Muslim majority countries have witnessed a rapid diffusion and adoption of social media platforms such as Facebook, Twitter and YouTube in recent times. In the Arab world, Facebook is the leading social networking website, with 45,194,452 users. Twitter follows with 2,099,706 users. The Arab region is second to the U.S. when it comes to the number of YouTube daily views. With 90 million video views per day, Saudi Arabia has the world highest number of YouTube views per Internet user. This paper explores the various uses of social media and digital platforms by individuals and organizations for religious purposes. The focus will be on the role that digital platforms play in disseminating the Islamic faith among social media adopters worldwide. I will explore how social digital platforms have markedly impacted the social life of Muslims, including their religious practices, their religiosity, their preaching, their issuing of fatwas and their building of virtual communities in the Muslim majority countries or in diasporas.”

Social Media at Teachers Without Borders and in the Peace Studies Program at San Diego City College

STEPHANIE KNOX CUBBON, TEACHERS WITHOUT BORDERS, UNITED STATES

“I will speak from a practitioner’s perspective about the use of social media in my role as the Peace Education Program Coordinator at Teachers Without Borders (TWB) and in my role as a Peace Studies faculty member at San Diego City College. With respect to TWB, I will discuss how the organization has engaged its community around peace education through its Facebook page, as well as how Facebook groups have been used to support and extend the online professional development course for educators. In addition, I will discuss the organization’s efforts to create its own social media space and the lessons learned from this endeavor. I will also discuss my experiments with social media as a pedagogical extension of my online and on-ground teaching and will explore the potential opportunities and challenges that I have experienced in using social media to promote sustainable peace education.”
Conceptualizing the Civic Digital Sphere: The Case of Online Educational Spaces of the Iranian Internet

BABAK RAHIMI, UNIVERSITY OF CALIFORNIA AT SAN DIEGO, UNITED STATES

“In this presentation I offer an account of the Iranian Internet, its history and socio-political dynamics. I also argue that such dynamics are carving out new spaces of civic engagement for civil society advocates, many based outside of Iran. These spaces are less about setting up a means of communicating an educational paradigm and more about ‘living’ a new kind of politics based on civic engagement through new media. I focus on Tavaana (‘capable’), an e-collaborative civic educational online project based in the U.S. which provides Iranian civil society with learning and information resources. Tavaana operates as a multi-platform civic educational building project; I will show the distinct digital forum within which the project has become manifest and the political implications it entails. Finally, I challenge state involvement with civic educational projects, as seen in Canada and the U.S., since, I argue, such involvement reconfigures educational spaces into policy domains with specific political agendas, undermining the dynamism of civic activism as an independent political practice.”

Social Media and Revolution: Existing Uses and New Frontiers

SAMUEL C. WOOLLEY, UNIVERSITY OF WASHINGTON, UNITED STATES

“Citizens engaged in uprisings and protests worldwide, from those involved in the Arab Spring across North Africa and the Middle East to those protesting during the Euromaidan demonstrations in the Ukraine, have made use of the networked communication power of social media. Activists use these online tools in efforts to mobilize, organize and publicize. Many scholars argue for the efficacy of social media as mechanisms for evolving types of peace education and collective action. Platforms like Twitter and Facebook have played a crucial role in the protest toolkit and make group communication and organization safer, easier and more efficient. This paper covers the major debates over the use of social media during revolution, protest, elections and security crises. I will additionally discuss the emergence of a socially mediated tool of emerging significance, the social media bot. Social bots – amalgamations of code that mimic real users and produce content on sites like Twitter – are now being harnessed by powerful political actors for the purposes of online propaganda.”
THE BLOGOSPHERE: A NEW PEACE-EDUCATIONAL SPACE?

LOL (Laughing Out Loud) for Peace

RISHADULLAH SHAIKH, BLOGGER, PAKISTAN

“The Internet has had a huge impact on the appreciation of comedy. Everybody is funny on the Internet – or at least everybody thinks they are. My research paper, ‘Lol for Peace,’ focuses on the role of humor and the meme culture that is rampant in the blogosphere and on social media, highlighting its ability to transcend boundaries, creatively express complicated concepts or present unpopular yet truthful opinions. Citing examples from the Pakistani blogosphere in particular, the paper will highlight the evolution of the use of humor, in its various forms, from a means of forceful expression of oppositional agency to a trend that is actually helping create spaces from which sustainable peace (domestically and internationally) could be achieved. In the research paper I will be picking up on relevant examples and conducting sentiment analysis on discussions and debates that have been triggered as a result of deliberate messaging through humor to determine whether the blogosphere, with all its funniness, actually has the potential to turn into a space for sustainable peace education.”

Digital Marginalia at the Political Margins – Media and Authoritarianism in Jordan and Egypt After the Arab Spring

DAVID FARIS, ROOSEVELT UNIVERSITY, UNITED STATES

“With digital tools frequently cited as catalysts for the Arab Spring, authoritarian regimes in the Middle East are now fully aware of the challenge to their rule posed by digital media. And while Tunisia has embarked on a sustained democratic experiment, many other states that experienced protests and uprisings in 2010-2012 – particularly Jordan and Egypt – have returned to more traditional forms of non-democratic politics, replete with digital censorship and arrests of activists. How have digital media strategists in the region responded to the state’s attempts to stifle online journalism and dissent? In both Egypt and Jordan, renewed authoritarian crackdowns on free media have led digital journalists to pioneer new strategies of social criticism and news production, while trying to avoid arrest and prosecution. This article looks at two well-known electronic news organizations, Jordan’s 7iber and Egypt’s Mada Masr. Drawing on in-depth interviews with the organizations’ founders and content analysis, I argue that different political contexts have produced different modes of rhetorical challenge to authoritarian politics in each state.”
THE ACADEMIC ADVISORY BOARD OF THE GEORG ARNHOLD PROGRAM

PROF. PAUL ARTHUR is a distinguished scholar and practitioner in the field of international conflict resolution. He currently serves as Program Director of the London-Amman program at the London-based Foundation of International Education and is a former Professor of Politics and Director of the Graduate Programme in Peace and Conflict Studies at the University of Ulster.

HE SAYS: “Peace studies is a relatively new discipline and the gap between academia and practitioners remains wide. The great merit of the program is that it enables those who are in the business of sustainable peace to form a common network and create a critical mass.”

PROF. LYNN DAVIES is Emeritus Professor of International Education at the Centre for International Education and Research of the School of Education, University of Birmingham. Her major interests are in the linked areas of education and conflict, democracy, human rights and equity.

SHE SAYS: “School curricula are now competing with the Internet and social media in the relay of messages about ‘others,’ about peace and about the use of violence. Continuous research is needed to probe how history and current events are portrayed in different post-conflict educational contexts, but also how young people make sense of what they read and see.”

DR. JONATHAN FANTON is Interim Director and Franklin D. Roosevelt Visiting Fellow at the Roosevelt House Public Policy Institute at Hunter College in New York City. He was President of The MacArthur Foundation from 1999-2009. Jonathan Fanton holds a Ph.D. in American History from Yale University, where he taught and was Chief of Staff to President Kingman Brewster. He was Vice President of Planning at the University of Chicago and for 17 years was President of The New School for Social Research.

HE SAYS: “The Georg Arnhold Program calls forth the best within us in search of solutions to problems that divide us.”

JULIA MARTON-LEFÈVRE is Director General of IUCN. Prior to this position, she was Rector of the UN-affiliated University for Peace, Executive Director of LEAD International and Executive Director of the International Council for Science (ICSU). She is a member of several boards, including the UN Global Compact, the Advisory Board to the Sustainable Energy for All initiative, the Leadership Council of the Sustainable Development Solutions Network, the Geneva-based Graduate Institute of International and Development Studies and Oxford University’s James Martin School.

The Georg Arnhold Visiting Professorship offers scholars from a variety of disciplines the opportunity to conduct research projects or to finish major publications without teaching or administrative obligations. The fellowship for a three- to six-month research stay in Braunschweig aims to promote education for sustainable peace, with a particular focus on educational media and curricula at secondary school level in post-conflict or transitional societies.

WHO CAN APPLY?
Distinguished scholars from the humanities, political and social sciences, education sciences or law who hold a Ph.D. and have excellent knowledge of English may apply. Applicants must demonstrate outstanding academic or professional achievement in their fields. Individuals with extensive high-level international experience in government or non-governmental organizations or in international organizations may also apply.

In exceptional cases, the Georg Eckert Institute will consider applications from practitioners who do not hold a Ph.D. but who have at least five years of advanced professional experience in the area of peace education and who can demonstrate that their work and/or research projects have made an exceptional impact in the field of peace education.

WHAT ARE THE BENEFITS OF THE SCHOLARSHIP?
- Monthly stipend of up to 6,500 euro for a three- to six-month research stay in Braunschweig.
- Round-trip economy airfare to Germany.
- Administrative support provided by the program coordinator.

HOW TO APPLY
The application must include a cover letter, a description of the research project or book the candidate wishes to work on, a full CV (including a list of publications), a sample of the applicant’s current scholarly writing (a book chapter or article) and the completed application form.

The application deadline for the fellowship year is October 1.

Further information and the application form are available at [www.gei.de/en/fellowships/georg-arnhold-program/application.html](http://www.gei.de/en/fellowships/georg-arnhold-program/application.html)
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