

OUTCOMES

INTERNATIONAL INSTITUTE ON PEACE EDUCATION

2001

The following report is a general summary of the peace education developments that came out of the 2001 International Institute on Peace Education hosted and co-organized by the Center for Peace and Justice Education at Lebanese American University at their Byblos campus. The sections of the report dealing with institutional developments and teacher education have very special relevance to the further development of Peace Education at Teachers College. All are relevant to the Global Campaign for Peace Education for which the Teacher College Program serves as the flagship institution.

As with IPE 2000 in Pune, India, IPE 2001 in Byblos, Lebanon was extremely productive in the development and dissemination of peace education in the host region as well as inter-regionally. Much of the extensive preparatory work lead to very specific results from the exchanges and discussions that took place around program events, during meals and other planning sessions. In addition to the particular outcomes described below, there was as good deal of networking that is not so easily documented. The particular outcomes of the Institute fall into the categories of Regional Developments, Institutional Advancements, Teacher Education, Resource Acquisition and Publicity and Public Relations.

Regional Developments

Developments in three regions were affected by the Institute with specific advancements in the Middle East, India, and the Pacific (Japan and The Philippines).

Middle East

Lebanese American University, the host institution, has agreed to hold biennial regional IPE in Arabic to reach out to the larger education population of the region. These will begin in 2003 and will involve all Arabic speaking countries, including Iraqi Kurdistan.

On the basis of its hosting of IPE 2001, LAU has been asked by the US Institute for Peace to help organize a regional program in summer 2002. The LAU/IPE organizer and Director of the university's Center for Peace and Justice, Irma Ghosn will be one of the main organizers of that event. She will also be one of the key resource people at IPE 2002 in the Philippines and at an event planned to take place in Japan.

IPE 2003 will most likely be held at Sabanci University in Turkey, the main organizer being Prof. Ayse Gul Altinay, one of the resource presenters at LAU. This site will make possible the involvement of Israeli peace educators as well as those from Arab countries and Kurdistan. Resource presenters from Turkey, Lebanon, Jordan, Kurdistan and Israel have already agreed to participate. We are extremely pleased at this development since we have been developing close working relationships with Israeli and Arab peace educators as well as other educators in the region interested in becoming better prepared to undertake peace education.

The President of the Gulf States Independent School Association, Mrs. Asha Sharma, an Indian educator now running a school in Kuwait with her husband, D.K. Sharma will make peace education the major theme of her presidency.

India

Armene Modi, Director of Ashita no Kai, an NGO working on the development of the civic and economic capacities of Indian Village women and organizer of IPE 2000 at United World College in Pune was one of the main resource presenters at IPE 2001. Over the past year she has been active in nurturing the seeds planted in India last year that are bearing fruit in both formal and non-formal education. She will continue to work on the development of an Indian National Committee for the Global Campaign for Peace Education, and

to work with us on the development of one or more peace education centers in the universities represented last year who have expressed interest.

Plans are being made to hold a teacher education seminar in coordination with a planning session on the establishment of a center or centers and the development of a regional strategy to include Pakistan and Bangladesh. Betty Reardon will make a trip to the subcontinent to conduct the seminar and consult on the strategy during 2002 if funding is available. The visit will include both India and Pakistan where she will be working with the regional UNESCO office.

Philippines and Japan

Representatives of the national committees and peace education centers in the Philippines and Japan were resource presenters as well. Dr. Loreta Castro of Miriam College, Manila announced plans and circulated the preliminary flyer for IPE 2002. Many IPE 2001 participants have expressed their intention to participate in next year's event which will involve the participation and cooperation of various institutions and organizations in various Asian countries. Among them, the UNESCO offices in Bangkok and Seoul (an educator from the latter participated in IPE 1998 in Canada.) We will also have the cooperation of UNESCO Paris offered by Eduardo Matoko who was the official representative of UNESCO at LAU. One of the major regional groups Dr. Castro will work with for the Institute and the strategies and goals of the Global Campaign for Peace Education is APINVE, the Asia Pacific International Network for Values Education at whose functions she has represented the Philippines.

All of these endeavors will be assisted by the Philippine National Network for the Campaign, a consortium of many Philippine educational organizations with goals consistent with those of the GCPE. Among these are the Philippine Chapter of the World Council of Curriculum and Instruction and the Philippine Council for Global Education. Note: This Committee and some of the developments in the Philippines were originally conceived during Dr. Castro's residency at the Teachers College Peace Education Center in the fall of 2000 and have been developing since her return. They were refined and future plans were made at LAU in consultation with Irma Ghosn, Armene Modi, Kathy Matsui and Betty Reardon.

Professor Kazuya Asakawa reported on the work of the Japan Committee for the Global Campaign for Peace Education, initiated as a result of visits to Japan made by Betty Reardon in 2000 and organized similarly to the Philippine Committee. Professor Asakawa outlined the work of the Committee which includes not only organizations but several of Japan's most distinguished educators. They are working as well to secure the cooperation of both major teachers unions. While both are sympathetic to peace education, political differences have kept them from cooperating with each other, but both may be persuaded to participate in some events planned by the Committee. Should the Japan Committee succeed with this effort, it will facilitate major strides in peace education in Japan.

Professor Asakawa informed the IPE organizers that the delegation from Japan to IPE 2002 will prepare for a particular gesture of reconciliation, acknowledging the great harms inflicted on the Philippines during World War II. This will be in the same spirit as the statements made by Japanese and American educators in observation of Hiroshima Day which was the opening day of IPE 2001. He reported that the Japan Committee which has been very active throughout 2001 are among those actively seeking to prevent the adoption of the revised school text which omits the actual history of Japan's actions in Asia during that war. During one of the workshops this and other issues of the difficulties faced by peace educators in Japan were discussed, providing some advisement to the Japanese colleagues. It should be noted that there will be common efforts among Japanese, other Asian and American educators on education for reconciliation.

Partly as a result of workshops on learning units from LEARNING TO ABOLISH WAR, Profs. Asakawa and Matsui (Director of the Peace Education Center at Seisen University in Tokyo) on their return to Japan conducted a workshop for teachers based on the units that appear in this teaching resource prepared to advance the teacher education goals of the GCPE. Feed back will be provided to the authors and plans for a fully Japanese resource are being made.

Institutional Advancements

One of the major purposes of IPE is to institutionalize peace education in the host institutions as well as introduce it to other institutions. Several significant developments have resulted to firmly establish peace education within the program at Lebanese American University, effecting both the Byblos and Beirut campuses. Professor Ghosn will be able to develop regular course offerings in addition to the special events noted above. The LAU Center for Peace and Justice will have a more prominent place in the profile and fund raising efforts of the University, and both the President and Vice President have offered their full support as has the Dean. The latter two were participants in the public forum held on the Beirut campus. The environmental studies courses under the direction of Prof. Ahmad Houry at the Beirut campus will introduce green mapping of Beirut, having held discussions with Dr. Robert Zuber who as noted has provided a green map experiences to introduce the features of the local natural and cultural environments in Pune and Byblos at IPE 2000 and 2001.

Professor Muafak Ahmad who teaches journalism in Sweden and Kurdistan, a participant in the program in conflict resolution that Columbia University conducts with four Kurdish universities will be developing an initiative in teacher training at his own university and will attempt to involve the other three. The Teachers College Peace Education Team will provide materials to be adapted and translated and will assist in the training. Prof. Ahmad has requested that Betty Reardon visit Kurdistan during this academic year to help initiate the program.

UNESCO, represented by Eduardo Matoko has become more fully involved with IPE and GCPE. In addition to assistance with IPE 2002 as noted above, he will work with us on a number of other initiatives. UNESCO provided all participants with their CD-Rom, "Educating for Citizenship." He will help with both program and research initiatives and will be proposing contractual cooperation between UNESCO's Culture of Peace Program and the TC Peace Education Program.

Closer ties between the TC Peace Education Team and the International Conflict Resolution Program at the Columbia School of International and Public Affairs were established. While both are already members of the Columbia University Conflict Resolution Network, their participation in IPE, represented by Zachary Metz, was the beginning of a collaboration on integrating peace education into their conflict resolution work, starting with the work in Kurdistan.

Ongoing cooperation between the Teachers College Peace Education Team with Lebanese participants will, of course, continue through the work of LAU. In addition cooperation on work on reconciliation with the Lebanese Conflict Resolution Network is being explored by Janet Gerson, Associate Director of Peace Education at Teachers College with the representatives of the Network at IPE, Armen Balian and Muzna Al-Masri. The network is working to re-establish community relationships between Muslims and Christian villages in southern Lebanon that had been severed during the war.

Collaboration between the TC Team and Hofstra University, Hempstead was discussed with Profs Linda Longmire and Tim Smith. Janet Gerson will represent TC as a speaker at the Hofstra conference, "2001: a Peace Odyssey."

Irma Ghosn, IPE organizer and Director of the LAU Center for Peace and Justice will be applying for a Fulbright grant to work with the TC Team, most likely during the 2002-2003 academic year. She would work both on the integration of peace education and conflict resolution into teaching English to speakers of other languages and will seek the assistance of the TC Peace Education Program in the development of course offerings and a degree specialization that LAU has requested her to develop.

Teacher Education

The main in-service teacher education outcomes will occur in India, Kurdistan, Japan and Greece.

Armene Modi consulted with Eduardo Matoko about assistance from UNESCO to bring Loreta Castro to India to conduct as training of trainers based on an adaptation of the manual she developed for training Philippine teachers in peace education.

As noted above Prof. Ahmad will initiate teacher training in peace education in Kurdistan within the context of project developed there by the Columbia University Conflict Resolution Network.

Armene Modi, Loreta Castro, Irma Ghosn and Betty Reardon are planning to present an introductory panel and a series of workshops in Japan at Seisen University under the co-sponsorship of the Japan Committee for the Global Campaign for Peace Education, the Teachers College Tokyo Masters Program in Teaching English to Speakers of Other Languages and the Seisen Peace Education Center. This program proposal was made in response to a request from TC Tokyo asking Betty Reardon to lecture and train. The workshops will also involve Japanese Profs. Asakawa and Matsui and will be based on components of the Castro manual, the GCPE manual and a model designed by Peggy Tuomi, from Finland who presented her approach to educating for human dignity at IPE 2002. Her model is currently being implemented in several Lebanese Schools.

Betty Reardon has been invited to Rhodes, Greece in June 2002 to deliver a keynote at a second conference on women and a culture of peace catering to women artists and journalists of the Mediterranean. Aliki Moschis-Gauget, of the Prefecture of the Duodecanese Prefecture, convener of the conference has also requested Betty to serve as consultant to the conference which will focus on peace education. She will also speak at the University of the Aegean and begin discussion on introducing peace education into teacher education with the University and the Greek Ministry of Education. Ms. Moschis-Gauget has enlisted the endorsement and support of the Minister of Education for this innovation.

Resource Dissemination

Discussion of curricular and resource materials, particularly teacher training materials were held among several of the participants involved in the Global Campaign for Peace Education. Consequently, the training manual developed by Loreta Castro to introduce peace education to Philippine teachers will be adapted for wider use and made available for distribution through the Global Campaign for Peace Education. This will assure that the Campaign will have the possibility to facilitate teacher education at three levels of substantive engagement: an initial first introduction to peace education with the Philippine manual, presentation of a conceptual approach to peace education curriculum development and teaching methodology with the Campaign resource, "Learning to Abolish War," and a full scale teacher education course, "Education for a Culture of Peace in a Gender Perspective," a recent UNESCO publication, authored by Betty Reardon.

Another important development emerging from discussions at the Institute regarded the use of electronic media and technology in the further development and dissemination of peace education. Florence Sullivan, a doctoral candidate and instructor in computers in education at Teachers College, a first time participant in IPE was invited to collaborate as an expert consultant and trainer on two projects. The first will be in India with Armene Modi who requested her to supervise the setting up of computer education as vocational training for several of the Ashita no Kai Villages. Eliane Metni, Coordinator of I-Earn-Lebanon, an international organization developing online tools, resources, projects and support for educational institutions and programs has requested Florence's assistance in developing online tools for peace education.

The Green Map Project, and environment education initiative an innovative and significant learning resource for peace education, featured at IPE 2000 as well as 2001 will be adapted in Turkey where Prof. Gul Altinay will use it with a youth group in the small city of Mardin. She will add to it features so that it will develop social, ethnic and religious awareness, a feature which will have possible applications in number of other venues we will be working in.

Prof. Gul Altinay is also exploring possibilities for a Green Map of Istanbul and has invited Dr. Zuber to speak at Sabanci University when he visits Turkey in spring 2002. She has since IPE 2001 been actively developing peace education among Kurds, Turks and various ethnic groups in rural areas of Turkey.

Public Information

The leading Lebanese newspaper assigned a reporter to attend the entire IPE and several newspaper stories, an interview and coverage to the Public Forum were published. Norma Neme, a Jordanian member of the TC Peace Education Team was interviewed for Arabic language television in a broadcast that appeared throughout the region and was seen by satellite in the United States. We are seeking English summaries of the newspaper articles.

Various participants will be submitting reports and news stories to media in their respective countries.

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