



**REPORT**  
**Summerschool**  
**“Education for Peace, Human  
Rights and Justice 2008”**

In collaboration with:

**Platform Vredescultuur**  
**Summerschool Universiteit Utrecht**

This project is financially supported by:



&

**Huisman Vredes fonds**

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## INTRODUCTION

In 2006 Platform Vredescultuur had initiated the SummerSchool course on Peace Education and Human Rights within the framework of the SummerSchool program of the University Utrecht. In 2007 UNOY (United Network of Young Peacebuilders) supported this effort by providing a guest lecturer. In 2008 from the 3-15 August the third SummerSchool course on Peace education was organised by the Faculty for Social Sciences of the University of Utrecht, in cooperation with EURED (Education for Peace in Europe), Platform Vredescultuur and for the first time UNOY as a full partner. The two-weeks course was organised in the framework of the summer-school program of the University of Utrecht.

The 23 participants of the Summer School came from Albany, Germany, Italy, Norway, Poland, Romania, Switzerland, the Netherlands, the USA, Ghana, Mexico, Thailand en South-Korea.

The Summer School was practically supported by the volunteers Annick Peskens (student education sciences) and Sylvia Silvozzi (intern at UNOY). Their efforts contributed greatly to the success of the programme.

## ORGANISER(S)



Organiser: **United Network of Young Peacebuilders**

The United Network of Young Peacebuilders is a global network of young people and youth organisations active in the field of peacebuilding and conflict transformation. UNOY Peacebuilders as a network organization contributes to the work of its members and affiliates in two fundamental ways: Capacity building and Advocacy. It also engages in a range of additional activities to support these two key functions: Networking, Sharing of information, Advice and support through a pool of resource persons, Research, Fundraising and Administrative support.

Since its inception in 1989, the United Network of Young Peacebuilders has organized a series of international working group meetings, training seminars and regional/global conferences. Taking part in UNOY events, some participants decided to create their own local and regional organisations initiating peacebuilding projects in different parts of the world.

The UNOY Peacebuilders have been actively campaigning for the UN International Decade for a Culture of Peace and Non-violence (2001-2010) and is promoting the values and principles gathered in the Earth Charter, as a guiding ethical framework for action. The team has presented the results of the Mid-term Report on the Culture of Peace to different organs of the United Nations in New York and advocated for the creation of a Global Youth Fund and Programme for a Culture of Peace. Additionally, the team is raising awareness amongst youth on the UN Secretary-General's Study on Violence Against Children.

### **In collaboration with...**

#### **Peace Education program of the Summer School of the University of Utrecht**



Universiteit Utrecht

The University of Utrecht, which celebrates its 370<sup>th</sup> anniversary, has developed into one of the largest and most prominent research and education institutes in Europe. Utrecht University offers the broadest spectrum of disciplines available in the Netherlands and innovative research as well as liaison with universities and research centres all over the world. The Summer-School Social Program course, offers an introduction studies about peace, human rights and justice, as it is formulated by the UN Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010). The Summer School course builds on the paradigm of the initiative European Education as Peace Education (EURED).

#### **Platform Vredescultuur**

The platform is a coalition of Dutch organizations for the promotion of the UN decade for a Culture of Peace and Non Violence for the Children of the World and its core principles. The platform works specifically on Peace education, civil peace promotion and local advocacy for a culture of peace and non-violence.

### **ACKNOWLEDGEMENTS**

We are grateful to:

- Lennart Vriens, Anke Kooke, Elly Rijdes and Janne Poort-van Eeden for their tireless efforts in supporting the summer-school throughout the past three years.
- Silvia Silvozzi and Annick Peskens for their hard work in organising and coordinating the summer-school logistically.
- The guest speakers and panel members
- All participants for their commitment and valuable input for further improvement of the programme.
- Oxfam Novib, Evert Huisman foundation, IONA foundation and PLAN Nederland who made UNOY's involvement in this project possible.

### **OBJECTIVES, AIM & METHODOLOGY**

#### **Overall aim**

To build knowledge, motivate and train young people to become non-violent agents of social change. The trainings seek to provide networking possibilities for youth so that they can collectively strengthen the cooperation among themselves.

#### **Objectives of the project**

- To introduce young people to the concepts of peace, non-violence, Inter-cultural and inter-religious dialogue, conflict analyses, human rights and non-violent conflict transformation;

- To acquaint young people with existing ethical and practical frameworks: The Earth Charter and the Decade for a Culture of Peace and Non-Violence;
- To equip young people with practical skills and tools for action;
- To strengthen networks of cooperation among institutions, youth organisations and individuals in the pursuit of the above mentioned global initiatives;
- To promote peer to peer learning between youth in the Netherlands and in Europe from different social, national, religious and cultural backgrounds.

### **Methodology**

In the course of the Summer School different participatory methods were applied, which (1) enabled the participants to contribute actively to the process and (2) to learn about different methods for education.

Methods in use were among others lectures, group assignments and discussions, plenary sessions with panel presentations, workshops held by different guest speakers, and interactive techniques like the 'Open Space' technique. One morning was dedicated to the opportunities of using internet in education. Furthermore, excursions on relevant topics were organised.

## **Report of the programme**

In Annex 1 the day to day program of the Summer School can be found. Below is a brief explanation of the preparation and some of the various components, as also discussed in the review.

### **Preparation**

The preparation of this Summer School began immediately after the end of the Summer School Summer School 2007. The preparation was carried out by Prof. Dr. L.J.A. Vriens, Emeritus Professor of Peace Education, assisted by a group of people who have considerable national and international experience in the field of peace education: Ms. Janne Poort-van Eeden, working with IFOR and Dutch representative of EURED; Drs. A. Kooke (including NEAG), Mr. Elly Rijdes (Working Peace Mennonite Church) and Drs. M. Ettema (UNOY) and Drs. M. Van Houten (UNOY/University of Amsterdam). From April onwards this group was supported by the trainees of UNOY Peace Builders Silvia Silvozzi and later by educational science student Annick Peskens. Most members of the preparatory team played also an active role during the Summer School, either as teacher, workshop leader and/or supervisor.

Prior to the Summer School a reader was composed, including background articles on the topics covered during the Summer School. Also, all materials of the Summer School as well as all PowerPoint presentations were comprised on a CD-ROM and distributed to the participants of the Summer School on the last day of the course.



### **The Summer School**

Below are some comments on the program related to the comprehensive evaluation which

will be given. All other program elements are listed in the day to day program in Annex 1. Due to the length of the program and the interactive nature of some program elements it was not possible to produce a detailed day to day report.

Each morning of the Summer School began with a reflection on the subject matter of the day and a brief introduction to the theme of the day. It was always tried, with varying success, to link the theme of the day to the overall theme of the course, "Education in the Culture of Peace, Human Rights and Justice".

### **Day 0 and day 1**

The Summerschool course started Sunday evening with an informal get together before the first day of lectures where dinner was shared and the course director introduced the team, himself and led a introduction program for the participants to get more acquainted with each other.

The first day was utilized to build a strong team spirit among the course participants, set ground rules for interaction and groups discussion together with the participants in the spirit of peacebuilding concepts and the Culture of Peace. Prof. Vriens provided historical background information of the developments in the Peace movement and peace education. He also gave an introduction to the process leading to the formalization of the Culture of Peace as a concept. The day ended with a tour through Utrecht organized by the European Student Network ESN.



### **Day 2**

Day two was dedicated to the analysis of conflict as a concept, using the conflict mapping method. During the group assignment the participants were asked to provide an example of a conflict and analyze it jointly, using the tools that were previously explained. Due to the tight time schedule, however, there was little time for the group to respond to each other in discussions and to exchange knowledge in the final plenary session.

### **Day 3**

On the third day, the role of the UN as a guardian and propagator of peace was discussed. The topic was presented by Mr. J. Wijenberg, who has years of experience in international diplomacy. He was Ambassador of the Netherlands in different Arab countries and Africa. During the meeting, the speaker stressed the example of the violent crisis in Israel and Palestine and the inability of the international bodies and governments to tackle the problem. The second trainer, Drs. Menno Ettema, brought forward interesting examples of initiatives taken by civil society organizations, who work for peace in the Middle East. The day concluded with a movie fragment of the documentary 'A Force more Powerful', which portrayed non violent peace work of social groups and actors throughout history.



### **Day 4**

The fourth day was on the historical developments concerning peace education that led to

the EURED initiative. The education methods engaged consisted of a brief introduction followed by group assignments. The groups were asked to discuss and map the tension and challenges peace education faces. Subsequently, the groups had to present an argument in favor of peace education to the rest of the summer school participants. Some of the participants expressed their disappointment of the education method chosen, because there was a need for more information and input from the speaker, before such a group assignment could be performed in an adequate way. Here within, lack of time played a key role. Therefore, the organization team decided to make a comprehensive evaluation, the next morning following the disappointment outlined by the part of participants.

## Day 5

In the morning the group conducted a review on the first week of the program. The facilitator of the meeting ensured that all participants in the course, as well as facilitators and organizers were heard and that the discussion focused on content instead of persons. There were many different views among the participants of the Summer School and the organizers on the prevalent tensions that were sensed throughout the week, and the reasons for these tensions and possible solutions. It was striking that half of the participants liked the different methods used and particularly appreciated working in small groups, while several participants were more in favor of lectures and would have liked to gain more academic knowledge. It caused a lot of frustration among the participants that the group tasks had to be completed in a short time frame. Others reported that some important background information had not been given to the participants in due time, for example the literature on the basic concepts of peace education and the functioning of the UN. It became also clear that the course description on the website of the university and the explanation of the curriculum by several students were interpreted in different ways, leading to incorrect expectations.

The meeting itself was a model of peace building and a true mediation process. Several students reported afterwards that the review process had been interesting and helped them to understand what it meant to practice non-violence communication and behavior. Following the evaluation, the organizers decided to adapt the program for the second week to the needs of the participants, wherever possible. It was decided to give the academic lectures a bit more weight. Furthermore, it was decided that more time would be allocated to group assignments.



## Day 6

After the weekend a lecture and workshop was organized on the use of internet and intranet in the peace education. For some of the students, the techniques were less innovative than for others, depending on the age and the educational background of the participant. During the debriefing of the morning Menno Ettema, shared experiences about how UNOY uses the Internet to work with African youth peace organizations. For a

network organization like UNOY, the poor facilities and slow speed of the Internet in some places, is a big challenge. Especially, because the UNOY Network primarily relies on modern communication technology. At the same time the Internet shows to be the main means to prevent the isolation which many young people live and work in and provides them of access to material on the basic concepts of peace and training. For the participants, this talk led to interesting new insights about the limitations and possibilities of such means as the Internet for education.

## Day 7



This day was held in The Hague and started in the UNOY Office. In the morning four parallel workshops were organized by the team of UNOY. Each participants could choose two workshops to attend. Following the outcomes of the group evaluation on Friday some of the workshops had an academic emphasis. The advocacy workshops included practical tips and exercises while the others had more the character of a lecture, where examples from different parts of the world on what young

people do for peace were given. In general, the participants assessed the 'UNOY morning' really positively.

The afternoon consisted of a tour in the Peace Palace, followed by a controversial discussion on the role of law and amnesty in peace processes. The day ended with a visit to the beach and an informal group gathering.

## Day 8, 9 and 10

The last days of the Summer School went as planned, see annex I. However, the last morning began hours late. Several participants had a morning flight to catch or still needed to complete packing. All this led to a hectic and weak end of the Summer School with a very short and small closing ceremony.

## EVALUATION

### Evaluation of students

The responsible organizer of the evaluations unfortunately lost the evaluation forms in the hustle and bustle of the last day. This makes a presentation of the outcomes of the evaluation difficult, particularly because perceptions and opinions among the participants differed a lot. From the oral reactions of participants it appears that the Summer School was by two-third perceived as a success.

Among the organizers the presumption exists that especially for participants from non-Western countries the program style would be at times a new and challenging experience. This indeed seemed to be the case. A number of participants indicated that they were not familiar with the style of the lectures and other activities, in particular the workshops with a lot of discussion, and they found it a rewarding experience. There was a high appreciation for the presence and availability of teachers and organizers outside the 'lessons'. Also, several participants welcomed the introduction and conclusion, which was designed for students to feel at home.



The participants indicated that they would have liked to see more connections between the reader and the program content. It should be mentioned that some of the most critical students likely have not fully joined the evaluation, because they were very late for the final session on the last day. Luckily we did however receive already a lot of feedback from them during the mid term evaluation session held on day 5. These remarks included among others

lack of time during working groups, desire for more academic input in the program and overall different expectations of the course build on the course description on the University website.

### **Evaluation of the organizers**

According to the organizers of the previous Summer Schools, the contribution of UNOY this year was a valuable experience. In addition to the substantive contribution to the content of the Summer School UNOY has focused on a number of practical activities, and invested much work into the excursions to the Anne Frank House, the program of the first Friday and the Peace Palace excursion when time was also spent at the office of UNOY. UNOY has also put a lot of time in the preparatory activities for the students, like making the readers and pre departure information together with the assisting student from the University Utrecht. Two of the three UNOY staff during the Summer School lived in the same location as the students



and that was favorable for contacts between students and the team of teachers.

Looking back on the organization of the whole event, we can say that there was a reasonably efficient cooperation between all involved parties and the Summer School organization team from the University. The cultural program was positively valued. Naturally, there are points on which the process can be improved, both in relation to the activities, the preparations and the communication to the students.

### **The activities of the preparatory team**

During the preparation it was not always clear what needed to be done in which specific phase, and who had to do what. This has an impact on the organizational flow of the program.

Furthermore, the Summer School had just one lecturer/organizer affiliated to the University of Utrecht. He got a lot on his plate, which led to a situation where the organization, evaluation and reporting are sometimes going less smoothly than desired. The experience gained by the organizing team at this point should lead to a review of this model. In order to balance workloads better in the future the organization decided to develop a more comprehensive and more specific list of necessary tasks and activities, to make sure that all parties are equally involved from the very beginning.

Although the participation of UNOY led to a new input in the team structure, the team as a whole is still fairly 'senior' in terms of the average age level. Therefore serious efforts will be undertaken to lower the age average of the organizing and teaching team of the Summer School, preferably with people from within the university.

The content of the course will be adjusted and reorganized. The evaluation and the responses of students during informal discussions revealed that there was no clear picture of what peace education actually entails, and what the concept of a Culture of Peace is. It seems that more attention should be paid to explain this well and it would also be good to build on relevant articles and research. The amount of pages in the reader will be minimized and the reader will be more intensively used during the Summer School. Background information on the themes will be made available through the CD-Roms that are shared with participants or through A-4 sheets with URL links.

## **Better communication to students**

There were some Summer School participants with other expectations than assumed by the organizers, which was also the case the year before. The fact that in the title of the course the term 'Education' was included this year, This addition however did not lead to the hoped change in expectations among all the students. Several of the students still expected to be taught on the subject of Human Rights and a Culture of Peace itself, rather than that they would learn how to teach these subjects within the spirit of Peace Education. There were some students who clearly had problems with the philosophy of the course, i.e. learning from peers and through exchange of experience instead of exclusively through debate and lectures.

To better meet the expectations of the students in the coming the organization will provide clear and better information about the ontological and epistemological philosophy of the course and about the educational methods used. This change should make clear that the course does not stray off in political or legal issues, but instead stick to a focus on the cultural and educational approach.

In the description of the course the requirements for obtaining a certificate will be outlined; for instance a 75% attendance rate. Two weeks after completion of the course a paper must be submitted. In separate remarks the number of study hours for both participation and paper writing will be outlined.

## **The Summer School itself**

The contributions of the different teachers were generally of satisfactory to good quality. The controversial opinions expressed in the contribution of the former Ambassador of the Netherlands, who provided concrete, controversial information on a case example from Israel and Palestine, was informative but did not spark a good discussion. Different students noted they felt they missed information to engage into a debate with the ambassador and were uncomfortable with his point of view and the way it was presented. Additional information was shared however with the video 'The Wave' and a visit to the Anne Frank House planned, to ensure that students were confronted with a diversity of views.

We learned during the mid term evaluation that the introductory lectures on Peace Education and the Culture of Peace had proven not to be sufficient for the students to grasp the concepts in their full complexity.

The workshops were not all equally successful. Most workshops suffered from time pressure and other workshops were a bit weak on content. The shortcomings in some of the workshops became an issue because the students had little experience with this style of working and other students were anticipating a different teaching style all together. Moreover, the ability to express oneself in English sufficiently was lacking among some students and teachers also influencing the quality of the workshops provided and the anticipated debates. It is important to mention that the workshops of relatively young guest lecturers were highly valued by the students. That was both the case with the contributions from UNOY as well as Gender and Peace of Banafshe Hejazi. The media workshop on the rights of the child was unfortunately less valued.

## **CONCLUSION**

In general, the organisers of the Summer School were satisfied with the outcomes of the project. For UNOY it was the first time to organise such an activity, and therefore a true learning experience. However the double intention behind the course, namely to offer knowledge about political conflict situations, problems and conflict-related human rights

issues, and to present the processes of learning and teaching themselves as an example of how human relationships can be organised peacefully, has been achieved only partially.

Some of the students saw that the organizers of the Summer School had tried to provide a mixture of different content and work forms that reflected the ideals of peace education in practice. The way in which the dissatisfaction of participants could be openly discussed in the group served as an example as such and was valued by several students. However, even after adjustment the methods and presented lectures did not provide sufficient input for all students and a few remained disappointed. Among the organizers of the Summer School different opinions prevail about whether it is at all possible to satisfy all desires and needs in a single course design.

It is clear that the entire program of the Summer School must be critically reviewed and subsequently adapted, wherever necessary. In 2009, the first course week will be dedicated to addressing the principles of the Culture of Peace. In the second week the knowledge of the students will be further developed and concrete examples of peace education will be discussed, embedded in a stronger academic framework to serve the needs of those who are critical of a purely practical, participatory workshop style. All workshops will undergo a critical assessment before they may be included in the program next year.



Looking back on the aims of the Summer School pre-defined by UNOY it can be said that these were by and largely fulfilled. The summer-school offered the opportunity for youth and other participants to work together and form new networks among each other. The topics that were subject to the course, for instance a Culture of Peace and intercultural communication were expressed by the content of the program as well as the international character of the Summer School.

As previously mentioned it is important to specifically look at the points for improvement, as shared by the participants and organisers in the evaluation, and to strengthen the link between the course content and structure and the needs and interests of the potential target group.

**THANK YOU!!**

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## **Annex 1**

### **Core Program Schedule**

#### **Sunday AUGUST 3**

##### **Day 0. Arrival**

17.00 - 18.00: Registration

18.00 - 19.30: Supper

19.30 - 21.00: First meeting

- Welcome to Utrecht
- Introduction to the Summer School. *Prof. dr. Lennart Vriens, Utrecht University & drs. Elly Rijdes, Dutch Mennonite Peace Group*

#### **Monday August 4**

##### **Day 1: The Challenge of Peace**

###### *Morning:*

- Introduction: Peace education: a necessary integration of content and processes: explanation of the program;
- Exercises for acquaintance;  
Setting ground rules for the Summer School together: How to become a learning community during the course

###### *Coffee break*

- Opening lecture: ***Peace, Human Rights and Justice: the challenge of a culture of peace.***  
Introduction to the Decade for a Culture of Peace and Non-violence for the Children of the world; Education as the core effort of the program of the Decade.  
*Prof. Dr. Lennart Vriens, Utrecht University*
- Discussion

*Afternoon:* welcome at Utrecht University

- City tour, organized by **ESN**

#### **Tuesday August 5**

##### **Day 2. The Problem of Violence**

###### *Morning:*

- Introduction
- Lecture: ***Roots of violence and possible alternatives. Introduction to different perspectives on violence and aggression.***  
*Drs. Anke Kooke, International consultant and former director of NEAG, Alternatives to Violence, Amsterdam*

###### *Coffee break*

- Workshop: Analysis of conflicts at different levels.  
*Drs. Anke Kooke & drs. Menno Ettema, United Network of Young Peacebuilders, UNOY.*

###### *Afternoon:*

Open Space session

#### **Wednesday August 6**

##### **Day 3: United Nations and the development of Peace, Human Rights and Justice**

*Morning:*

- Opening
- Lecture: **The Role of International institutions, like the UN and EU in the conflict in Israel/Palestine.**  
*Mr. J. Wijenberg. Dutch Union for the United Nations; Former Dutch Ambassador in several countries.*

*Coffee break*

- Workshop: **Civil Actors in Human Rights with examples from the Middle East.**  
*Drs. Menno Ettema*

*Afternoon*

- Workshop:
  - \* Video presentation A force more powerful (part on Martin Luther King);
  - \* Discussion. How to develop peaceful power?

## **Thursday August 7**

### **Day 4: The Challenge of Peace Education**

*Morning:*

- Opening
- Lecture: **A history of peace education: Dealing with peace and war, violence and non-violence** (peace research; history of peace movement and education).  
*Prof. Dr. Lennart Vriens, Utrecht University.*
- Workshop: **The EURED Initiative**  
*Ms. Janne Poort-van Eeden, IFOR/EURED*

*Afternoon*

- Workshop: **Playing peace**  
*Prof. Dr. Elly Rijdes & Prof. Dr. Lennart Vriens*
- Introduction to the (inter)cultural evening

## **Friday August 8**

### **Day 5: Dealing with prejudices and intercultural dialogue**

*Morning*

Group Evaluation of the SummerSchool program.

*Coffee break*

- Video movie: *The Wave*

*Afternoon*

- Visit to the Anne Frank House in Amsterdam  
Reflective discussion after the visit on the educational potential of a centre like Anne Frank house.

## **Saturday and Sunday August 9 and 10**

Free program

## **Monday August 11**

### **Day 6: The Rights of the Child Dealing with conflicts: Principles**

*Morning:*

- Opening

-Interactive Multi-media workshop ***The Rights of the Child: consequences for peace education.***

*Drs. J. Jaspers; Prof. Dr. Lennart Vriens (Utrecht University)*

*Afternoon:*

-Open space

## **Tuesday August 12**

### **Day 7: PEACE WORK IN PRACTICE (UNOY DAY)**

*Morning:*

- ***Visit to the office of UNOY Peacebuilders in The Hague***

-Choice of workshops on:

- \* The power of youth to be Peacebuilders; case examples from around the world;
- \* Youth advocacy;
- \* Intercultural communication in Peace work.
- \* The role of youth in Violence and creating safety in Urban arrears in Africa.

*Afternoon*

- ***Visit to the Peace Palace***

- Reflective discussion on the role of the international court of Justice and the International Criminal Court in peace processes.

## **Wednesday August 13**

### **Day 8: Gender, Peace and Human Rights**

*Morning*

-Opening

-Lecture: Gender and Peace.

*Ms. Banafshe Hejazi (Gender and Human Rights Activist)*

-Workshop: Gender in education

*Ms. Banafshe Hejazi*

-Video movie: Tough Guise; about the way society and media look at men and women.

*Afternoon*

-Peace Meditation

*Ms. Willy Hensen*

## **Thursday August 14**

### **Day 9: Towards a more peaceful world**

*Morning*

-Opening

-Panel session: The role and possible impact of NGO's in the development of Peace, Justice and Human Rights.

*Facilitator: drs. Anke Kooke*

*Afternoon*

-Individual evaluation

*Evening*

-Supper in pannekoek restaurant.

-Intercultural evening in de Mennonite church.

**Friday August 15**  
**Day 10: Evaluation and departures**

*Morning*

- Final group evaluation
- closing ceremony with certificates

13.00: Departures