



***Summer School on Education for
Peace and Human Rights
Report 2010***

In collaboration with:



Universiteit Utrecht



**platform
Vredescultuur**

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INTRODUCTION

The International **Summer School 'Education for Peace and Human Rights'** has been organised by the *Platform Vredescultuur* since 2006 within the framework of the Summer school programme of the *Utrecht University*. *UNOY Peacebuilders* started supporting this effort by providing a guest lecturer to the programme in 2007, and took this collaboration further in 2008 by becoming a full partner in the Summer school's organisation and implementation. This year, the two week long Summer school 'Education for Peace and Human Rights' took place from the 2nd to the 13th of August 2010.

The 23 participants, including students, youth workers and professionals with an interest in peace and human rights education, came from Austria, Bulgaria, Canada, Columbia, Dominican Republic, France, Greece, India, Indonesia, Japan, the Netherlands, New Zealand, Poland Portugal, Spain, United Kingdom, USA, and Venezuela.

The Summer school was practically supported by Anja Boeve' (student assistant to Lennart Vriens) and Daniela Canepa (intern at *UNOY*). The organising committee of the Summer school also included Drs. Janne Poort-van Eeden (*Platform Vredescultuur*), Prof. Dr. Lennart Vriens (*Utrecht University*), Drs. Marloes van Houten (*UNOY*). Their combined efforts contributed to the success of the programme.

ORGANISER(S)



Organiser: **United Network of Young Peacebuilders**

The United Network of Young Peacebuilders (UNOY Peacebuilders) is a global network of 42 youth-led peace organizations and 350 affiliates, active in the field of peacebuilding and conflict transformation. The UNOY Peacebuilders as a network organization contributes to the work of its members and affiliates in two fundamental ways: 'Capacity building' and 'Advocacy and Campaigning'. 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 work group meetings, training seminars and regional/global conferences. In the past, a major

focus has been on peacebuilding activities in Eastern Europe and Africa. The UNOY Peacebuilders has been actively campaigning for promoting the UN declared 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. In 2005, UNOY Peacebuilders contributed to the World Civil Society Mid-Term Report on the international decade for a Culture of Peace and in 2006 the organization contributed to the Youth for a Culture of Peace report.

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Universiteit Utrecht

The University of Utrecht, which celebrates its 370th 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 does innovative research as well as liaison with universities and research centres all over the world. The Summer School Programme course 'Education of Peace and Human Rights' offers an introduction into the study of peace and human rights, 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). UNOY Peacebuilders started supporting the Summer School Programme in 2007 and has worked as a full implementing partner since 2008.

Platform Vredescultuur – <http://www.vredescultuur.nl/>



**platform
Vredescultuur**

Platform Vredescultuur 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. In 2006 Platform Vredescultuur initiated the Summer School course on Peace Education and Human Rights within the framework of the Summer School programme of the University Utrecht. In 2008, the Faculty for Social Sciences of the University of Utrecht took the main responsibility for the organization of the summer school, with Platform Vredescultuur and UNOY Peacebuilders as partners.

ACKNOWLEDGEMENTS

We would like to express our special gratitude to

- The organising committee: Lennart Vriens, Janne Poort-van Eeden and Marloes van Houten for their efforts in supporting the Summerschool throughout these years. Anja Boeve' and Daniela Canepa for their hard work in organising and coordinating the Summerschool logistically.
- All the guest speakers and students who helped make the Summer school an utterly enjoyable experience for all involved, through their friendly and interested attitude, as well as their constructive feedback and valuable input to the discussions.
- Oxfam Novib, the Iona Stichting, University of Utrecht who made UNOY's involvement in this project possible.
- Special thanks are also due to the UNOY team that hosted the Summer school in the UNOY office during one of the days of the Summer school programme, and provided a delicious meal for everyone.

BACKGROUND

The beginning of the new millennium brought two initiatives which inspired the International Summer School Education for Peace and Human Rights. The first was the declaration by the United Nations General Assembly of the International Decade for a Culture of Peace and Non-violence for the Children of the World. The second was a complementary initiative taken by a network of scholars and teachers, the EURED project for European Peace and Human Rights Education. With the support of the European UNESCO committees, this project intended to promote peace education in every European school as much as possible. As a result, international courses are offered to teachers, other educational professionals, and students, such as the International Summer School 'Education for Peace and Human Rights' organized annually in Utrecht. The Summer School builds on the EURED integrated concept of Peace Education.

Since 2007 UNOY has been involved in the Peace and Human Rights Education Summer School by way of providing workshops focusing on practical skills training that aimed at putting the theoretical concepts of peacebuilding, non violence and education into practice within youth work. After the 2007 Summer school, UNOY Peacebuilders and the University of Utrecht decided to cooperate more intensively. As a consequence, UNOY has been more involved in the curriculum development and is part of the implementing secretariat which bears the end responsibility for the academic content and logistical arrangements of the Summer School 2010. UNOY Peacebuilders wishes to strengthen its knowledge and connections within the field of Peace education in the Netherlands and worldwide. This will help UNOY to improve its work in the future and build on the investments done in the last two years during study sessions on Peace building with the Council of Europe and the work done with the university already.

OBJECTIVES, AIM & METHODOLOGY

Aim of the Project

To build knowledge, motivate and train young people to become non-violent agents of social change. The course also focuses on exchange and mutual learning among the participants and between the participants and UNOY peacebuilders

Objectives of the projects

- To introduce young people to conflict analyses, peace strategies (such as non-violent action), inter-cultural dialogue, gender and violence, peace and human rights education.
- 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 make young people aware of the challenges and violence that youth are facing within different regions of the world
- To build up knowledge among young people about the potential and pitfalls for young people to become transformers within their society.

- To strengthen networks of cooperation among institutions, youth organisations and individuals in the pursuit of the above mentioned global initiatives

Methodology

The programme of the Summer School combined methodologies developed by youth work, peace education, community development and intercultural learning.

Non-formal and informal youth work operated outside of formal education, and is a planned intervention that remains flexible and adaptable to individual, group needs and local contexts. The informal approach included a focus on equal, friendly, innovative, entertaining, and personal relationships rather than authoritative, distant and detached.

Participatory youth work was carried out in partnership with young people; the young person was seen as a full and equal partner in determining their own development and progress towards achieving their aspirations. Young people's control over activities was generally promoted and reflected the empowerment aim of voluntary youth work where young people engaged in activities on a voluntary basis. Youth work sought to reflect cultural and gender diversity in the young people who joined the activities to ensure equality of opportunity to all young people in their transition to adulthood

The Summer School programme was guided by the principles of peace education pedagogy:

- Building a democratic and sustainable community
- We can all learn from each other
- Developing moral sensitivity
- Promoting critical thinking
- Enhancing self-esteem

The starting point consisted of participants' experiences and knowledge. The process was inclusive, equitable, and gender sensitive. Furthermore, it was holistic and integrated into the bigger picture. It was initiated and supported by community members, and it benefited the community as a whole. Finally, it was grounded in experience that leads to best practice

Through including the peace pedagogy principles in the Summer School programme the aim was that young people would have

- Become more responsible
- Organised and planned together
- Developed healthy alternatives to dealing with conflict
- Empowered themselves
- Reduced ignorance, discrimination and prejudice
- Created non-formal educational opportunities and achieve social, economic, cultural and environmental goals in their communities

The Summer School course included the elements listed above. However due to the academic setting of the course, a compromise between traditional lectures and the above described methods needed to be reached.

This was not only due to the academic nature of the course, but also because previous evaluations have shown that not all students appreciated the non-formal education approach. They did enjoy the learning by doing experience, but insisted on academic lectures to accompany the non-formal educational approach, especially when it comes to explaining theories.

To enhance UNOY's input to the rather unique mix of educational methods, its Project Coordinator, Marloes van Houten, was sent to the International Peace Education Conference in Cartagena, Columbia, in July 2010. The conference facilitated that 74 peace educators from 17 countries could exchange their peace education knowledge, and skills and expertise.

PROGRAMME DESCRIPTION

Monday 2nd of August

Day 1: Introduction to Education for a Culture of Peace and Non-violence

The first day of the Summer school started with a lecture facilitated by Lennart Vriens. The participants were introduced to the topic: a Culture of Peace. After the lecture, Marloes van Houten and Daniela Canepa facilitated an introduction exercise called the 'landmap'. The students were provided materials (coloured papers, markers, magazines, scissors and glue, attributes that could be associated with a certain culture). They had to create a landmap of the world and use the materials provided to show what their association was with a certain region/country. Some questions were asked for example; 'of which country do you like the food the most?', 'in which other country then your country of origin have you lived?', etcetera. In the end all the students positioned themselves on their country of origin, so that everyone could see where all students were from. Representatives of each regional working group indicated why certain attributes and text was glued to the region on the map their group had created. The landmap exercise was followed by another exercise in which the students had to choose if they were for or against a statement given by the facilitators. The two introduction exercises were an opportunity for the participants to get to know each other. The day ended with the presentation of the whole Summer school programme, explaining the content, the objectives and the methodologies of the course.



Tuesday 3rd of August

Day 2: A Culture of Peace and Non-violence instead of a Culture of Violence

During the second day L. Vriens gave a lecture about the Culture of Peace and the Culture of War. First, he introduced the concept of Culture of Peace. The definition he gave to the students was the one provided by the United Nation (A/53/L.79). He also explained the UN action programme for the development of a Culture



of Peace, which strategy is to analyze the values, attitudes and conducts of the dominant culture of war and to formulate its opposite. In the second session, Marloes van Houten helped the students to internalize the theory and the concepts discussed in the morning session, through an interactive workshop. During this workshop she gave examples of the eight characteristics of the Culture of Peace and the Culture of War, and she asked the students to share case study examples.

Afterwards the part on the Culture of Peace and the Culture of War, Ms. Van Houten introduced the students to the Global Peace Index (GPI), a milestone to indicate a countries peacefulness. She told the students about the development of the GPI, the indicators of the measurement tool, and the pro and the cons of this milestone. Also during this part of the workshop the students were invited to contribute to the discussion based on their own experiences.

In order to give the students the opportunity to exchange their knowledge among each other at a deeper level, the interactive workshop was followed by an exercise where the class was split up in four groups.

Group one and two had to do an exercise about ‘Characteristics or culture of peace and war in your own society’. They reflected on the eight characteristics of Culture of Peace and Culture of War and they tried to come up with interesting case examples.

While the third and the fourth group had to reflect on the Global Peace Index as a tool to analyze the peacefulness of the nation states. They discussed about which indicators of the GPI they perceived to be relevant to access the peacefulness of the country that they currently live in or the country that they originally come from and they also talked about the methodology used for the GPI.

In this session students were able to reflect on the level of peacefulness of their country and to share with the rest of the class their personal experience in terms of peace and violence in their own environment.

Wednesday 4th of August

Day 3: Non-violence

The main topic of Day 3 was the problem of violence and strategies of Peace. Marloes van Houten gave the students various definitions of violence; she analyzed the roots of violence and the factors of escalations.

Moreover she explained the three different forms of violence: direct, structural and cultural.

After this introduction, Martin van Beek provided the students of two practical case studies in mental health practice:

1. a case study of mental disorders as individual factors of aggressive behavior.
2. a case study of Post Traumatic Stress Disorder, as a possible consequence of violence.

In the second session, M. van Houten continued her lecture introducing five paradigms of Peace, a theory of Prof. Nathan Funck. She gave examples of strategies related to every paradigms, she especially focused on non-violent strategies

- The first peace paradigm is Peace through coercive power, which give a pessimistic view of human nature, universal values and global power.
- The second paradigm is Peace through the Power of Law, the third paradigm is Peace through the Power of Communication, which proposes strategies of communication and negotiation in order to prevent conflicts.
- The fourth paradigm is Peace through Will power which strategy is to view yourself as a moral agent.
- The last paradigm is Peace through the Power of Love. Which focuses on education cultural change and spirituality to make peace a reality



In the afternoon session, the students watched the documentary ‘Pray the Devil back to Hell’, which was about the story of Liberian women who came together to end a civil war and brought peace to their country. The film showed how these Liberian women fought in order to reach peace using non-violent strategies for actions. In order to give the students a deeper understanding of non-violence, they were split up in groups of three; each group received a sheet with four characteristics of non-violence. The student’s assignment was

to see if they could recognize one or more of these four characteristics of non-violent action in the documentary.

Thursday 5th of August

Day 4: A Culture of Diversity and Tolerance: Lessons from the past

The guest speaker of Day 4 was Prof. Ido Abram which in the morning session offered a theoretical background on the theme of the day.

He introduced the concept of identity which is the way you see yourself in comparison with the concept of imago that is the image of yourself from the eyes of the others.

Ido Abram explained how dialogue is important in order to live in a world of Peace and he highlighted the difference between dialogue (in a dialogue there is no losers) and conflict (people are winning and people are losing). Dialogue was presented as a tool through which people are able to overcome prejudices and conflicts.



After a small break, the second session was dedicated to the preparation for the Anne Frank House.

First, an explanation of Education and Holocaust was given to the students.

After that, the students did an exercise which consisted in drawing an identity circle. The subject of the identity circle was Anne Frank, the students divided the circle in pie slices and placed some key words in these slices.

The day ended with the visit of Anne Frank House. Students and the organizational team got an introduction about Anne Frank' story and the history background of that time.

Friday 6th of August

Day 5: A Moral Agenda for Peace

The whole day focused on the topic of Human Rights. The first session has Prof. Dr. Bas de Gaay Fortman as guest speaker. During his lecture, he gave the students various definitions of human rights. He also explained some issues concerning human rights, its limitations and challenges. Some students found this morning session so ninteresting and they would have liked to have more time because they felt that B. de Gaay Fortman had a lot of experience in that field.

The afternoon session was dedicated to a mid term evaluation of the first week of the course, which was facilitated by M. van Houten. Two exercises where used for this evaluation:



1) 'the temperature of the day', see picture to the side.

Students were asked to indicate how they felt about each day, by marking their temperature on the thermometer of that day. They were also asked to add remarks, drawings or pictures from a magazine to this thermometer, to show shy they felt they way they did that day.

2) 'Post it to the wall'. During this exercise the students were invited to evaluate the course based on several keywords, like; physical space, educational methods, facilitation skills of lecturers/organizers, group dynamics, etc. They were asked to leave positive remarks on pink post behind a certain key word, and points of criticism on blue post its. Afterwards, students one by one

came to the middle of the circle to pick out a post it and to facilitate a round of reflection, related to the remark on the post it that was selected.

After the mid term evaluation in the park, L. Vriens offered an interactive lecture about the Rights of the Child.

Monday 9th of August

Day 6: What is Peace Education?

The day focused on the topic of Peace Education. Lennart Vriens explained the different ideas of Peace Education in history. Another concept that was mentioned during the lecture was the concept of learning. In order to let the students internalize what affirmative learning means, L. Vriens did a blindfolded exercise, whereby the students were divided in pairs. One of them guided the blindfolded partner. The students were not allowed to talk. Through non-verbal communication the blindfolded student had to follow the instructions of their companion. L. Vriens explained, that trust-building, taking responsibility for a collective learning process, can lead to the empowerment of self and others in the group. All these elements are at the core of affirmative learning.

Janne Poort-van Eeden gave a short introduction of how to promote a Culture of Peace and non violence through Education in different environments. She told the students about her own experience in peace education. For instance, she shared with the class her experience with children in terms of Peace Education, explaining how playing non-competitive games might be fun.

After this introduction the students played some of non-competitive games such as the mime game. In the afternoon, the whole group went to visit the Fortress of Democracy. Students really enjoyed this excursion, the method used by the Fortress of Democracy as regards to Peace Education was seen by the students as an innovative and good way to teach Democracy to young people. The Fortress of Democracy is an initiative of the Stichting of Vredeseducatie and the Municipality of Utrecht. It a new educational center which uses a unique tool through which visitors can find out what democracy means to them and how they can contribute to democracy. The Fortress of Democracy aims to strengthen and to defend democracy, not with guns but through dialogue, discussion and actions of people. Further information can be found at the following website: <http://www.fortvandemocratie.nl>



is

Tuesday 10th of August

Day 7: Dealing with conflicts in a non-violent way



The guest speaker of day 7 was Saskia Kowenberg. She gave a great presentation about conflict resolution and mediation. She introduced the concept of conflict and explained the different conflict styles and she highlighted the competitive and cooperative conflict styles. She also gave an introduction to mediation, explaining what mediation means and what the main tasks of a mediator are. After this introduction, the students did an exercise called 'active and emphatic listening'. In the evening students and the organizational team went to have dinner at a traditionally Dutch pancake house in Utrecht.

Wednesday 11th of August

Day 8: Peace work in practice. Visit to the UNOY Peacebuilders' office and the Peace Palace in The Hague.

On Day 8 the students had the opportunity to visit the UNOY Peacebuilders' office in The Hague. After a short introduction about the work of UNOY, two workshops were held by UNOY team.



One was on 'Youth participation in conflict transformation around the World' and it was facilitated by M. van Houten and the other one focused on 'Advocacy and Campaigning' and it was presented by Lillian Solheim.

After the lunch break, a panel discussion was facilitated by Ms. M.van Houten on the 'Role and possible impact of NGO's on the development of Peace, Justice and Human Rights'. Three panelists were invited to the panel session: Antonie Fountain of Stop the traffiK; Wanda Huinink of Time to Turn and Joel

Groeneveld of the Institute for Historical Justice and Reconciliation. There were two rounds of question and answer where the students got the chance to ask questions about the work of the NGO's. First, each of the panelists introduced their organization and they explained how the organization works on Peace and Human Rights and then they told the students about their personal experience. A. Fountain focused his presentation on lobby and advocacy, W.Huinink on campaigning and J. Groeneveld on historical justice.

After the panel session the participant went to visit the Peace Palace. Students enjoyed the UNOY day. Some of them considered it one of the best days of the course. The students found the panel session very interesting, they were glad to have the opportunity to discuss with professionals that work in the field of Human Rights.

Add an introduction sentence....why did you add these remarks of students...

'The panelists were inspirational.'

'Very inspiring day.'

'UNOY day was the most inspiring day of the course, truly interactive, practical and enriching. The panel discussion was also great.'

Thursday 12th of August

Day 9: Gender, Peace, and Education

The whole morning session was dedicated to the theme of gender. The guest speaker of the day was Banafshe Hejazi. In the first session, she offered the students an interesting presentation of the concept of gender. The participants also had the opportunity to watch a short part of the video 'Tough Guise' which examined the relationship between images in popular culture and the social construction of male identities.

After the break everyone participated in two exercises. In the first one, Banafshe asked the students to choose a picture that would have described their own country if it becomes more open minded and less restrictive about gender roles. The second one was a reflection exercise and it was called 'Stand in my shoes'. Both two sessions were very interactive, and the students found them very interesting.



On that day an intercultural evening was organized (see photo on pag 11). Each student was enthusiastic about that evening. Most of the students prepared a typical food of their own country and others wore their traditional dress. Students and the organizing team had the opportunity to get to know each other even more in a different environment, not academic.

Friday 13th of August

Day 10: Evaluation and departures

On the last day of the Summer school an open space with four corners were created where the participants were invited to reflect on what they had learned during the two weeks course. Open space technique operates under four principles and one law. The four principles are:

- Whoever comes are the right people
- Whatever happens is the only thing that could have happened
- When it starts is the right time
- When it's over it's over

The law is known as the Law of two Feet: 'If you find yourself in a situation where you are not contributing or learning move somewhere you can'.

The four principles and the law work to create a powerful event motivated by the passion and bounded by the responsibility of the participants.

Through the Open space, participants could individually reflect about their own learning and interest during the course.

In the first corner the students filled out a written evaluation form. The questions asked were about the content of the whole course, and divided for each day. For more details the evaluation form, see annex IV.

In the second corner the participants was the 'follow up' corner, where the students could find some resources for further reading, training opportunities, interesting organizations and universities to know about. Each student could take a 'did you know that...' sheet home, where the most relevant follow up resources were written out. In addition, there were blank sheets where the students could add useful information that they wanted to share with the other participants.

The third corner was called 'the post office'. In this corner there were two mailboxes. One to the right, in front of which the students could find post cards. The assignment was to write a postcard to themselves, where they indicated some lines that would encourage them after the summer school to continue to do something with what they learned during the summer school. UNOY will send the post cards to the students, so that they receive those 3 months after the summer school to help them to focus on the future goals that they set during the summer school. The other mailbox was meant as a drop box for thank you and suggestion notes to the organizational committee.

The fourth corner was 'the rucksack' corner, an evaluation exercise from the Compass Training Manual of the Council of Europe. The participants had to draw themselves going home with a rucksack on their back; the rucksack should contain everything the students want to take home from the summer school course, such as books or pictures, feelings, people, ideas and new ways of seeing the world. They could draw, write, or add pictures and text from magazines to their 'rucksack' picture. They were also asked to think about what they wanted to leave behind, like ideas or theories they no longer viewed as being true.

After the open space with the four corners, Marloes van Houten facilitated a group evaluation game. The different lectures, exercises, excursions, and educational methods, got a certain colored paper, and were put on the floor. The lectures, exercises and the excursions were placed in chronological order on the ground as a snake. The papers that summed up all educational methods used were put in a group. Following, M. van Houten asked questions like: 'which methods used during the course was the most helpful

for your learning process?’ and ‘which part of the program would you want to take out?’ The students had to stand on one of the papers. Some of them were asked to explain the reason of their choice. The group evaluation exercise was meant for having a collective evaluation moment, where the students could see from each other how they had experienced the summer school. The day ended with a speech of L. Vriens, after which he handed out the certificates to the participants.

EVALUATION

During the Summer school, there were two moments at which the students were explicitly asked to think about their learning process and evaluation the program: during the mid-term evaluation and the end evaluation. Furthermore, there was an open atmosphere during the whole summer school, which offered students the opportunity to indicate to the facilitators how they felt about program parts. To have moments of evaluation during the summer school, rather than only at the end of the program gave the facilitators the chance to adapt to the participants suggestions.

In the mid-term evaluation some questions were asked to the students about the quality of each session, facilitations skills of speakers, interactivity, educational approach, group dynamics, physical space etc. Students remarked the high level of qualification of the teachers. Furthermore, they highlighted that the group dynamics were very good, because most of the participants had a lot of experiences in different fields and therefore they all learned from each other. On the other hand, some students commented that some sessions were too short and sometimes they felt that there was not enough time to discuss. They suggested to reserve more time for debating and discussions. It was also mentioned that the organizing committee was too strict concerning the time for each session, even though last year it was said that the organizing staff should have been stricter in their time management.

The organizing committee realized that this year the group has needs in terms of time management then the group of last year. Therefore, during the second week the steering group tried to work on this. For instance, in the Children’s rights session more time was dedicated for interaction. Furthermore, all speakers of the second week were informed to promote the exchange of experiences and knowledge between the students during their session.

At the end of the course, there was the end evaluation in the participants were asked to fill a written evaluation form. All the students expressed their satisfaction with regards to the whole programme. They all had the idea that the Summer school programme was a good introduction into peace and human rights education which was the main aim of the course. Most of them highlighted the good quality of each session and the high qualification of the facilitators. In particular the participants appreciated day 5 that had Prof. Dr Bas de Gaay Fortman, as guest lecturer, day 7 with Saskia Kouwenberg, day 8 (UNOY day) and day 9 with Banafshe Hejazi. The students were pleased with all three excursions, they found them exhilarating and educative.

Originally, a Dutch dinner in a pancake house and the intercultural evening were planned at the same day. However, since we found out that two students were starting with their Ramadan fast on that day, we decided to have the Dutch dinner two days before the intercultural evening. The whole group, agreed on the decision, and the Muslim students appreciated the flexibility of the organizing team in their willingness to change the programme. Students expressed their gratitude towards the organizational team for having provided a harmonious and peaceful learning environment. One the participants shared a very personal story about how his neighbours killed his parents, and he said during his goodbye that he felt reborn and that the Summer school was his best educational experience.

To conclude, after the course, one student sent an e-mail to the organizational committee. He admitted that when he applied for this course he was skeptic, but that at the end the course proved to be valuable and inspirational.

FOLLOW-UP

At the beginning of September, after the Summer school was over, the organising committee had a follow-up meeting. The aim of the meeting was to discuss if the goals and objectives of the course were achieved or not and to reflect on the future of the Summer school.

The first point that was discussed during the evaluation and follow up meeting of the organisational team was the future of Summer school. Indeed, the edition of the Summer school 2010 was officially the last year in which Professor L. Vriens and Janne Poort-van Eeden would be part of the organisational team. However, L. Vriens mentioned that he might help to organise the next Summer school, but not to bear the end- responsibility. He explained that he was looking to find a colleague at the university that could take the responsibility for organizing the summer school.

From UNOY's side, we are very grateful for the last 3 years of having been able to contribute to the summer school program. However, we are not sure if we want to stay involved in the future. One of the focal points of UNOY's new multiyear plan, starting in 2011, is to focus our energy on capacity building of youth in the international setting, and to decrease the involvement of the secretariat in Dutch projects. Potentially, UNOY will search for a Dutch youth member for its network to be involved in youth work in the Netherland, such as the summer school project.

Because of all the changes in the organizing committee, it was concluded that the future prospects of the Summer school is currently unsure. The members of this organizing committee agreed to keep each other up to date regarding their progress in searching for solutions.

Although the future of the summer school is unclear, it was decided to reflect on the content of the program, as to do suggestions for potential new individuals/organizations that will take over the summer school project. Below, the most relevant points of reflection about the content of the summer school are indicated:

- The programme of the Summer school was balanced, but from the feedback of the participants it was pointed out that session on The Rights of the Child was too short and too general,
- It was pointed out that the presentation about the case study in mental health practice was not linked to the whole programme,
- It was also mentioned that too many questions were asked to Prof. Dr. Ido Abram, it would be better to give him more time to talk about his personal experience,
- Guest speakers should be approached earlier, because in the period between July – August they might be on holiday and also because they need time to prepare their presentation.
- In order to let the participant be even more involved in the programme and to give them the opportunity to become more responsible, it was suggested that they could give workshops themselves.

UNOY has taken the initiative to keep being in contact with the students. The students are now members of the social network Facebook and therefore they are still contact with each other.

Also, right after the summer school email was sent to all the students were they were notified of the online forum that was created, where all the resources (powerpoints, contact details, 'did you know that' sheet) were made accessible to the students. 1 month later the students were invited to sign themselves up for the UNOY newsletter and to apply for internship opportunities of UNOY.

Information about the Summer school was written down in a story form and posted in the August newsletter and on the UNOY's blog. UNOY also published a small article about the summer school on the People Building Peace website and in the newsletter of Platform Vredescultuur.

L. Vriens and M. van Houten came up with the idea to reflect on the lessons learnt from five years of International Summer School on Education for Peace and Human Rights. As a product of this reflection process, they are currently writing an academic article with the title "A Peace Pedagogy Experiment". The idea behind writing down this article is to share their experiences in organizing peace and human rights education, while making use of a diverse mix of educational tools. The article will be published in the online magazine of the International Institute of Peace Education, entitled 'In Faxtis Pax'. The magazine is broadcasted at the following website <http://www.infactispax.org/>. Potentially, the article will afterwards also be handed in for publication in other academic magazines.

CONCLUSION

The Summer school on Education for Peace and Human Rights was a great success. Participants, facilitators and guest speakers expressed their satisfaction and mentioned they learned from rich experiences every individual brought along

Cooperation between the different members of the organizing committee in the preparation phase and during the summer school itself, was a point of improvement compared to last year. The interaction between the organizing team and the students went naturally and the students expressed their gratefulness for the commitment and approachability of the organizational committee. The whole group was well connected and experienced. Most of them still are still in contact via the social network Facebook.

To conclude, the Summer school 2010 was a high quality introduction to Peace and Human Rights education, with an interesting mix of educational methodologies developed by the scientific institutions, youth work, peace education, community development and intercultural learning. As one student said 'the content and group was rich and inspiring'. And one other student from a conflict region, commented that he had never felt part of a group in such a way, and that the whole experience of the project made he felt reborn. This shows that the project on peace and human rights education was also success full in its objective to work on the affirmative learning and empowerment of individuals and the group.



Thank you for supporting us!

United Network of Young Peacebuilders
Laan van Meerdervoort 70,
2517 AN, The Hague - The Netherlands
Tel: +31 703647799
Fax: +31 703622633
Email: info@unoy.org
Website: www.unoy.org

APPENDIX I**List of participants**

Name	Sex	Country
ARBOLEDA, Zohanny	F	Columbia
DALKIRAN, Seren	F	Netherlands
DE VRIES, Oriane	F	Netherlands
DUARTE, Fernando Martins	M	Portugal
EHGARTNER, Petra Maria	F	Austria
GEORGIEV, Martin Kamenov	M	Bulgaria
LOPEZ, Berta	F	Spain
MARCUELLO, Myriam	F	France
MAVRAKI, Maria	F	Greece
MéNARD, Sarah	F	Canada
MESA, Rigoberto	M	Dominican Republic
MOLDOVAN, Anisoara	F	Netherlands
MUGABOWIS HEMA, Jean paul	M	United States of America
MUSHOFFA, Eva	F	Indonesia
NLN, Amanah -	F	Indonesia
ONYSZKO, Martyna	F	Poland
PAVLOVA, Vera	F	Bulgaria
SANTNER, Vera	F	Austria
SHIMIZU, Rii	F	Japan
SWARUP, Shraddha	F	India
VAN DE VYVER, Julie	F	United Kingdom
VAN DER ZEE, Eva	F	Netherlands

The curriculum**Summer School on Education for Peace and Human Rights 2010****Introduction**

The end of the 20th Century brought a very important initiative to realise a peaceful world, which inspired the Summer School Education for Peace and Human Rights. It was the Declaration by the United Nations General Assembly of the International Decade for a Culture of Peace and Non-violence for the Children of the World (Resolution A/RES/53/25) at November 11, 1998). This Declaration offered a very important and inspiring concept of peace. Peace is not only a 'political' concept, mainly connected to security. Peace is also a matter of a culture which is resistant to violence as a vehicle for reaching political and social ends. Such a culture is based on fundamental values of social justice, nonviolence and respect for human rights. People who live in such a culture of peace are willing to organise their lives in accordance with these values. They are aware of the necessity of global citizenship as a meaningful perspective for their lives, and they are capable of using peaceful and nonviolent methods to organise their political and social world and to solve their conflicts.

To summarize, the idea of a Culture of Peace stresses that peace, human rights and social justice are interrelated concepts, primarily based in culture but with a great impact on politics. Politics is always embedded in cultural conditions and political changes can hardly be realised without sufficient cultural support. This means that a politics of peace and security cannot be effective without a civic culture of peace and social justice, which will include knowledge and capacities to solve problems without violence. Civic action for peace and non-violence is a necessary basis to create support for real peace.

The concept of peace education includes the idea that a culture of peace can be learnt with peace education as a necessary contribution to the development of such a culture. But learning peace is a very complex process in two ways. First working on peace includes all levels of the human condition: it expands the level of macro life (politics/society), the meso (institutions/organisations) and the micro (personal violence/inner peace). This will always lead to the question how far personal responsibility for peace can reach and what possibilities and opportunities a person can find to contribute to a culture of peace. Second, learning peace also challenges the common western idea of learning as a pure rational cognitive strategy. Therefore it is not only a matter of content (knowledge about peace issues), but also of processes (strategies and their underlying values and norms). Peace education must be based on a broad concept of learning which includes the rationality of affective and social dimensions of learning as well as that of cognitive strategies. It challenges students (and teachers) to develop their own values, norms, and skills for an optimal use of the human potential (such as multiple intelligences) for peace and non-violence. In EURED, a European project on peace education this teaching methodology is operationalist in the four educational pillars that the International Commission on Education for the 21st Century (Commission Delors) proposed in their publication *Learning: the Treasure Within* (1996) for adequate learning in the new century: learning to know (cognitive learning), learning to do (action learning), learning to be (existential learning), and learning to live together (social learning).

From this point of view the Utrecht Summer School of Education for Peace and Human Rights curriculum focuses on knowledge (peace issues), values (basic values of human rights and justice), skills (social competences), and action (opportunities for transformation) in relation to personal experiences.

Content of the Summer School

The content of the Summer School is organised in two main themes:

- * *A Culture of Peace and Non-violence*
- * *The Challenge of Peace Education*

The first week will offer a (basic) introduction to the Culture of Peace and Nonviolence, in which Human Rights, Social Justice and Nonviolence are predominant; in the second week we will pay attention to the contribution which Peace Education can make to achieve such a Culture of Peace and Nonviolence.

Knowledge and values

Knowledge is a very important element of the summerschool. But knowledge is always '*knowledge in a context*'. Since peace, culture and education are life world concepts, they are always part of a culture and it is important to realise that there will never be 'absolute objectivity'. Knowledge is always connected with values in a meaningful context. In our program we try to invite you to understand this contextuality of our knowledge and to understand what this means in your own situation.

Skills

In the program of the Summer School skills are introduced in two ways. Firstly they are incorporated in the method of teaching. But they are also dealt with explicitly. The most important skills are:

- critical analysis of the violent potential of cultures and its justifications;
- dialogue as a method to overcome prejudices, tensions and escalation of conflicts;
- non-violent strategies for conflict resolution;
- conditions of learning and teaching peace;
- civil peace action and society building.

Action

The action component is introduced as a possibility for people who want to be active in the field of peace education and peace work. As far as people are already involved in peace action and/or peace education activities the curriculum will offer opportunities for sharing experiences.

The summerschool DOES NOT OFFER action training, nor does it ask students to organise political or societal activities.

Methodology and role of participants

The concept of peace education as presented with its different forms of learning asks for a methodology which combines theory and practical experiences on a basis of respect for each other (students as well as teachers). Therefore, we will promote an atmosphere of openness, shared responsibility and co-operation: the students are invited to be open for learning with their brains, with their heart, and - as far as possible for each person - with their whole body and soul.

Since every person is different and has her/his own cultural background, the students are also challenged to develop their own frame of mind of education for peace, social justice, and human rights, and to integrate this in their own situation. This means that teaching and learning methods are diverse, based on a broad concept of learning, including cognitive, affective, creative elements of information and reflection.

A consequence of this concept of learning and teaching is that we are aware that the group itself is an important learning experience and we will stimulate its positive effects. Students and teachers can learn very much from the informal processes in a group in which very diverse participants meet each other. To reach optimal learning opportunities the program supposes a shared responsibility of both facilitators and participants for the ground rules of the course. We expect that each student will be involved both in the content and the procedures of the program. Therefore we will start each morning with a quick summary of our experiences of the day before and a short reflective introduction to the topic(s) of the day

Further teaching/learning methods to be used are:

- lectures and discussion;
- self study, using library, internet and other sources of information;
- learning by sharing experiences;
- communication in different 'languages'.

Performance assessment

The summer school can be concluded with a certificate (1,5 ECTS) when a student has followed at least 80% of the obligatory part of curriculum. This includes that the student:

- prepares her/himself for each session by reading the prescribed article;
- offers a contribution to the evaluation of the summerschool.

Students who want to get their grades (to a maximum of 3 ECTS) must write an essay (minimum 6, maximum 10 pages). In this essay the student has to show that he/she has elaborated his/her topic(s) in a process of getting information and reflection. The essay can be written after the summerschool. It has to be sent to the professor at last three weeks after the end of the summerschool.

Core Program Schedule

After the first day, the main rhythm of the day will be programmed in 3 blocks:

09:30 – 11.00: First session

coffee break

11:30- 13.00: Second session

lunch break

14:00 – 15.30: Third session

Sunday AUGUST 1

Day 0. Arrival

17.00 - 18.00: Registration

18.00 - 19.00: Supper

19.00 - 20.00: First meeting

- Welcome to Utrecht
- Introduction to the Summer School.

Prof. dr. Lennart Vriens, Utrecht University & the Summerschool team

Monday August 2

Day 1: Introduction to Education for a Culture of Peace and Nonviolence

First session:

- Introduction: A Culture of Peace and Nonviolence as a Challenge for Education. Education as the core effort of the program of the Decade.

Prof. dr. Lennart Vriens.

- Questions

Coffee break

Second session:

- Energizer and getting to know each other more personally

Drs. Marloes van Houten, UNOY & Daniela Canepa, UNOY

- Group discussion on issues from the lecture and exchange of visions and experiences

Drs. Marloes van Houten & Prof. Dr. Lennart Vriens

Lunch break

Third session:

- A learning environment in a learning community
- Explanation of the Summerschool program

Prof. dr. Lennart Vriens & Ms. Anja Boevé

Afternoon:

- City tour

Each Monday, students of the Summerschool also have the opportunity to visit a Dutch movie for free. In the realm of a cultural program (see: pre-departure information)

Tuesday August 3

Day 2. A Culture of Peace and Nonviolence instead of a Culture of Violence

First session:

- How to organise a Culture of Peace: a historical perspective
- Introduction to the 8 characteristics of a Culture of Violence and their opposite in a Culture of Peace and Human Rights

Prof. dr. Lennart Vriens

Coffee break

Second session:

- Workshop group work: How are the characteristics of the Cultures of Peace and War visible in your own culture? Give concrete examples!

Drs. Marloes van Houten & Prof. dr. Lennart Vriens

Lunch break

Third session:

Plenary: discussion on the concrete examples and contextualization.

Ms. Janne Poort-van Eeden & Drs. Marloes van Houten

Wednesday August 4

Day 3: Non-violence

First session:

- The problem of violence; exercises; examples

Drs. Marloes van Houten & Drs. Martin van Beek

Second session

- Types of non-violence, strategies and practices

Drs. Marloes van Houten

Third session

Movie: 'Pray the Devil back to Hell'

Followed by a reflection/ discussion on the use of Non-violence.

Ms. Janne Poort-van Eeden, Chair of the Dutch Platform for a Culture of Peace.

Thursday August 5

Day 4: A Culture of Diversity and Tolerance: Lessons from the past

First session

- A Culture of Diversity;
- Ideologies and the Challenge of Tolerance

Prof. dr. I.B.H. Abram, University of Amsterdam.

Second session

- Preparation for the Anne Frank House
Prof. dr. I.B.H. Abram & Prof. dr. Lennart Vriens

Afternoon

- Visit to the Anne Frank House in Amsterdam

Friday August 6

Day 4: Human Rights: A Moral Agenda for Peace

9.30 - 12.00: First session:

- The Human Rights; A History of developments
 - * The Concept of Human Rights;
 - * Developments and Prospects

Prof dr. mr. B. De Gaay Fortmann (to be asked)

12.00: Halfway Evaluation

13.00 - 14.00 Lunch break

14.00 - 16.00: Second session

- Rights of the Child at Stake
Lennart Vriens & Janne Poorter- van Eeden

Saturday and Sunday August 7 and 8

Free program (cultural program available)

Monday August 9

Day 6: What is Peace Education?

First session

- Introduction: Concepts of peace education and Concepts of Learning
Prof. Dr. Lennart Vriens

Second session

- Group work: What should be enhanced in Education?

Ms. Janne Poort – van Eeden

Third session :

- Fort Democracy Excursion

Tuesday August 10

Day 7. Dealing with conflicts in a Non-Violent way

First session

- Non-Violent Conflict Resolution: Concepts

Ms. Saskia Kouwenberg

Second session

- Practice of non-violent communication and active listening

Ms. Saskia Kouwenberg

Third session :

- Steps to mediation

Ms. Saskia Kouwenberg

Wednesday August 11

Day 8: PEACE WORK IN PRACTICE (UNOY DAY)

Visit to the office of UNOY Peacebuilders in The Hague

First session

- Presentation of UNOY Peacebuilders

Drs. Marloes van Houten

- Workshop 1: The work of Youth in Peace Building around the World

Drs. Marloes van Houten

- Workshop 2: Advocacy and Peace Building

Drs. Lillian Solheim

Second session

- Panel session: The role and possible impact of NGO's in the development of Peace, Justice and Human Rights.
- Panelists: Antonie Fountain, Director of Stop the Traffick (lobby for HR & peace)
Wanda Schuurmans, Time to Turn (campaigning for HR & peace)
Joel Groeneveld, Institute of Historical Justice and Reconciliation (about historical education and reconciliation)

Facilitator: drs. Marloes van Houten

Third session

- Visit to the Peace Palace

Thursday August 12

Day 9: Gender, Peace and Education

First session

- Lecture: Gender and Peace.

Ms. Banafshe Hejazi (Gender and Human Rights Activist)

Second session

- Workshop: Gender in education

Ms. Banafshe Hejazi

Afternoon

- Preparation for the Cultural Evening

Evening

- (INTER)CULTURAL EVENING

Friday August 13

Day 10: Evaluation and departures

First session

- 10.30: Open space (Drs. Marloes van Houten & Daniele Canepa)

- 11.30: Group evaluation: Ideas for the future (Drs. Marloes van Houten)

Second session

- 12.30: Certificates

Prof. dr. Lennart Vriens & Drs. Marloes van Houten

- 13.00: Departures

Lennart Vriens

Prof. dr.Lennart Vriens (1945) is honorary professor at the Department of Educational Sciences of the Faculty of Social Sciences of Utrecht University. He has been involved in peace education since the early 1970's. In the 1970's and 1980's he participated in the development of Peace Education Projects for primary and secondary schools. In 1980 he organized the first international congress about peace education in the Netherlands and participated in the organization of several other congresses.

He also coordinated research projects on children's experiences of war and peace and conflict resolution and cooperation in schools. In 1987 he got his PhD on the doctoral dissertation *Pedagogiek tussen vrees en vrede* (Pedagogy between fear and peace) at Utrecht University (Antwerp: Internationale Vredesinformatiedienst). He was professor at the Special Chair of Peace Education at Utrecht University from 1990 till 2000. He published about 150 articles about peace education, rights of the child, and the philosophy and history of education in several languages. He was also an associated member of the School of Human Rights Research. Since 2006 he organizes the successful International Summer School „Education for Peace and Human Rights“ at Utrecht University.

Marloes van Houten

Marloes van Houten (1982) has an educational background in Performing Arts for Social Change, and obtained a Msc. (Hon) in Human Geography and International Development. She was born in the Netherlands, but lived, did research and worked in several places, i.e. Eastern Europe, Nepal, Canada, Brazil and Mexico, on development, conflict, peace building, and community art projects. Marloes worked as a Junior Lecturer at the University of Amsterdam, and is currently working as a Program Coordinator at the United Network of Young Peacebuilders (UNOY). Besides her work at UNOY she is connected to the Interdisciplinary Institute of Asian Studies (IIAS) as a research fellow. This year was the third year of her involvement with the organization committee of the Summerschool.

Janne Poort-van Eeden

Educated at teacher training college, she worked for five years as a teacher in primary schools. After the birth of her children, she started free lance working for school radio, making educational programs.

She developed materials for global education for children and youngsters, and got involved in an organization for Global education, School & World, bridging the aspects of human rights education, environmental education, peace education, etc.

With an Israeli colleague, she developed the curriculum on Creative Coping with Conflicts for primary schools. She also was the Education Officer for the Women Peacemakers Program of IFOR

She developed the audio visual side of her work as a producer and director of news programs at the local radio station. She also started local television. With a colleague, she made educational and promotional videos for a wide range of customers.

In the Dutch Platform for a Peace Culture she is involved in projects for peace education in schools including the development of the Summer School Education for Peace and Human Rights and the website www-vrede-leren.nl. As a member of the international EURED working group she was co-developer of a curriculum for in-service teacher training on European peace education. She is a board member of the Dutch Women for Peace and the Dutch Platform Women & Sustainable Peace.

Saskia Kouwenberg

From the early eighties and all of the nineties, trying to combine spiritual practice and political activism, I worked as a political and human rights activist, lobbyist, campaign-coordinator, spokesperson on the issues of peace and security, anti-racism, development aid and rights of Indigenous Peoples (mainly in the Pacific area). I lived over 10 years in Australia and returned to the Netherlands in 2000. I hold a degree in journalism and worked at irregular intervals as a free-lance journalist (1985-1999). I like traveling and explored over 30 countries and worked in several (eg. Tahiti, East Timor, Maluku, New Caledonia, GB, Germany, New Zealand, Australia, US.). In 1991 I was in East Timor during the Santa Cruz massacre, stayed involved for a decade and returned in 1999 as coordinator of 135 independent observers during the historical referendum when we were evacuated while looting and shooting around us destroyed 80% of Dili, the capital. This experience inspired me to look further into ways in which civilians can contribute in conflict areas. This led to the participation of a course for "United Nations Military Observers" with the Dutch army, where I consequently taught over a period of four years the workshop: "civil-military relations in conflict areas" (also see publication on www.neag.nl). Conflicts have always fascinated me, from inner conflicts to international wars, and I keep searching for ways to deal with tensions and conflicts in constructive ways.

Bas de Gaay Fortmann

Dr. Bastiaan de Gaay Fortman is professor of Political Economy of Human Rights in the Utrecht School of Law (since 2000), where he also chairs the Curatorium of the UNESCO Chair in Education for Peace, Democracy and Human Rights (with special focus on Latin America). Apart from several visiting professorships he has also taught at the Free University, Amsterdam (1965-1967), at the University of Zambia in Lusaka (1967-1971) and at the Institute of Social Studies in The Hague, where from 1972 to 2002 he held the Chair in Political Economy.

He received his PhD on the basis of a doctoral dissertation entitled Theory of Competition Policy – A Confrontation of Economic, Political, and Legal Principles (Amsterdam: North-Holland Publishing Company, 1966). His numerous publications generally focus on political economy of jurisprudence (including human rights) and political economy of security and conflict. From 1971 to 1991 he was also a member of the Netherlands Parliament, first in the lower house as leader of a party represented in government, and then as a senator.

From 1977-1984 he was Chair of Oxfam-Novib; currently he chairs the Netherlands Institute for Southern Africa. His latest (co-edited) book is *Between Text and Context. Hermeneutics, Scriptural Politics and Human Rights*, published with Palgrave-Macmillan (NY), March 2010.

Ido Abram

Professor Ido (Isidoor Bert Hans) Abram was born in Jakarta, Indonesia (at the time Batavia) in 1940. He is an educator and writer on the nature of Jewishness. During World War II he was an internee in Japanese Camps. After liberation he went to school and university in the Netherlands. He studied mathematics and philosophy at the University of Amsterdam and worked as a teacher of mathematics, educational researcher and educational counselor. From 1990 till 1997 he was professor of pedagogy (theory of teaching) and has published on topics regarding Jewish culture and identity, multicultural education and "Education after Auschwitz". He has been the first European professor for "Holocaust Education". Since 1997 he has been director of the Stichting Leren (Learning Foundation), which aims to encourage learning processes and arranges research, publications, lectures, workshops, advice and projects and designs educational programs to this end. Areas of emphasis include identity and imago, intercultural learning and Holocaust education. - 15 -

In the past ten years, Banafsheh Hejazi has combined academic studies with professional employment, volunteer work and board member positions in the field of human rights. She holds a LLM in Law and Politics of International Security (the Netherlands) and a BA in gender studies and human rights (Sweden). Recent work experiences include working as the Information Officer of the International Fellowship of Reconciliation's Women Peacemakers Program in the Netherlands and as the Gender Methodologist of the Latin America Groups in Bolivia. She has also (co)organized and facilitated training courses through the networks of and for the youth directive of the Council of Europe. Since March this year, Banafsheh is working as the chief of staff coordinator at the National Touring Theatre (Riksteatern) in Stockholm, Sweden.

Lillian Solheim

Started working as the advocacy coordinator at the UNOY Peacebuilders in October 2007. Lillian is from Norway but has been living the last 5 years in Brussels, where she completed her MA in International Relations and Peacebuilding. Her thesis focused on the role of Norway as a third party in the peace process in Sri Lanka. After her studies she volunteered for Search For Common Ground where she was involved in the gender programme. In 2005 worked at the Nordic Desk at the United Nations Regional Information Centre as an intern. She was also working as an election observer during the presidential election in Sri Lanka. Before moving to the Netherlands she worked as a community coordinator for an association management company while volunteering for a charity called Children are the Future.

Antonie Fountain (BA in Liberal Arts)

Antonie Fountain (1978) is one of the founders of STOP THE TRAFFIK in the Netherlands in 2007, after working for a Business-to-Business marketing firm for ten years. Since then, he is committed to fighting human trafficking and modern slavery. His work primarily focuses on lobby and advocacy, working with government, industry and other social organisations to create supply chains that are more sustainable. His specialty is working on complex supply chains in tropical commodities such as cocoa, and in broader macro-economic theory. He firmly believes in an urgent need for radical transformation of the global economic system, moving from a monetary value-based system, to a society which first looks at the values, then at value.

Joël Groeneveld

Joël Groeneveld is the Office Manager at the Institute for Historical Justice and Reconciliation. Before joining the IHJR, he served as the secretary for Julley, a NGO for sustainable development based in Paris. In this position he participated in several projects in Ladakh, North India and coordinated the editing of a Refugee Guide in Cape Town, South Africa. He also assisted in the preparation of a 'Violence Against Women' meeting in the Great Lakes region in Africa for the Gender Equality and Development section of UNESCO. After receiving a Bachelor's degree in History at the University Paris 7 Diderot, he obtained a Master degree in Political Science at Paris 8 Vincennes – Saint Denis by writing his thesis on the roots of African xenophobia in the new South Africa and a comparison between the integration of black identity into South African and America society.

Wanda Huinink

Wanda Huinink, 31, MA International Development Studies, has been working with Time to Turn for the past years and loves campaigning for social justice, living in a multicultural neighbourhood and gardening at her balcony. Time to Turn is a Dutch faith-based network of young people that wish to choose for a sustainable and just lifestyle, and try to help each other to campaign for the poor and the environment.

The Evaluation Form

Evaluation Summerschool Education for Peace and Human Rights 2010

In this evaluation we want to get an idea about the effects and effectiveness of this Summerschool, but also about the student's appraisal and her/his ideas and suggestions for the next year. Rather than marks for teachers and counsellors, we want to know if something of what we offered as content, processes and intentions helped you to get a better insight in the complex area of Peace and Human Rights. We will appreciate if you will give a short comment on every topic we present.

IN GENERAL

1. The Summerschool program was meant as an introduction to and elaboration of peace, human rights and non-violence as the necessary elements for a culture of peace and nonviolence, which has been propagated by the United Nations and UNESCO.

Do you have the idea that it was a good introduction? Give your comment!

JUDGEMENT:

SUGGESTIONS FOR IMPROVEMENT

2. The strategy of the Summerschool was that peace education can only be learnt if people realise that the complexity of the peace problem demands a complex concept of teaching and learning. Peace education means learning by head, hart and hands; it contains instruction, discussion, reflection, self-study, physical activities, etc. Did you recognise this concept of learning in the program and did you experience it as a good idea?

JUDGEMENT:

SUGGESTIONS FOR IMPROVEMENT

3. In the Summerschool students who want to write a final paper were given a written instruction, including criteria for writing a good paper. Besides this, students could/can ask a teacher for help and extra instruction during and after the course by e-mail. If you want to write a paper, do you think that this is helpful enough?

JUDGEMENT:

SUGGESTIONS FOR IMPROVEMENT

4. The Summerschool wanted explicitly to use the experiences and capacities of the students as opportunities for learning. Did you recognise this strategy and how do you judge this?

JUDGEMENT:

SUGGESTIONS FOR IMPROVEMENT

5. Did the information on the website of the summerschool give you enough information about the program? Did this information influence your decision?

JUDGEMENT:

SUGGESTIONS FOR IMPROVEMENT

6. How did you find out about the Summerschool Education for Peace and Human Rights?

IN DETAIL

7. Day 0: the Summerschool program started with:
- a session at Sunday with an informal welcome;
 - a general introduction to the idea and teaching strategy of the course.

JUDGEMENT:

SUGGESTIONS FOR IMPROVEMENT

8. Day 1: the Summerschool program started with
- a session by Lennart Vriens about a culture of Peace and Non-violence as a Challenge for Education
 - an introductory session by Marloes van Houten where the students constructed a land map.
 - a presentation of the program, including an explanation of its teaching and learning philosophy
 - the Utrecht City tour.

JUDGEMENT:

SUGGESTIONS FOR IMPROVEMENT

9. Day 2: offered:
- a further elaboration of the Culture of Peace and Nonviolence and the problem of how to analyse and change cultures (Lennart Vriens);
 - a lecture/work group about the characteristics of a culture of peace in one's own culture about the Global Peace Index (Marloes van Houten).
 - presentation of the outcomes of the working group and a plenary discussion about the examples of a COP and COW and the usefulness of the GPI.

JUDGEMENT:

SUGGESTIONS FOR IMPROVEMENT

10. Day 3 offered:
- an introduction to factors types and consequences of violence, including a demonstration from a psychological point of view by Drs. Marloes van Houten and Drs. Martin van Beek;
 - a session about 5 approaches to peace, with a primary focus on non-violence;
 - the video Movie *'Pray the Devil back to Hell'* with a possibility for further discussion.

JUDGEMENT:

SUGGESTIONS FOR IMPROVEMENT

11. Day 4 offered:
- an introduction to a Culture of Diversity and Tolerance by prof. Ido Abram ;
 - a session about ideologies and tolerance, including a preparation for the visit of the Anne Frank House
 - a visit to the Anne Frank House.

JUDGEMENT:

SUGGESTIONS FOR IMPROVEMENT

12. Day 5 offered:
- an interactive lecture about the theories and practice of Human Rights by prof. Dr. Bas de Gaay Fortmann;
 - a midterm evaluation of the program (Marloes van Houten);
 - an afternoon workshop about 'Rights of the Child at stake' by Lennart Vriens

JUDGEMENT:

SUGGESTIONS FOR IMPROVEMENT

13. Day 6 offered:
- a lecture/workshop about Concepts of Peace Education and Concepts of Learning (Lennart Vriens and Janne Poort-van Eeden);
 - a workshop 'Peace Education in Practice' with a number of learning activities connected to basic ideas of peace education (Lennart Vriens and Janne Poort-van Eeden);
 - An excursion to the Fortress of Democracy with the interactive exhibition about peace education (Jan Durk Tuinier and Geu Visser).

JUDGEMENT:

SUGGESTIONS FOR IMPROVEMENT

14. Day 7 offered an interactive lecture by Ms. Saskia Kouwenberg about theory and practice of:
- non-violent communication;
 - non-violent conflict resolution

JUDGEMENT:

SUGGESTIONS FOR IMPROVEMENT

15. Day 8 was the UNOY day, committed to dealing with peace action in practice. It included:
- a Presentation of United Network Of Young peace builders as a global network of of youth peace builders
 - a workshop about 'Youth participation and conflict(transformation): examples from around the world' by Marloes van Houten
 - a Workshop 'Youth, Advocacy and campaigning by Lillian Solheim
 - a Panel Session with 3 panellists from different types of NGO's
 - a visit of the Peace Palace in The Hague

JUDGEMENT:

SUGGESTIONS FOR IMPROVEMENT

16. Day 9 offered:
- a lecture about Gender and Peace by Ms Banafshe Hejazi,
 - a workshop about Gender and education by Banafshe Hejazi

JUDGEMENT:

SUGGESTIONS FOR IMPROVEMENT

17. Do you have comments (critique, suggestions) on/for the evening program?
- the pancake eating in the Cave restaurant
 - the Intercultural evening

18. And