

International Institute on Peace Education (IIPE) & Community-Based Institutes on Peace Education (CIPE)

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INTERNATIONAL INSTITUTE ON PEACE EDUCATION

The International Institute on Peace Education (IIPE) was founded in 1982 and has since been held annually in different parts of the world. The first IIPE was held at Teachers College, Columbia University and organized by Professors Betty A. Reardon, Willard Jacobson and Douglas Sloan in cooperation with the United Ministries in Education. The IIPE is a multicultural and cooperative learning opportunity that has brought together educators and professionals from around the world to learn with and from each other in short-term learning communities that model principles of critical, participatory peace pedagogy. The Institute is an opportunity for networking and community building and has spawned a variety of collaborative research projects and peace education initiatives at the local, regional, and international levels. The International Peace Bureau, in nominating IIPE for the 2005 UNESCO Peace Education Prize described it as "probably the most effective agent for the introduction of peace education to more educators than any other single non-governmental agency." (Weiss, 2005)

The objectives of each particular institute are rooted in the needs and transformational concerns of the host region. More widely, the social purposes of the IIPE are directed toward the development of the field of peace education in theory, practice and advocacy. In addition to the important learning of contextually relevant issues and pedagogical approaches, the purposes of the IIPE are threefold:

- 1) To aid in the development of the substance of peace education through exploration of new and challenging themes to contribute to the on-going development of the field.
- 2) To build strategic international institutional alliances among NGOs, universities and agencies involved in peace education thereby increasing the benefits of shared expertise on substance and practice as well as advancing educational reform initiatives.
- 3) To encourage regional cooperation toward the maximization of resources, cooperation in pedagogical and substantive developments and increasing regional perspectives on the global issues that comprise the content of peace education. This is accomplished through significant involvement of regional organizations and participants with an annual goal of 50% of the participants from the region.

The process of the institute is primarily directed toward developing capacities for critical thinking, inquiry, and reflective skills that enable participants not only to understand the relevant issues and obstacles to peace, but more importantly to develop skills and abilities to confront these issues, envision realistic alternatives and devise and implement strategies for their realization. The IIPE is built around a community of learners in the Freireian tradition, in which the learning process is reciprocal. "Participants" and "participatory" are key words in describing the Institute. Unlike other similar trainings or events, presenters are in every sense participants, equally engaged in mutual learning. The Institute draws on the experiences and insights of diverse peace educators and advocates from all world regions helping us learn from each other's experiences and strategies in achieving human rights and women's rights, working towards demilitarization, and resolving conflicts.

The structure of the IIPE helps to facilitate learning by providing interactive opportunities through all phases of the program. Each component of the program serves a particular function in the learning experience of the Institute: the orientation, the plenaries, the workshops and seminars, the excursions and the reflection groups. The orientation introduces participants to the purposes and process of IIPE, beginning the process of acquaintance from which we will build our learning community. The plenaries provide a common substance for all in the community and a basis for the specific consideration of some of the workshops and seminars. The excursions permit us to have some direct experience of our host country, its landscapes and the issues of justice and peace that its citizens are addressing. The reflection groups are the heart of the learning and community building experience, the base at which daily learnings are shared. Reflection groups provide a space for assessing learning, challenging assumptions, and integrating new knowledge and experiences into participants' professional and personal lives.

COMMUNITY-BASED INSTITUTES ON PEACE EDUCATION

Community-Based Institutes on Peace Education (CIPE) emerged in 2005 from the conscientious work, research and planning of members of the IIPE network. The CIPE initiative was developed to address the lack of formal peace education training opportunities and to increase locally based support for educators and educational planners to serve the growing demand for the type of learning that the IIPE offers for educators from all sectors of society. Over the years the IIPE has been successful at nurturing peace education learning communities; however, as an internationally based program, it is not adequately designed to meet local needs.

Significant discussions on the issues of violence, security and peace typically take place at the highest levels, excluding the grassroots educators and their communities whose participation is both necessary and crucial for ensuring equitable outcomes to local and global decision-making. While important work is taking place on the ground, grassroots organizations and educators from conflict zones and developing Nation-States work with very limited resources and have limited access to requisite substantive knowledge and adequate training opportunities. Educators also have limited opportunities to learn, share and strategize with counterparts in other national or world regions, despite the fact that issues related to peace and human security, by their very nature, cross borders and reach into all communities. There is an urgent need to create opportunities for serious and sustained dialogue among frontline educators working on these crucial issues. Such opportunities can enable educators to engage in global civil society and capacitate them to train other educators so that the majority of world citizens can be effectively enfranchised through education for civic participation.

There are formal and non-formal practitioners of peace education in nearly every community around the world, many of which are in the IIPE network. However, support networks at the local level hardly exist. Furthermore, the existing international activities and training possibilities in peace education rarely reflect local needs and relevant practices. In addition, one of the major obstacles to dissemination of the new methodologies and issues experienced by participants in IIPE is the financial and language barriers which prevent many eager for preparation in peace education from traveling to and participating in an annual Institute.

The CIPE was designed to address these local needs by extending the IIPE community through the creation and coordination of locally based mini institutes (1-3 days) based roughly upon the IIPE. In 2007, the first CIPEs are being organized by former hosts and participants of the IIPE, with assistance and cooperation from the IIPE Coordinators (the Peace Education Center is the coordinating agent of the IIPE and CIPE) in their local communities. Each CIPE program is unique, designed to address locally relevant issues and concerns, drawing upon local human resources, enlisting the cooperation of local institutions, and conducted in the local language.

Although rooted in locally based initiatives, CIPEs are envisioned as the foundations of a broader movement for social change through education. CIPEs are intended to foster self-sustaining learning communities, able to support and learn from and with each other, with the goal of addressing and transforming local experiences of violence through learning and education. These local experiences are then further contextualized by relating them to larger, often systemic issues of violence that affect the entirety of the human community. CIPEs may be one-time, stand-alone learning experiences although they are intended to be recurrent so as to provide a constant base of local support and learning exchange. CIPEs warmly wrap together the best of the IIPE – community and cooperation – into a package more suitable to support its constituents and promote social transformation directed toward the reduction and elimination of all forms of direct and indirect violence.

Goals of the CIPE:

- To provide local support for peace educators
- To learn from each other about best practices
- To address current and relevant local content and issues
- To support school and community based peace education initiatives
- To increase the possibility for affecting policy locally, nationally, and globally
- To increase potential for research and new developments in the field of peace education

HISTORY OF THE INTERNATIONAL INSTITUTE ON PEACE EDUCATION

2007

Baketik, the Peace Centre in Arantzazu. Basque Country (Spanish Estate), Spain.

Theme: "Identity, Interdependence & Nonviolent Transformations - Practical Priorities of Education in Transitions to Peace"

2006

UN University of Peace. San Jose, Costa Rica.

Theme: "Toward a Planetary Ethic: Shared and Individual Responsibility"

2005

Femme-Art-Méditerranée (FAM Network). Rhodes, Greece.

Theme: "E=MC²: Education = Movement for Constructive Change (educating for peace through the arts)"

2004

Sabancı University. Istanbul, Turkey.

Theme: "Human Security: Building a Culture of Peace"

2003

Asia Pacific Centre of Education for International Understanding (APCEIU). Seoul, South Korea.

Theme: "Educating for Peace in Divided Societies"

2002

Miriam College, Quezon City, Philippines.

Theme: "Weaving Solidarity Toward a Culture of Peace"

2001

Lebanese American University. Byblos, Lebanon.

Theme: "A Global Civic Responsibility"

2000

Mahindra World College. Pune, India
Sponsored by: Ashta No-Kai (women's literacy and development NGO)
Theme: "Education for a Culture of Peace: A Human Security Perspective"

1999

University of Calgary. Alberta & Nakoda Lodge, Morely First Nation, Treaty Seven Territory.
Canada.

Co-Sponsored by: Athabasca University Native Studies; Confederacy of Treaty Six First Nations;
Stoney Nation, Morely; Center for International Education and Development, University of
Alberta; Institute of Peace & Global Education, University of Alberta; Regional Partnerships of
Schools and Colleges, New York; Sustainability Education Centre, New York.

Theme: "Renewing Ancient Wisdoms for the Next Millennium"

1997

University of El Salvador. El Salvador.

Co-Sponsored by: International Center for Solidarity in San Salvador; Culture of Peace Program,
UNESCO.

Theme: "Education for Reconciliation and Reconstruction"

1996

International Christian University. Tokyo, Japan.

Theme: "Education for a Culture of Peace"

1995

University of Missouri/Avila College. Kansas City, Missouri.

Theme: "Learning Peace"

1994

University of Alberta, Edmonton. Alberta, Canada.

Theme: "Uprooting Violence"

1993 (July 25-31)

University of Hawaii. Honolulu, Hawaii.

Sponsored by: University of Hawaii, Matsunaga Institute

Theme: "Education for Diversity and Democracy: Ethnicity and World Community"

1993 (June 23-30)

Noordelijke Hogeschool. Leeuwarden, Netherlands.

Theme: "Education for Diversity and Democracy: Ethnicity and World Community"

1992

YMCA Institute of Language Education. Tokyo, Japan.

Theme: "Peace Education: A Global Movement"

1991

University of Oregon. Eugene, Oregon.

Co-Sponsored by: University of Oregon, Peace Studies Program

1989

Teachers College. New York.

Sponsored by: Teachers College Peace Education Program

Theme: "Education for Global Responsibility"

1988 (Dec. 3-7)

Sibol ng Kapayapaan at Kalinangan. Manila, Philippines.

Co-Sponsored by: The World Council on Curriculum and Instruction, Philippines Chapter; and Notre Dame University

Theme: "Emerging Approaches to Peace and Development"

1988 (July 4-9)

The University of Alberta, Edmonton. Canada.

Co-Sponsored by: The faculty of Education, University of Alberta; Alberta Teachers Association

Theme: "Peace Education: Now and for the Next Generation"

1987

University of California, Irvine.

Sponsored by: University of California Program in Social Ecology

1985

Manhattan College, New York.

Sponsored by: Manhattan College Peace Studies Program

Theme: "Dimensions and Practice of Peace Education"

1984

University of Alberta. Edmonton, Canada.

1983

Teachers College, New York.

Co-Sponsored by: The Peace-Making, Militarism and Education Program of United Ministries in Education; the Teachers College Peace Education Concentration; the Teachers College Office of Continuing Education; Auburn Theological Seminary in cooperation with the World Council for Curriculum and Instruction

Theme: "Perspectives on Peace"

1982

Teachers College, New York.

Co-Sponsored by: The Peace-Making, Militarism and Education Program of United Ministries in Education; the Peace Education Commission of the International Peace Research Association; and the World Council for Curriculum and Instruction

RESOURCES

Weiss, C (2005) UNESCO Peace Education Prize Nomination, International Peace Bureau.