



Quaker  
Council for  
European  
Affairs



# The possibilities of peace education Evidence and opportunities

The Quaker Council for European Affairs (QCEA) and Quakers in Britain are inviting you to attend an online conference on the **Possibilities of peace education - Evidence and opportunities**, which will take place online in the **afternoons of 20-21-22 May 2021**.

Attendance is **free of charge**.

The aim of the conference is to explore together how education can sow the seeds of sustainable peace and heal divisions, drawing inspiration from a long Quaker tradition of peace education work. Session topics will include:

- Framing peace education
- Peace education in the world
- Peace education in conflict and post-conflict contexts
- Sharing perspectives between young people and policymakers

The last day will offer a number of parallel informal workshops that cover the depth of peace education. Topics will include:

- The policy case for peace education
- Positive Peace in schools
- Race and identity based violence
- Peace Education in the context of growing militarization
- A whole school approach to peace
- Climate justice

Join us on **20-21-22 May** and connect with students, parents, educators, and anyone with a passion for peace and education.

**More information on how to register** can be found here: [www.qcea.org/conferences/](http://www.qcea.org/conferences/)

# The possibilities of peace education

## Evidence and opportunities



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**ALL TIMES IN CET (BRUSSELS TIME)**

**Thursday 20 May 2021**

**14:00-14:30:** Welcoming remarks

- **Marigold Bentley**, Quakers in Britain
- **Timmon Wallis**, Quaker Council for European Affairs

**14:30-14:50:** Framing peace education

- **Tony Jenkins**, Global Campaign for Peace Education

**14:50-15:00:** Screening of the first video *Making the case for Peace Education*

*Break*

**15:30-17:00:** Panel discussion: Peace education with school communities

- **Avi Goldstein**, Pathways Institute for Negotiation Education, Belgium  
*Changing the game: Incorporating negotiation education into schools*
- **Daniel Nteziyaremye**, Turning the Tide, Rwanda  
*Peace Clubs as a tool for transformation*
- **Sara Hagel**, Peacemakers, United Kingdom  
*Creating peace with more school communities in the West Midlands*
- **Wamuyu Teresia Wachira**, St. Paul University, Nairobi, Kenya  
*Exploring violence through the narratives of youth in schools*

Moderator: **Ellis Brooks**, Quakers in Britain

**17:00-17:10:** Screening of the second video *What needs to be done to make peace education a priority?*

*Break*

**17:30-18:00:** Epilogue | A chance to reflect on the day quietly together

**ALL TIMES IN CET (BRUSSELS TIME)**

**Friday 21 May 2021**

**13:00 -14:00:** What young people want from peace education

Moderator: **Ellis Brooks**, Quakers in Britain

**14:00-14:40:** Our responsibilities for peace education for the next generation.

- Introduction by **Tom Leimdorfer**, Quaker peace educator
- **Hans Svennevig**, University College London Institute of Education

**14:45 – 16:15:** Panel discussion: Peace Education in conflict and post-conflict settings

- **Edita Zovko**, Nansen Dialogue Centre, Bosnia and Herzegovina  
*Nansen model of integrated education*
- **Nina Bagdasarova**, American University of Central Asia, Kyrgyzstan  
*Anti-Discrimination and Gender in Education*

- **Philippe Jacques**, DG INTPA, European Commission, Belgium  
*Conflict sensitivity and do no harm in programming*

Moderator: **Megan Beneat-Donald**, Search for Common Ground  
*Break*

**16:30-17:15: Action forum** | A time for you to share your local or individual projects.

*Break*

**17:30-18:00: Epilogue** | A chance to reflect on the day quietly together

**ALL TIMES IN CET (BRUSSELS TIME)**

**Saturday 22 May 2021**

**10:45: Welcome and Introduction to the workshops**

**11:00-12:30 & 14:00-15:30 | Parallel workshops**

*Each participant can attend two workshops in total. One in the morning, and one in the afternoon.*

- **A caring peaceful compassionate whole school culture**, Belinda Hopkins, Transforming Conflict
- **A global culture of peace**, Phill Gittins, World Beyond War
- **Colonial matrix of power**, Nyanchama Okemwa, Hand in Hand tegen Racisme
- **Making positive peace every day in schools**, Terence Bevington, Conexus
- **Making the case for peace education at home (the case of France and the UK)**, David Gee, writer and Clémence Buchet, QCEA
- **Peace education in the context of forced migration**, Dagmar Nolden, Berghof Foundation
- **Teaching the climate crisis to children**, Heizal Nagginda, Climate Operation
- **The relevance of Restorative Practice for challenging Identity-Based Harms**, Dilia Zwart and Szymon Glowacki, Protection approaches, Deborah Mitchell and Bernadette Chelvanayagam, RJ Working

*Break*

**16:00-16:35: Where will peace education take you next?**

*Quakers ask “what does love require of us?” In this final plenary you’ll have a chance to share where peace education will take you in the coming months.*

**16:35-16:45: Closing remarks** | Atiaf Alwazir, QCEA

*Break*

**17:30-18:00: Epilogue** | A chance to reflect on the day quietly together

**ALL TIMES IN CET (BRUSSELS TIME)**

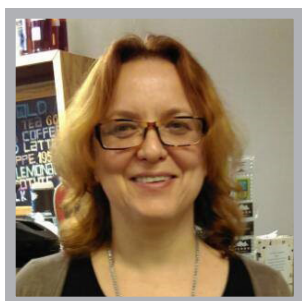
# Conference speakers



## **Daniel Nteziyaremye**

Daniel Nteziyaremye is a Rwandan peacebuilder and a member of Quaker community in Rwanda.

He is currently the Turning Tide (TTT) Rwanda program National field coordinator, a social justice and peacebuilding program that equips and supports communities in addressing underlying causes of violence and injustice. Daniel also currently serves as a board member of Healing and Rebuilding Our Communities (HROC) and is an Africa Great Lakes Initiation (AGLI) working group member. He is also a facilitator for several healing and non-violence programmes. He holds a bachelor's degree in Information Systems and Management (ISM) and has a passion and much experience in peace building work which he has been doing for over 15 years now.



## **Nina Bagdasarova**

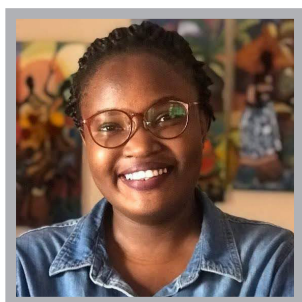
Nina Bagdasarova, PhD, is a professor of Psychology Department at the American University of Central Asia (situated in Bishkek, Kyrgyzstan).

She has been working on peace education issues since 2001 and was a member of many expert teams developing state documents and research papers. She also authored a number of manuals of Peace education including manuals for University teachers.

Nina has been working with university education programs in the scope of ethnicity, nation building and conflict resolution. She was a co-director of the three-year project in Excellence of University Teaching Program: "Nationhood and Narratives in Central Asia: history, context and critique".

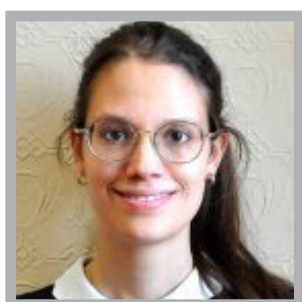
Another important field of her activity is a training for professionals on diversity management and conflict resolution skills (first of all state and municipal officials as well as school teachers).

As a member of GPPAG Peace education working group Nina is continuing her work using international networking for mutual exchange of ideas and methodologies.



## **Heizal Nagginda**

Heizal Nagginda is a climate and environmental activist from Uganda. She is the founder of Climate Operation, a youth led organisation whose mission is to educate Ugandan children and communities about climate change and its intersection with other social issues such as health and gender. Climate Operation also involves young people in climate related activism in the form of tree planting activities. Heizal is passionate about creating a more inclusive space where young people's voices are amplified and through Climate Operation's storytelling series, young people get to share their experiences of how the climate crisis has not only impacted them but what practices they have adopted personally to reduce their carbon footprint.



## **Clémence Buchet--Couzy**

Clémence works as a Peace Programme Assistant for the Quaker Council for European Affairs. She has a master's degree in Conflict and Development. Before QCEA, she contributed to the work of Search For Common Ground Lebanon. Clémence has also worked for a French interfaith movement called Coexister, creating social links between young people of different religions. She also did research work for the Centre for International Crisis and Conflict Studies (CECRI).



### **Teresia Wamũyũ Wachira**

Teresia is a member of the Institute of the Blessed Virgin Mary (IBVM), commonly known as Loreto Sisters. She is Kenyan and works in Kenya. Teresia has a PhD in peace studies from the University of Bradford, UK. Her thesis focussed on school violence (Exploring violence through the narratives of youth in Kenyan secondary schools: implications for reconceptualising peacebuilding). She is currently a senior lecturer in peace and conflict studies at St. Paul's University, Nairobi. She also serves as the co-president of Pax Christi International.

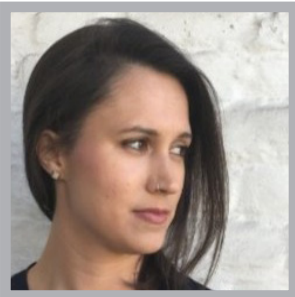
Teresia is an active advocate for children's rights, gender equality, just peace approaches and more. She has encouraged the passing on of the creation of Peace corners in/outside classrooms/Peace clubs and Peace cafes etc. in institutions of learning at all levels.

In the past, she has been a teacher and principal in Loreto schools in Kenya, specialising in the education of young women and training them for peacemaking and reconciliation work.



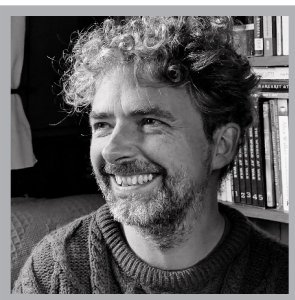
### **Marigold Bentley**

Marigold Bentley has worked lifelong on peace programmes including in Northern Ireland, Former Yugoslavia and Britain. Her focus has been on combining the visionary global reach of international law with local initiatives, especially peace education approaches – not only the soft skills but the challenging political side of peace education such as anti-militarism and understanding the role the arms trade plays in creating war too.



### **Megan Bénéat-Donald**

Megan is a long-time peacebuilder, community organizer, grants management specialist, and policy analyst. For the past 11 years, she has worked internationally both within INGOs and as a freelancer, often focused on educational and artistic projects aimed at conflict transformation from Canada to Yemen. Originally from Scotland, she has lived throughout Europe, North America and the Middle East, accruing several languages along the way.



### **David Gee**

David has been working in the British peace movement for the last 20 years, beginning as a Programme Assistant at the Quaker Council for European Affairs. Having worked with Quakers in London, the Alternatives to Violence Project, and children's rights organisations, David is now a freelance writer and campaigner, with a particular interest in peace, young people, and hope. Hope's work: Facing the future in an age of crises, is published in May 2021.



### **Sara Hagel**

Sara has been the Director of Peacemakers, a UK charity that educates for peace, for 12 years. Peacemakers works with local communities in the UK, mostly schools, to help build strong, resilient and peaceful communities. Over the last 12 years her own understanding and practice of peace has evolved and she is particularly interested in how we build a peaceful ethos in communities and the place of restorative practice in that. She has worked for peace in the global context through her work at Amnesty International for 10 years and, rounding out her interest in peace, she worked in publishing on books focusing on inner peace.





### **Deborah Mitchell**

In 25 years working for the Probation Service, in Oxford, Inner London, the Prison Service Drug Strategy Unit and the South West, Deborah Mitchell witnessed a 'justice' system that was increasingly punitive and bureaucratic. She discovered Restorative Justice, and in 2012, set up RJ Working as a Community Interest Company, with three other women who had direct and varied experience of the criminal justice system, three of the four were Quakers. Since 2017 RJ Working has focused on equipping young people with the principles, language and confidence to lead Restorative Practice development in their school communities. Deborah is a registered Social Worker and RJ Working has a social work/youth work ethos, promoting the relevance of Restorative Practice for tackling inequalities and identity-related harms. Deborah holds degrees from Oxford, the London School of Economics and the Open University.



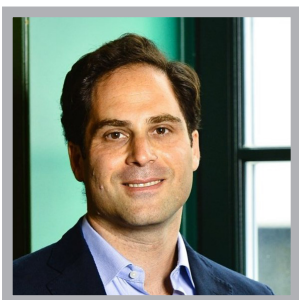
### **Phill Gittins**

Phill Gittins is a practitioner-scholar with over 20 years' leadership, programming, and analysis experience in the areas of peace, education, well-being, and youth and community development. His areas of expertise include peace education; conflict transformation; youth, peace and security; and participatory action research. He is active in delivering workshops and lectures around the world; and has published numerous books, book chapters, and journal articles on the fields of his specialisation. Phill is the Education Director for World BEYOND War. He is also a Rotary Peace Fellow, KAICIID Fellow, Kathryn Davis Fellow for Peace, and a Peace Ambassador for the Institute for Economics and Peace. He earned his PhD in International Conflict Analysis, MA in Education, and BA in Youth and Community Studies. He is also is a certified Neuro-Linguistic Programming Practitioner, Counsellor/Psychotherapist, and Project Manager by training.



### **Dilia Zwart**

Dilia works as the Education and Outreach Manager at Protection Approaches. She leads on the day-to-day development and management of many of Protection Approaches' education and outreach programmes and activities. Her work includes building understanding among government, educators and civil society of the need for whole-school approaches that empower young people to be responsible, active citizens and positive changemakers. As the co-founder of the Mostar Summer Youth Programme, an educational project in Bosnia-Herzegovina, Dilia has practical experience in developing educational programming that promotes active citizenship and critical thinking about social issues. Before joining Protection Approaches Dilia worked on the Peace Programme of the Quaker Council for European Affairs (QCEA) in Brussels. She has a BA in Social Anthropology from Harvard University and an MA in International Studies and Diplomacy from the School of Oriental and African Studies (SOAS), University of London.



### **Avi Goldstein**

Avi Goldstein is Founder & Director of PATHWAYS Institute for Negotiation Education. PATHWAYS's mission is to nurture dynamic, shared societies by partnering with key actors in formal and informal education systems to bring together students from different backgrounds and communities to learn a principled, problem-solving approach to negotiation and communication based on methodology developed at the Harvard Negotiation Project. Based in Brussels, Avi also lectures at a variety of universities and university-colleges such as Solvay Brussels School, VUB, Haute École Francisco-Ferrer, and Erasmushogeschool Brussel.



### **Philippe Jacques**

An environmental engineer by training, Philippe Jacques has been involved in natural resources management and development cooperation programmes since 1985. Over the years, he built up his experience during successive field postings in development cooperation sections of French and European Missions, mainly in South Asia and the Middle East (India, Palestine, Yemen, Bangladesh) with shorter assignments in Africa, Asia and at Headquarters. During the past 35 years, he has been in charge of research, planning, policies, strategies, and implementation, in a wide range of sectors, from renewable energy, water and forest resources management to food security, infrastructure, nutrition, health, governance, support to refugees, as well as resilience building and linking humanitarian, development and peacebuilding interventions. He has extensive experience about working in fragile and conflict-affected contexts. He became an EU official in September 2001 and since May 2019, he is team leader for Conflict Prevention and Peacebuilding in the unit in charge of resilience, peace and security within the European Commission Directorate-General for International Partnerships.



### **Edita Zovko**

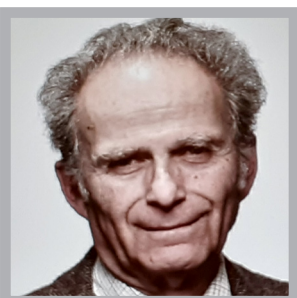
As a student of English and Croatian language and literature at the Faculty of Philosophy at the University of Mostar, Edita joined Nansen Dialogue Centre Mostar in 2001. She participated in the initial seminars on dialogue and peaceful conflict resolution for young people in Bosnia and Herzegovina. The organisation was founded in 2000. to promote dialogue amongst different ethnic, religious, political and interest groups with the aim of preventing and resolving conflicts.

Edita has been working as project coordinator in Nansen Dialogue Centre Mostar (NDC) since 2007. Together with her team, she has been focused in recent years on designing, promoting and successfully implementing integrated education activities and trainings in several municipalities affected by the “two school under one roof” system.



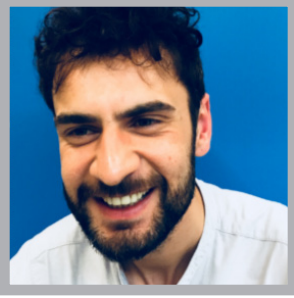
### **Tony Jenkins**

Tony holds a PhD and has 20+ years of experience directing and designing peacebuilding and international educational programs and projects in the fields of international development, peace studies, and peace education. Tony is currently a Lecturer in the Program on Justice and Peace Studies at Georgetown University. Since 2001 he has served as the Managing Director of the International Institute on Peace Education (IIPE) and since 2007 as the Coordinator of the Global Campaign for Peace Education (GCPE). Tony’s applied research is focused on examining the impacts and effectiveness of peace education methods and pedagogies in nurturing personal, social and political change and transformation. He is also interested in formal and non-formal educational design and development with special interest in teacher training, alternative approaches to global security, systems design, disarmament, and gender.



### **Tom Leimdorfer**

Tom lost several members of his family in the Holocaust and came to England as a teenage refugee from Hungary in 1956. He joined Friends some years into his teaching career, became Head of Sidcot School and then worked for Quaker Peace & Service. During his time at QPS, he initiated conflict resolution work in the UK and in Central and Eastern Europe as well as supporting peace projects in former Yugoslavia. His concern for people with disabilities later led him to work for Somerset County Council and Mencap. He ran training courses in mediation techniques for professionals in several local authorities. Tom was a long serving Green Party councillor in North Somerset and he is Clerk to his local meeting.



### **Szymon Glowacki**

Szymon is working as the Outreach Officer at Protection Approaches. He is responsible for lots of our facilitation work including facilitating school-based education workshops, online and offline community builder trainings, and sessions on hate crime. He also leads on two projects based in London that engage communities through arts to explore, highlight, and build networks to find innovative local solutions to their experiences of marginalisation, prejudice and discrimination. Szymon's previous experience includes working as a teacher and learning mentor in both primary and secondary school as well as working with Roma and Gypsy communities as an Aspiration Project worker and Mental Health Advocate.



### **Terence Bevington**

Terence Bevington is a spirited and committed educator who relishes the role of learner as much as teacher. In his 25 years working in a variety of roles within education and as Director of Conexus Conflict Consultancy and the Restorative Lab, he has built a strong reputation as an enabler and challenger. The focuses of Terence's work are restorative practice, peace practice and evaluation. He has published and presented internationally on all three. In his research and his practice Terence seeks to inspire thoughtful action.



### **Bernadette Chelvanayagam**

For eight years was a trainer and facilitator with the Zebra Collective, implementing a strong social justice mission. Her work included training Children's Social Care staff and Foster Carers in 'Cultural Competence'. Within this time, she became a valued colleague, collaborator and consultant for RJ Working, having shared in their foundation training in the 'Balanced Model' of Restorative Justice from Ulster University. Bernadette currently uses her skills and knowledge in the legal context of clinical negligence, addressing different forms of harm, denial and toxic acceptance. She is also taking up a training / facilitator role with RJ Working to empower young people to lead Restorative Practice development in schools. Bernadette is a Trustee of Refugee Support Devon.



### **Dagmar Nolden**

Dagmar Nolden works as Project Manager for the Berghof Foundation's Department Global Learning for Conflict Transformation. In her work, she focuses in particular on peace education in the context of forced migration. She led the development and implementation of peace education formats within Jordanian refugee camps and managed the Germany based project Conflict-sensitive Refugee Assistance.

Currently, she supervises the project "Peace Education meets Religion", where she facilitates online qualification courses for multipliers with who she co-creates a manual. As experienced facilitator, she is in charge of to the Berghof Foundation's Transformative Peace Education Online Course and was involved in the project Peace Counts on Tour. Furthermore, she is a regular guest lecturer for Tübingen University.

Before joining Berghof Foundation, she worked as legal advisor for refugees for the Africa and Middle East Refugee Assistance in Egypt, and as a field researcher for the Feinstein International Center at Tufts University. Dagmar is a certified Do-No-Harm trainer and holds an MA in Peace Studies and International Relations.





### **Nyanchama Okemwa**

Nyanchama Okemwa is a decolonial expert, Pan-Africanist and defender of human rights. She has been an activist in the fight against racism and discrimination for 30 years. She has master's degrees in education and in social & cultural anthropology. She is vice-president of Africalia asbl, one of the directors of the European Network for People of African Descent (ENPAD) and one of the coordinators of the inter-federal coalition of the National Action Plan against Racism (NAPAR). At the moment she works as a consultant and coach for the non-profit organisation Hand in Hand against Racism.



### **Belinda Hopkins**

Belinda Hopkins was committed to relational/restorative values as a teacher in the 1980's and 1990's without realising it. She founded Transforming Conflict in the mid 1990's and pioneered the use of restorative approaches in schools across the UK during the early 2000's. Her book 'Just Schools'(JKP 2004) was the first in the world to consider what a whole school restorative culture could look like. Since 2004 she has published many other books, chapters in edited books and articles.

Since 2019 she has been developing partnerships and links across Europe, especially Eastern Europe. She is deputy chair on the Board of Why Me?, and an active member of the European Forum for Restorative Justice, chairing this organisation's Education Working Group.



### **Timmon Wallis**

Timmon is a Quaker activist and scholar, with a PhD in Peace Studies, experience in 8 conflict zones and over 35 years experience in senior management and leadership positions with NGOs working for peace and human rights. In particular, Timmon is a former Executive Director and Sri Lanka Programme Manager for Nonviolent Peaceforce. He is well known for serving as Peace and Disarmament Manager at Quakers in Britain from 2014-2017.



### **Hans Svennevig**

Hans is the subject leader of the largest secondary citizenship initial teacher education course in the UK at UCL Institute of Education. He is the Vice-Chair of Council of the Association for Citizenship Teachers, a Trustee of the organisation and co-edits Teaching Citizenship journal. Previously Hans has led departments in citizenship education both in Secondary & Further Education settings and has led ITE and degree pathways in Higher Education. Hans is involved in the Council of Europe's 'Quality Education for All' Framework. He is on the Educational Steering Group of Diversity Role Models. Hans has worked in the peace education sector leading development in educational resources and teacher training continuing to contribute to this area and is currently involved in research around citizenship education and disaster preparedness.



### **Ellis Brooks**

Ellis Brooks is the Peace Education coordinator at Quakers in Britain. His passion for peace and justice comes from international volunteering in Palestine, Afghanistan and in his home country of Britain, campaigning on issues including the arms trade, nuclear weapons and violent immigration systems.

Having worked as a teacher, Ellis has experience of both the pain and the peacebuilding that exist in schools. For several years, Ellis delivered peace education training for staff and students in schools in Birmingham and Sheffield before moving to London to work for Quakers in Britain.