



Peace Education Commission  
of the International Peace Research Association  
**Newsletter**  
Issue – June, 2020

Candice C. Carter, Editor

Website of the Peace Education Commission

<http://pec.peacesig.org>

### **In this Issue**

- Upcoming Conferences
- Recent and Forthcoming Publications
- Calls for Manuscript Submissions
- In Memoriam



## Upcoming Research Conferences

**International Peace Research Association**, January 2021, Nairobi, Kenya

Submission for Presentation of Research Papers due June 26, 2020

<https://www.ipra2021.org/index.php/call-for-papers>

**American Education Research Association**, April 2021, Orlando, USA

Submission for Presentation of Research Papers due July 22, 2020

[https://www.aera.net/Portals/38/2021%20AM%20Call%20for%20Submissions\\_revised.pdf](https://www.aera.net/Portals/38/2021%20AM%20Call%20for%20Submissions_revised.pdf)



## Call for Chapter Submissions

Performing Arts for Peace: Education and Transformation

Submission site: <http://74.127.11.112/SkyIsland/peacesig/PEC/Announcements/>

This book will feature the multiple roles that performance art has had in peace education. It will include research on and vignettes of education in schools and other organizations where there were objectives for learning performance art along with competencies of peace. The contents will forefront instruction worldwide about peace development and maintenance through performance art. The collected contents will present in a literary format how performance art has been facilitative of intrapersonal, interpersonal, intercultural, interspecies, spiritual, and structural processes that further the advancement of peace.



## Recent and Forthcoming Publications

*Education in Developments: Volume 3*, Magnus Haavelsrud,  
in collaboration with Alicia Cabezudo & Oddbjørn Stenberg, 2020, Oslo, Norway: Arena  
Paperback: ISBN 978-82-91040-09-7      E-Book: ISBN 9788291040103

**Magnus Haavelsrud** is Professor Emeritus of the Norwegian University of Science and Technology as well as a former Executive Secretary of the International Peace Research Association's Peace Education Commission      [www.ntnu.edu/employees/magnus.haavelsrud](http://www.ntnu.edu/employees/magnus.haavelsrud)

In this peace education book - “developments” in its plural form – is inspired by the Swedish social scientist Gunnar Myrdal when he – in criticizing dominant thought in economics in the 60ies - described development as an upward movement of qualities of value in a society and in the world. This book considers peace as a value. According to Johan Galtung's recent theory of peace, peace is built through upward movements of equity and empathy as well as processes of healing of past and present traumas combined with nonviolent conflict transformation. These peace qualities can be investigated in all places and times ranging from everyday life to the global level. It is argued that educational energy from below and political energy from above tend to seek harmony – even in contexts of strong antagonism between cultures and structures. This dynamism can be reflected in criticism of and struggles against problematic contextual conditions as well as in constructive ideas and plans for how those conditions can be changed. The cultural voice of education is therefore of political relevance pointing towards the need for transformation of problematic – sometimes violent – contextual conditions. In case such circumstances prevail, pedagogic activity may respond by adapting to the status quo – or resist. If such resistance is not possible within formal education, it is always possible (to varying degrees of difficulty and danger) in informal and/or non-formal education. In Part 1 it is argued that education in developments towards more peace is a topic of transdisciplinary magnitude. It comprises contents ranging from dyadic relations (and even inner peace) to the overwhelming structures on the global level. Micro cultural qualities meet qualities in global structures and their relations are decisive in the creation of more peace developments - involving actors from individuals to nation states and global corporations as well as organizations at any level/time. Chapters 1 through 3 introduce theoretical perspectives on education in developments towards peace in which the complexities of its substance not only pose the question of what is to be regarded as valid content, but also how contents relate to varying communication forms and differing contextual conditions. Dialectical relations among contents, forms and contextual conditions are central in transdisciplinary methodologies - embryonic roots of which are found in peace education initiatives as exemplified in the struggle against South African apartheid, Borrelli's social work among street children in Naples and Nomura's lifelong integrated education in Japan (chapter 4). In Part 2 it is argued that the understanding of relations between micro and macro requires respect for multiple epistemologies rooted in peoples' life worlds when seeking their participation in developments towards more peace. Life worlds portrayed in novels written by young South African authors serve as examples of how people relate to each other in the transformation from apartheid to democracy (chapters 5 and 6). Chapter 7 highlights the roots of present constitutive rules inherited from past empires and chapter 8 discusses how social science is still characterized by multi-paradigmatic tensions in its understanding of power and knowledge. Part 3 deals with educational policy and methodologies. Chapter 9 presents an educational policy-making framework for participation, democracy and nonviolent civic resistance in Latin American circumstances. Chapter 10 discusses issues of transnational and neoliberalist policymaking in education furthered by OECD and the last chapter revisits peace learning methodology in light of Johan Galtung's theory of peace.

Wulf, Ch.: *Culture of Peace and Education for Peace*. In: Prasad, Surya Nath (ed.): Peace Education, Vol. 18, Feb. 2019. ISSN: 1991-5721, Reg.-No. RN 29220/77

Damus, O.,/ Wulf, Ch./Saint-Fleur, J. P./Jeffrey, D. (sous la dir.): *Pour une éducation à la paix dans un monde violent*. (Translation: *For peace education in a violent world*). Paris 2017: L'Harmattan. ISBN: 978-2- 343-13450-5.

Wulf, Ch.: *Bildung als Wissen vom Menschen im Anthropozän*. Weinheim: Beltz Juventa 2020 (Translation: Education as Human Knowledge in the Anthropocene) Forthcoming.

**Christoph Wulf** is the founding secretary of the Peace Education Commission and he served in that role from 1972 in Bled, former Yugoslavia, until 1974 in Varanasi, India. Currently, he is the Vice-president of the German Commission for UNESCO.

## In Memoriam



**Anita L. Wenden, Ed.D., 1933-2020**

Co-founder and president of Earth and Peace Education International, [www.globalepe.org](http://www.globalepe.org)

Founder and book review editor of the Journal of Peace

Education <https://www.tandfonline.com/toc/cjpe20/current>

Her books about peace education:

*Educating for a Culture of Social and Ecological Peace*, 1999, State University of New York.

*Language and Peace* 1999, Amsterdam: Harwood Academic.

Anita L. Wenden was born in Winnipeg, Canada, on March 21, 1933. She, like her mother, was a teacher, first in Northern Manitoba and later on in London public schools. During those London winters she travelled to Alicante in Spain where she was an interpreter for an American military base after having studied Spanish at the university of Madrid. In her twenties she joined the Maryknoll Sisters, an American missionary society founded in the early 1900s with a special focus on China. She taught in Taiwan's National University in Taipei for about half dozen years before she decided in the late sixties to go to Columbia University's Teacher College where she was awarded a master in adult education followed by an educational doctorate on learning strategies for which she found international acclaim with its associated invitations. In 1974 she married Dutch-born sustainability sociologist Frans Verhagen who like herself worked as a missionary in the sixties in Ghana, West Africa as a priest member of the Society of African Missions. Both of them continued together their missionary work in New York City in their secular work, mostly as teachers and as members of various international professional associations and local service organizations, one of which was Bread for the World where Anita became a founding and Board member. Besides her ESL and learning strategies teaching, presenting and publishing, Anita was passionate about peace education. With her husband Frans, she established the innovative Earth and Peace Education International. Anita taught for over twenty years at the City of New York University's York College, where she co-founded and served as director of the College's Cultural Diversity Program. She has also taught at the UN mandated University for Peace (Costa Rica) and is. Besides online teaching for the Center for Peace and Conflict Studies in Sydney Australia, she directed IPRA volunteers at the UN Headquarters where she founded the Subcommittee on Women and Climate as part of the NGO Committee on Women. Her complete CV is available at the EPE website <http://globalepe.org/media/userfiles/files/CVanita%20may%202011.pdf>. After working for over 40 years in New York City, she and husband Frans "retired" in 2013 to a continuing care retirement community in Chapel Hill, North Carolina, where both became active mostly in environmental and peace education.

There are four ways IPRA friends can participate in celebrating Anita's life. First, they can participate in the "ALW Celebration of Life Fund" at her favorite Bread for the World Organization [www.bread.org](http://www.bread.org) where they can join other non-IPRA friends in expressing their respects for her by donating to above effective organization that lobbies for legislation that help the hungry domestically and globally. Secondly, they can consider responding to a forthcoming call for papers on Sustainability and Peace that would form a special issue of the Journal of Peace Education in honor of her. Thirdly, IPRA members might consider applying to become a leader in Earth and Peace Education, continuing Anita's outreach digitally. Fourthly, husband Frans invites those who knew Anita to write a couple of sentences about the meaning of her life to them and the larger community. These contributions, with or without attribution, will become part of a living obituary that he is preparing for Anita's family in Canada and his in Holland. The following letter from a colleague of hers at Columbia University is already part of that living obituary. She wrote a few days before her passing: To Frans--I am saddened by the news of Anita's imminent passing and honored to write a few sentences about her. To Anita--I met you at Columbia University in the early 1980s: you were a seasoned English Language teacher; I was a beginner. Many times, I have looked back and realized how subtle and effective your mentorship was -- the creative elicitations, the gentle modelling, the reflective questions. Your inspiration and encouragement have followed me throughout my 40-year career. I am so grateful for you and for your teaching.

**Please support the Peace Education Commission  
through membership with a subscription to its *Journal of Peace Education***

**<https://www.tandfonline.com/toc/cjpe20/current>**