



MINISTRY OF
EDUCATION AND CULTURE
FINLAND

Education for Inclusive Peace

The role of education and research in promoting
the Women, Peace and Security agenda in the Nordics.
Seminar report

Minna Lyytikäinen

Publications of the Ministry of Education and Culture, Finland 2022:9

Education for Inclusive Peace

The role of education and research in
promoting the Women, Peace and
Security agenda in the Nordics.
Seminar report

Minna Lyytikäinen

Ministry of Education and Culture Helsinki 2022

Julkaisujen jakelu

Distribution av publikationer

**Valtioneuvoston
julkaisuarkisto Valto**

Publikations-
arkivet Valto

julkaisut.valtioneuvosto.fi

Julkaisumyynti

Beställningar av publikationer

**Valtioneuvoston
verkkokirjakauppa**

Statsrådets
nätbokhandel

vnjulkaisumyynti.fi

Ministry of Education and Culture

CC BY-ND 4.0

ISBN pdf: 978-952-263-814-4

ISSN pdf: 1799-0351

Layout: Government Administration Department, Publications

Helsinki 2022 Finland

Education for Inclusive Peace

The role of education and research in promoting the Women, Peace and Security agenda in the Nordics. Seminar report

Publications of the Ministry of Education and Culture, Finland 2022:9	Subject	Education Research
Publisher	Ministry of Education and Culture	
Author(s)	Minna Lyytikäinen	
Language	English	Pages 28

Abstract

This virtual seminar was organised as part of the Finnish Presidency of the Nordic Council of Ministers to explore the role of education and research in the implementation of the Women, Peace and Security agenda. Its aim was to collect best practices and to develop recommendations on how to harness the education sector more effectively for building inclusive and sustainable peace, both in the Nordic countries and globally.

The Women, Peace and Security agenda calls for the full participation of women in all aspects of peacebuilding and conflict prevention and requires their needs to be considered at all stages. The agenda was set in motion in 2020 when the UN Security Council adopted Resolution 1325 on Women, Peace and Security.

The seminar brought together academics, policy makers and educators for dialogue. The seminar aimed to achieve three things. First, it aimed to re-position education – at all levels – at the heart of efforts to build peace and resolve conflicts. Second, it aimed to blur the boundaries between domestic and foreign policy. Finally, in our assertion that education is a missing element in implementing the Women, Peace and Security agenda, we assumed that not just any type of education will do. For equal, inclusive and sustainable peace, we must be able to access a feminist education. The seminar explored how such an education can be achieved.

Keywords	women, peace, security, Nordic cooperation, Presidency, Nordic Council of Ministers		
ISBN PDF	978-952-263-814-4	ISSN PDF	1799-0351
URN address	https://urn.fi/URN:ISBN:978-952-263-814-4		

Kasvatus kaikkia koskevaan rauhaan. Koulutuksen ja tutkimuksen merkitys edistettäessä Naiset, rauha ja turvallisuus agenda pohjoismaissa. Seminaariraportti

Opetus- ja kulttuuriministeriön julkaisu 2022:9		Teema	Koulutus Tiede
Julkaisija	Opetus- ja kulttuuriministeriö		
Tekijä/t	Minna Lyytikäinen		
Kieli	englanti	Sivumäärä	28
Tiivistelmä	<p>Tämä virtuaaliseminaari järjestettiin osana Suomen puheenjohtajuutta Pohjoismaiden ministerineuvostossa. Seminaarin tarkoituksena oli tarkastella koulutuksen ja tutkimuksen merkitystä toteutettaessa Naiset, rauha ja turvallisuus agenda. Tavoitteena oli koota parhaita käytäntöjä ja kehittää suosituksia siitä, miten opetusalan toimilla voitaisiin nykyistä tehokkaammin rakentaa kaikkia koskevaa ja kestävää rauhaa sekä pohjoismaissa että maailmanlaajuisesti.</p> <p>Naiset, rauha ja turvallisuus agendassa vaaditaan naisten täysimittaista osallistumista rauhanrakentamiseen ja konfliktien ennaltaehkäisyyn kaikilta osin sekä naisten tarpeiden huomioon ottamista kaikissa vaiheissa. Agenda käynnistyi vuonna 2020, kun YK:n turvallisuusneuvosto hyväksyi Naiset, rauha ja turvallisuus päätöslauselman 1325.</p> <p>Seminaari kokosi yhteen tutkijoita, päättäjiä ja opetusalan ammattilaisia käymään keskustelua. Seminaarilla oli kolme tavoitetta. Ensinnäkin tavoitteena oli nostaa kaikkien tasojen koulutus toiminnan keskiöön pyrittäessä rakentamaan rauhaa ja ratkaisemaan konflikteja. Toiseksi tavoitteena oli hälventää sisä- ja ulkopoliittikan välisiä rajoja. Kolmanneksi väitettäessä, että Naiset, rauha ja turvallisuus agendan toteuttamisesta puuttuu koulutuksen osuus, oletettiin, ettei tähän tarkoitukseen kelpaa minkäläinen koulutus tahansa. Jotta saavutettaisiin yhdenvertainen ja kestävä rauha kaikille, tarvitaan feminististä koulutusta. Seminaarissa tarkasteltiin sitä, miten koulutuksesta voidaan tehdä feminististä.</p>		
Asiasanat	naiset, rauha, turvallisuus, pohjoismainen yhteistyö, puheenjohtajuus, Pohjoismaiden ministerineuvosto		
ISBN PDF	978-952-263-814-4	ISSN PDF	1799-0351
Julkaisun osoite	https://urn.fi/URN:ISBN:978-952-263-814-4		

Utbildning för inkluderande fred. Utbildningen och forskningens roll i att främja agendan för kvinnor, fred och säkerhet i Norden. Seminarierapport

Undervisnings- och kulturministeriets publikationer 2022:9		Tema	Utbildning Forskning
Utgivare	Undervisnings- och kulturministeriet		
Författare	Minna Lyytikäinen		
Språk	engelska	Sidantal	28

Referat

Detta virtuella seminarium organiserades som del av det finska ordförandeskapet av det Nordiska ministerrådet för att utforska utbildningen och forskningens roll i genomförandet av agendan för kvinnor, fred och säkerhet. Syftet var att insamla bästa praxis och utveckla rekommendationer om hur utbildningssektorn kan användas mer ändamålsenligt för att utveckla inkluderande och hållbar fred, såväl i Norden som globalt.

Enligt agendan för kvinnor, fred och säkerhet måste kvinnor delta fullt ut i alla aspekter av skapandet av fred och förebyggandet av konflikter och deras behov måste beaktas i samtliga stadier. Agendan sattes i verket 2020 när FN:s säkerhetsråd antog resolution 1325 om kvinnor, fred och säkerhet.

Seminariet samlade akademiker, politiska beslutsfattare och lärare till dialog. Seminariet hade tre mål. I första hand var syftet att åter sätta utbildning i centrum för alla åtgärder för att bygga fred och lösa konflikter – på alla nivåer. I andra hand var syftet att sudda ut gränserna mellan inrikes- och utrikespolitik. Slutligen, när vi fastslog att utbildningen är en del av genomförandet av agendan för kvinnor, fred och säkerhet som saknas, antog vi att det inte räcker med vilken sorts utbildning som helst. För jämställd, inkluderande och hållbar fred måste vi ha tillgång till en feministisk utbildning. I seminariet utforskar vi hur en sådan utbildning kan uppnås.

Nyckelord kvinnor, fred, säkerhet, nordiskt samarbete, ordförandeskap, Nordiska ministerrådet

ISBN PDF	978-952-263-814-4	ISSN PDF	1799-0351
-----------------	-------------------	-----------------	-----------

URN-adress <https://urn.fi/URN:ISBN:978-952-263-814-4>

Contents

1	Introduction	7
2	Visions for harnessing education for inclusive peace	9
	2.1 Education.....	9
	2.2 Peace.....	10
	2.3 Inclusion.....	10
	2.4 Knowledge.....	11
3	Lessons learnt through policy and practice	12
	3.1 What is the role of education and educators in promoting an inclusive and sustainable peace in different learning environments?.....	12
	3.2 What is the potential of international higher education collaboration in furthering peacebuilding and gender equality?.....	14
	3.3 What is the potential of collaboration between researchers and policymakers in designing Women, Peace and Security policy?.....	16
3	Annexes	12
	Annex 1. Seminar Programme.....	18
	Annex 2. Speaker Profiles.....	21

1 Introduction

This virtual seminar was organised as part of the Finnish Presidency of the Nordic Council of Ministers to explore the role of education and research in the implementation of the Women, Peace and Security agenda. Its aim was to collect best practices and to develop recommendations on how to harness the education sector more effectively for building inclusive and sustainable peace, both in the Nordic countries and globally. The Nordic Council of Ministers is a natural forum for discussing this topic, as Nordic countries have a wealth of experience of working on issues of gender equality, education and peacebuilding. While there are several existing collaborations between Nordic governments and organisations on these issues, there is still potential for exploring new ways in which Nordic countries can deepen their collaboration to harness education and research more effectively in the implementation of the Women, Peace and Security agenda.

The Women, Peace and Security agenda calls for the full participation of women in all aspects of peacebuilding and conflict prevention and requires their needs to be considered at all stages. The agenda was set in motion in 2020 when the UN Security Council adopted Resolution 1325 on Women, Peace and Security. The Security Council has subsequently developed the agenda by adopting several later resolutions, which address different aspects of gender, conflict and security. The agenda is 20 years old – or young – but women’s participation in peace work, and feminist engagement with the issues of gender, conflict and violence, go back much further.

While there are good examples in the past of harnessing the role of educators in both peacebuilding and the promotion of gender equality, the role of the education sector in implementing the Women, Peace and Security (WPS) agenda has not been fully explored during the past two decades. This is a notable gap. Although the WPS agenda has helped in considerably broadening the concept of security from an earlier state-centred notion towards the security of individuals, it still tends to focus more on peace processes, governance reforms and civil society actors than on everyday institutions in people’s lives, such as schools and other educational spaces.

To help fill this gap, the virtual seminar brought together academics, policy makers and educators for dialogue on the role of education and research in promoting the goal of inclusive and sustainable peace. In doing so, the seminar aimed to achieve three things.

First, it aimed to re-position education – at all levels – at the heart of efforts to build peace and resolve conflicts. Although many peace and security initiatives are prioritised, key components of building resilient and inclusive societies, such as education, can become neglected. However, in view of its importance for societal wellbeing and everyday peacebuilding, education deserves to be considered part of implementing the Women, Peace and Security agenda.

Second, the seminar aimed to blur the boundaries between domestic and foreign policy. The Women, Peace and Security agenda is often seen as a foreign policy tool, but in the approach to peace and security adopted here, we understand conflict as endemic in all societies, and education as a key tool in ensuring that people have the tools to resolve conflicts non-violently and constructively. Our focus on education allowed us to look at the WPS agenda from a perspective that blends the national and the international.

Finally, in our assertion that education is a missing element in implementing the Women, Peace and Security agenda, we assumed that not just any type of education will do. As the event's keynote speaker, Minna Salami, argued, a patriarchal education will train women and girls to become technocrats in patriarchal societies. For equal, inclusive and sustainable peace, we must be able to access a feminist education. The seminar explored how such an education can be achieved.

2 Visions for harnessing education for inclusive peace

The seminar provided opportunities to imagine what harnessing education and research for meaningful peacebuilding and promotion of gender equality would look like.¹ In discussions throughout the seminar, participants reflected on the meanings of four core components of this challenge: education, inclusion, peace and knowledge.

2.1 Education

“Transforming education is easier than we think. It is really about the habit of freedom and the courage to say exactly what we think.”

– Minna Salami

Education provides a fundamental tool to transform societies, breaking cycles of poverty, exclusion and radicalisation. Education can empower young women to become advocates of change in their communities. To harness the power of education we need to understand who has access to education, what that education is like and who decides what kind of education is needed. Of especial importance is the type of education that girls and women receive. In the words of keynote speaker Minna Salami, “an education that sets girls and women free has to be a feminist education.” “Patriarchal education will turn women into agents of patriarchy. We need a feminist education. We need it now. And we need to start with it from a very early age.”

Peace education has the potential to equip everyone with the skills to address conflict constructively and to deal with past injustices, and with imagination that allows people to move towards a non-violent future. By adopting a restorative approach in schools, children can learn peacebuilding skills and exercise their rights at an early age. Mediation becomes a lifelong skill for everyone.

¹ Although this report roughly follows the seminar programme (see annex), there are contributions from all parts of the seminar throughout the report. In other words, the report is organised thematically rather than chronologically

2.2 Peace

"Peace is courage."

– The slogan of the Finnish Peace Education Institute

Conflict is endemic in human relations and as such is it not possible or desirable to eradicate conflict. What matters is how we address conflict and how we learn ways to resolve conflicts in non-violent and just ways.

Peace requires courage; it is about the ability to have difficult conversations and working bravely to transform everyday conflicts. Peace education and peacebuilding requires questioning the status quo. It challenges norms, power structures and operational cultures that we might take for granted. It takes a lot of courage and can be uncomfortable.

Peace is a safe environment, built together. It is also about words, about the ability to listen and to use the language of all parties, not imposing your own. Mediation provides an opportunity to learn how to restore relations and build peace by committing to concrete solutions that are followed up together.

Peace is lived realities in schools, families and communities. It is not just about high-level negotiations and peace processes. In the focus on peace diplomacy in countries such as Finland, ordinary people and their lived experiences can sometimes be forgotten. People who survive armed conflict will have to live with the memories. Moreover, peace processes can produce their own types of violence. Whenever we are trying to build peace, we always create new types of exclusions. We should follow peacebuilding processes for longer periods of time to learn about their true impacts.

Peacebuilding is required everywhere. In the Nordic countries, we often think that conflicts are somewhere else, and we do not see the exclusionary norms that structure our societies. Students, teachers and researchers, like everyone else, live as part of these structures, which should be understood through the prism of peacebuilding and conflict resolution.

2.3 Inclusion

"Whenever we are trying to achieve peace, we also inevitably replicate structures and exclusions that cause their own violence."

– Swati Parashar

Inclusion is often seen as allowing participation. For peace educators, it must be something more radical and courageous. Inclusion raises questions about who gets to participate in

what and who defines what roles we are able to operate within. Educators, researchers and policymakers must grapple with their own prejudices, especially in white-dominant cultures such as the Nordics. The dominant societies' exclusions must be addressed.

Equality is only one part of feminism. Women can be equal before the law but still experience discrimination in their everyday lives. Every woman shares a desire for self-expression, for freedom, and that freedom has always been restricted by patriarchy. Moreover, we should pay attention to the ways in which gender inequalities structure power relations between different categories of people, rather than just focusing on individuals – male or female. When unpacking gender relations, we can see more easily how gender intersects with other markers of identity and axes of inequality. These are important to look at when talking about inclusive peace and education. An intersectional gender perspective can help address the multitude of inequalities that create conflict.

2.4 Knowledge

“A woman is only as free as the knowledge she possesses.”

– Minna Salami

The question of knowledge lies at the heart of the questions of education, peace and inclusion. As Minna Salami argues, our dominant Europatriarchal way of knowing shapes conventional education. It has contributed valuable insights but it is always the same small group of people shaping a diverse world. Europatriarchal knowledge is characterised by epistemic certainty, rigid quantification and overconfident classification. It values science but devalues the physical world. It is an approach to knowledge that is biased and that creates a robotic method to maintain the bias.

While it has many good sides, Europatriarchal knowledge cannot bring peace because it is a fragmented way of knowing. If educational reform is to free students from oppression, it cannot approach knowledge in the biased Europatriarchal way. Education should be a space that is safe and that generates feelings of coherence and possibility. Such education should also engage our bodies, the earth, poetry and meditation. Poetry is a core part of a feminist knowledge, uniting different realms of lived knowledge to create holistic, coherent individuals.

3 Lessons learnt through policy and practice

We discussed experiences with policies, programmes and practices that seek to harness the power of education for peace and gender equality. The seminar's three roundtables explored the following questions, to which we now turn:

- What is the role of education and educators in promoting inclusive and sustainable peace in different learning environments?
- What is the potential of international education collaboration in furthering peacebuilding and gender equality?
- What is the potential of collaboration between researchers and policymakers in designing Women, Peace and Security policy?

3.1 What is the role of education and educators in promoting an inclusive and sustainable peace in different learning environments?

"The key to building sustainable and inclusive peace is the manner in which we teach emotional regulation and self-awareness."

– Mina Khan

Schools and other learning environments play an important role in supporting societal change, challenging prejudices and changing attitudes. Schools and educators contribute to the early prevention of conflict and violence, and they can help societies deal with trauma and past injustices. In this roundtable, we discussed Nordic experiences of harnessing the transformational potential of education in contexts of conflict, discrimination or radicalisation.

The potential: Mediation is a part of peacebuilding at the everyday level in schools and early childhood education; sharing different perspectives, experiences, opinions and needs increases understanding and solidarity. The role of educators is to confront conflict boldly and then to start transforming it.

Diversity is important in schools so that pupils come into contact with children and adults from different backgrounds and with different worldviews. Especially with the bubbles in social media, it is important for us to encounter diversity in real life and thus challenge prejudices. This usually happens naturally in classrooms.

Pupils can play a role in solving some of the conflicts they encounter daily, as long as they are given the tools and skills needed to transform conflict peacefully. As pupils learn the required skills to solve problems themselves, time can be saved – eventually – for teaching.

The challenge: The role of educators is crucial in building peace, but they cannot do it on their own. Solutions must be found at the community level, with the broad participation of children, parents and the school. Schools and teachers also need resources and support that match the expectations that are placed on them.

There are often so many objectives and goals in school that teachers simply do not have enough time to teach emotional self-regulation. Furthermore, homogeneous residential areas and 'school shopping' lead to schools being less diverse, so children have less contact with different types of people.

In contexts where there is armed conflict, it is difficult for children who have grown up in war to learn to talk about feelings and resolve conflict peacefully. How do you become a member of a safe and welcoming school community when you have seen conflicts resolved with guns and violence all around you?

Peacebuilding goals cannot be met without the ongoing contribution of teachers.

Recommendations:

- Peacebuilding and gender equality must be prioritised at the system level. Emotional self-regulation, social skills and restorative approaches to mediation should be part of national curricula so that they are systematically and regularly addressed in all classrooms, and are not dependent on the interest of specific teachers.
- Teacher wellbeing must be taken into consideration, including smaller class sizes and a balance between expectations, realities and resources.
- Educators can benefit from spaces for self-reflection and group reflection among peers: a safe space for educators to go over their challenges and their role in different conflict situations. As independent, skilled professionals, teachers often need a space to reflect on their own experiences of using conflicts as spaces for learning, and of helping pupils learn emotional self-regulation and self-awareness within the hectic schedule and syllabus.

- Educators should develop their own skills in restorative approaches, mediation and conflict transformation, so that they feel confident intervening in conflict situations and do not resort to ‘comfortable neutrality’ and non-intervention. Skills can be learned to confront conflict bravely in the classroom, in the community or among teachers.

3.2 What is the potential of international higher education collaboration in furthering peacebuilding and gender equality?

“...the potential of these collaborations lies in building international solidarities and networks between students and teachers. [...] the circulation of knowledge and the building of solidarities are in themselves a peacebuilding practice.”

– Élise Féron

Nordic countries have a strong background in international education collaboration. In this roundtable, we focused on the pedagogical and academic impacts of collaboration among higher education institutions in the Nordics and those in conflict-affected countries. Our focus was on collaboration that challenges conventional power dynamics between scholars and students in the global North and the global South.

The potential: No matter how small the initiative, change is real and long-term for the participants when the initiatives allow participants to find their own voices and to take part in the production of knowledge. Education cooperation should be seen as offering opportunities for mutual learning and strengthened capacities for all of those involved. For scholars from the global North, collaboration can help in finding different ways of understanding peace and gender equality, and in improving understanding of their ‘field’ sites, as a source of both empirical and theoretical knowledge.

Those in countries affected by conflict who have had a tertiary education face pressure to migrate abroad for further studies. Strengthening the quality of education and research in existing institutions in conflict-affected countries can counter the brain drain. Support for research funding can help academics in the global South who often cannot carry out research because of heavy teaching loads.

Educational collaboration can also improve the educational experience of students in both the global North and the global South, especially when student exchanges are supported. Training students in peacebuilding and gender equality is likely to generate long-term societal impact by creating a generation of youth academically trained in these issues.

The challenge: Educational collaboration can sometimes put both students and teachers in the global South at risk, especially when the collaboration takes place in an authoritarian regime. Furthermore, international collaboration programmes can be used as a tool by the political authorities. Instead of generating positive change, these collaborations might actually help solidify and even legitimise existing inequalities.

There is a danger of importing and imposing the norms, values and practices of the global North, and of dismissing local knowledge. It should not be assumed that what scholars in the global North have to offer necessarily matches the needs of colleagues and students in the global South. Although peace and inclusion can be understood as universal values, they are practised and conceptualised in different ways across the globe. The goals and modalities of collaborations are often defined by donors or the global North partners who have access to the funding before any collaboration begins.

Recommendations:

- Genuine collaboration requires meaningful consultation beforehand. Partners in the global North and South should work together to shape goals, needs and the types of support that will help countries affected by conflict. Such collaboration may include help in structuring courses/curricula, help with gaining access to academic materials such as journal articles, and supporting colleagues in the global South in accessing international support and research networks.
- Real and genuine partnership for the co-creation of knowledge. All collaborations should avoid importing norms or assuming that all relevant knowledge is imported. Scholars and students from the global North should learn and unlearn, becoming able to step back; Nordic knowledge about gender equality may not be relevant in every context.
- Early Career Researchers (ECRs) in conflict-affected countries can benefit from mentoring, access to funding and publication opportunities. Examples include organising workshops or mentoring opportunities to build the capacity of ECRs from the global South, or publication opportunities that particularly welcome and support submissions from scholars in the global South. Furthermore, small- to medium-sized grants for scholars from the global South can provide early career researchers, in particular, with opportunities to get established in research and to publish papers.
- Collaborations should be built on an awareness of power relations within countries affected by conflict. Without this knowledge, there is a risk of reinforcing the pre-existing inequalities that structure access to educational and professional opportunities, and even putting participants in danger. It is

therefore important to be sensitive to the local political and cultural context, and to keep the do-no-harm principle in mind. If actively targeted, education collaboration can offer opportunities for empowering colleagues and students who belong to disadvantaged groups in conflict-affected countries, e.g. women of certain ethnic or religious groups.

3.3 What is the potential of collaboration between researchers and policymakers in designing Women, Peace and Security policy?

“What is security for women? It’s not only about ending war, ending armed conflicts. It’s also about women’s sense of security in their homes, in the local community”.

– Torunn L. Tryggestad

Nordic governments have been frontrunners in the implementation of the global Women, Peace and Security agenda. In this roundtable, we discussed Nordic experiences of collaboration between researchers in higher education institutions and policymakers in the design and implementation of WPS policies, and we made recommendations for how research can inform Nordic policies in the future.

The potential: Women, Peace and Security objectives are a key foreign policy item in most Nordic countries, with an evidence-based approach to policy. Cooperation with the academic community is important for raising awareness and for building a response to the global anti-gender movement. Masters and PhD programmes can play a big role in this collaboration, as they form the training for future civil servants, practitioners and researchers.

Research is needed to understand long-term trends and the impact of work on WPS policy, including National Action Plans, indicators and benchmarks. The role of research is also to ask critical questions that can challenge both policymaking and knowledge-production processes. Academics ask critical questions, provoking people to start thinking about issues differently.

Interaction between researchers, policymakers and practitioners is also important for researchers: for disseminating findings and for generating more research ideas and data. Research that meaningfully and broadly engages local actors in conflict-affected countries in data gathering could help solve the challenges that both researchers and policymakers face in translating the WPS agenda between different contexts.

The challenge: Both policymakers and researchers grapple with a lack of reliable, appropriate, and ethically sourced data. This makes it hard to understand the root causes of conflict and inequality as well as the impacts of policies. Policymakers look for more systematic research coming from the countries where they work. Researchers, on the other hand, tend to be concerned with the lack of the resources they need to carry out long-term, rigorous research.

Various hierarchies are endemic in research carried out by researchers and institutions in Nordic countries that concerns gender and peace in conflict-affected countries in the global South. Policy priorities and research questions and frameworks are set by policymakers and researchers in Nordic countries who have access to resources. In conflict-affected countries, access to 'the local' tends to be mediated by local elites who act as gatekeepers of knowledge production and data collection. There can be hypervisibility of certain conflict sites and themes in WPS research, as well as marginalisation of others.

Recommendations:

- Attention should be paid to developing a strong cultural and contextual understanding of gender, intersectionality, peace and conflict in different conflict contexts. This requires openness to exploring various conceptualisations of gender, inclusivity and peace.
- Research agendas, programmes and frameworks should be designed through multivocal conversations and meaningful engagement with local institutions and researchers, and more generally with people directly affected by armed conflict and insecurity.
- Direct funding for research from Ministries of Foreign Affairs can be key for developing research infrastructure for emerging policy issues, including for the development of policy-relevant research on Women, Peace and Security. The PRIO GPS Centre, for example, was set up initially with direct funding from the Norwegian Ministry of Foreign Affairs, which acted as seed funding for developing larger projects funded by more traditional sources of research funding. MFA funding can be key for developing research infrastructure for emerging policy issues.
- There is potential for stronger Nordic collaboration in developing training for civil servants, for example through exchange programmes, and for collaboration when developing teaching at undergraduate and graduate levels.

Annex 1. Seminar Programme

Education for Inclusive Peace: the role of education and research in promoting the Women, Peace and Security agenda in the Nordics

Monday 29 November 2021, 12:00–16:00 CET+1

Organisers: Finnish Ministry of Education and Culture, University of Helsinki (Global Development Studies), and the Finnish 1325 Network

The seminar is moderated by **Brita Fernandez Schmidt**, author and transformational coach.

- 12:00–12:15 **Opening words**
Li Andersson, Minister of Education
Antti Kurvinen, Minister of Science and Culture
- 12:15–13:10 **Visions for Inclusive Peace in Education and Research in the Nordics**
In this interactive panel discussion, we explore the visions and priorities for harnessing education and research for inclusive and sustainable peace in the Nordics.
Jutta Urpilainen, Commissioner for International Partnerships, European Commission
Annick T. R. Wibben, Anna Lindh Professor of Gender, Peace and Security, Swedish Defence University
Helena Ranta, Professor Emerita, University of Helsinki
Maija Gellin, Programme Director, VERSO – Mediation in Education, Finnish Forum for Mediation
Discussion moderated by *Brita Fernandez Schmidt*
- 13:15–14:00 **Change Starts with Knowledge: Unlearning and Reimagining Our Worldviews for Women's Emancipation**
Minna Salami, author and social critic, will deliver the keynote lecture, followed by discussion.
- 14:00–14:15 **Break**

14:15–15:15 **Parallel sessions****Roundtable 1: What is the role of education and educators in promoting inclusive and sustainable peace in different learning environments?**

Schools and other learning environments play an important role in supporting societal change, challenging prejudices and changing attitudes. Schools and educators contribute to the early prevention of conflict and violence, and they can help societies deal with trauma and past injustices. At the same time, schools are not immune to broader societal tensions and can become places where discrimination or violence impedes learning and wellbeing. In this roundtable, we discuss Nordic experiences of harnessing the transformational potential of education in contexts of conflict, discrimination or radicalisation.

Chair: *Miriam Attias*, MEd, Project Leader, depolarize.fi; mediator
Mina Khan, Teacher; Co-Founder, Mahdin nuoret ry
Riikka Jalonen, Executive Director, Peace Education Institute
Therese Curran, Regional Education Advisor in the Middle East, Norwegian Refugee Council

Roundtable 2: What is the potential of international education collaboration in furthering peacebuilding and gender equality?

Nordic countries have a strong background in international education collaboration. While 'education export' can make an important economic and social contribution to both sides of the partnership, in this roundtable, we focus on the pedagogical and academic impacts of collaboration between higher education institutions in the Nordics and those in countries affected by conflict. Our focus is on collaboration that challenges conventional power dynamics between scholars and students in the global North and the global South.

Chair: *Marjaana Jauhola*, Docent, University Lecturer, University of Helsinki
Nanda Amalia, Lecturer, University of Malikussaleh, Aceh
Élise Féron, Docent, Senior Research Fellow, University of Tampere
Punam Yadav, Lecturer in Humanitarian Studies, University College London

Roundtable 3: What is the potential of collaboration between researchers and policymakers in designing Women, Peace and Security policy?

Nordic governments have been frontrunners in the implementation of the global Women, Peace and Security agenda. In this roundtable, we discuss Nordic experiences of collaboration between researchers in higher education institutions and policymakers in the design and

implementation of WPS policies, and we make recommendations for how research can inform Nordic policies in the future.

Chair: *Elisa Tarnaala*, Senior Adviser, CMI; vice-chair, Finnish 1325 Network

Erik Lundberg, Ambassador, Finnish Ministry of Foreign Affairs

Torunn L. Tryggestad, Deputy Director, PRIO; Director, PRIO Gender, Peace and Security Centre

Swati Parashar, Professor, School of Global Studies, University of Gothenburg

15:20–16:00

Plenary discussion

The roundtable chairs will report on discussions in the parallel sessions.

Discussant: *Elina Korhonen*, Chair, Finnish 1325 Network; Director of International Affairs, Global Development, Väestöliitto

Annex 2. Speaker Profiles

Brita Fernandez Schmidt, Discussion Moderator

Brita is an author, public speaker and transformational coach. She works with individuals, groups, organisations and businesses, using her 25 years of experience to facilitate transformation and impact. Driven by her goals, Brita believes that the power to achieve the change we are dreaming of resides within us. Brita works with organisations and businesses to create working cultures that are value-led, inclusive, empowering, innovative and sustainable. She is passionate about promoting alternative models of leadership as a response to the urgent problems facing our society and world. Brita is an advocate and promoter of women's power, women's rights and equality. Originally from Germany, Brita went to school in Venezuela and she now lives in the UK with her husband, two daughters and two dogs.

Brita trained as a Deep Transformational Coach with the Centre for Transformational Coaching. She is Chief Advisor to Fair Share, Ambassador for Compassion in Politics, Ambassador for Common Purpose and Ambassador for Mumble Forum. She is an Ambassador for Women for Women International in Germany, which she co-founded in 2018. For 13 years, Brita served as the Executive Director of Women for Women International – UK. She was Chair of the Network Gender Action for Peace and Security for five years and previously worked as the Programmes & Policy Director at Womankind Worldwide. She started her career as Policy Officer at the European Women's Lobby.

Li Andersson, Minister of Education

Li Andersson was appointed Minister of Education in Finland in June 2019. She is chairperson of the Left Alliance party, former chair of her party's youth organisation and current member of the City Council of Turku. She is serving her second term as a Member of Parliament, having been elected to Parliament in 2015. She was born in 1987 in Turku. In 2021 she was on parental leave, during which, she had a daughter. She returned to the post of Minister of Education in June 2021.

Before and during her political career, Li Andersson has had numerous responsibilities in civil society organisations and trade unions. She has been a steadfast advocate for human rights, equality and civil society, as well as for social and ecological sustainability. She holds

a Bachelor's degree in Social Sciences (International Law) from Åbo Akademi University, which is the only exclusively Swedish-language multi-faculty university in Finland.

Antti Kurvinen, Minister of Science and Culture

Antti Kurvinen (born in 1986) was appointed Minister of Science and Culture in May 2021. He has served as Member of Parliament since 2015 and chaired the Centre Party Parliamentary Group from 2019 to 2021. He is a lawyer with a Master of Laws degree from the University of Lapland.

Jutta Urpilainen, European Commissioner for International Partnerships

As European Commissioner for International Partnerships, Jutta Urpilainen oversees the European Commission's work on international cooperation and sustainable development. Before joining the Commission, she served as a Member of Parliament in Finland from 2003 to 2019. In 2008, she became the first woman leader of the Social Democratic Party of Finland. From 2011 to 2014, she served as Finland's Deputy Prime Minister and Finance Minister. During that time, she became closely involved in development issues, joining the Development Committee of the World Bank Group and IMF and chairing the Finnish National Commission on Sustainable Development. She served as the Foreign Minister's Special Representative on Mediation (2017–19) and chaired the Finnish National Commission for UNESCO (2015–18).

Annick T. R. Wibben, Anna Lindh Professor of Gender, Peace and Security, Swedish Defence University

Annick T. R. Wibben is Anna Lindh Professor of Gender, Peace and Security at the Swedish Defence University. From 2005–2019, she was professor of Politics and International Studies at the University of San Francisco, where she also served as Chair of the Politics Department and directed both the Peace and Justice Studies and the International Studies programmes. From 2001–2005 she worked as a co-investigator (with James Der Derian) in the Information Technology, War and Peace Project [infopeace.org] at the Watson Institute for International Studies at Brown University. During that time she also taught at Brown University, Bryant University and Wellesley College, and spent the fall 2003 semester in New York City as a Rockefeller Humanities Fellow with the National Council for Research on Women and the Center for the Study of Women and Society at the CUNY Graduate Center, doing research on human security.

Annick Wibben's research straddles critical security and military studies, peace studies, international theory and feminist international relations. She is most frequently associated with the field of Feminist Security Studies, which is the subject of her first book, *Feminist Security Studies: A Narrative Approach* (Routledge, 2011). In 2016 she published an edited volume, *Researching War: Feminist Methods, Ethics & Politics*, and in 2019 she co-edited the volume *Teaching Peace and War: Pedagogy and Curricula* with Amanda Donahoe

(both published by Routledge). She has also written numerous articles for journals such as *International Political Sociology*, *Security Dialogue*, *Critical Studies on Security*, *Humanity*, *Politics & Gender*, and has edited special issues and contributed to blogs and other types of media.

Professor Wibben also serves the profession in various capacities: from 2008–2016 she was part of the Executive Committee of the International Studies Association (ISA) Feminist Theory and Gender Studies section, most recently as Chair. Thereafter, from 2016–2019 she served as Chair of ISA's Women's Caucus, and in 2017–18 she served on ISA's Executive Committee. She is also the recipient of ISA's 2017 Ladd Hollist Service Award. Currently, she is the Editor for Digital Media with the *International Feminist Journal of Politics* [twitter: @IFJPglobal] and serves on the editorial boards of *Security Dialogue* and *International Political Sociology* as well as the *Journal of Narrative Politics*.

Helena Ranta, Professor Emerita, University of Helsinki

Professor Emerita Helena Ranta has been working in conflict areas since 1996 (Srebrenica, BiH). Her forensic investigations include missions to BiH, Kosovo, Peru, Colombia, Cameroon, Libya, Eritrea, Iraq, Russia, Chechnya and Nepal. Professor Ranta chaired the Finnish 1325 Network for several years and has been involved in the preparation of three Finnish National Action Plans (NAPs).

Maija Gellin, Programme Director, VERSO – Mediation in Education, Finnish Forum for Mediation

Maija Gellin, PhD, MA Education, BA Youth Work, is Director of the Programme for a Restorative Approach and Mediation in Education (the VERSO programme) in Finland. She has been the main method developer and trainer for over 20 years. In 2019, she completed her PhD on a restorative approach and mediation in Finnish schools. She has worked as a mediation officer and voluntary mediator in the victim–offender mediation services, specialising in cases in schools and among juveniles and families. Gellin has also completed the Workplace Mediator Advanced Studies at the University of Helsinki. She lectures on a restorative approach and mediation at the University of Helsinki and at the University of Lapland in Finland. She is a board member at the Finnish Forum for Mediation (FFM) and a member of the European Forum for Restorative Justice (EFRJ). She is also a member of EFRJ's Restorative Schools working group.

Gellin is co-author, with Tim Chapman and Monique Anderson, of *A European Model of Restorative Justice with Children and Young People* (IJJO, 2015). She and her team also co-partnered in the project *Improving Juvenile Justice Systems in Europe* (IJJO, 2016–2017). Gellin has actively taken part in the network of the Nordic mediation research group, and she is a contributor to *Nordic Mediation Research* (Springer, 2018) with an article, *Mediation in Finnish Schools: From Conflicts to Restoration*. More details about the VERSO

programme are available at: <https://sovittelu.com/vertaissovittelu/in-english/>. Her latest article, Strengthening Rights and Participation of Children: a Finnish Perspective on a Restorative Approach in Education will be published in 2022 in: A. Wolthuis & T. Chapman (eds) (2022), Restorative Justice from a Children's Rights Perspective. Eleven International Publishing, The Netherlands (in preparation).

Elina Korhonen, Chair, Finnish 1325 Network; Director of International Affairs, Global Development, Väestöliitto

Elina Korhonen is an experienced human rights advocate with in-depth knowledge of sexual health and rights, and of how to reach the most vulnerable. Elina is Director of International Affairs at Väestöliitto, the leading sexual rights organisation in Finland; an advisor to the All-Party Parliamentary Group on Sexual Rights and Development in the Finnish Parliament; a member of the Development Policy Committee; Chair of the 1325 Network, which enhances the implementation of UN Resolution 1325 on Women, Peace and Security; and a member of the International Committee of Seta, a LGBTI rights NGO. Elina has a Master's degree in Social Policy and a Bachelor's degree in Development Studies, and she is also a clinical sexual therapist experienced in working with immigrants.

Minna Salami, Author and Social Critic

Minna Salami is a Finnish-Nigerian and Swedish writer and social critic currently based in London. She has been writing and speaking about feminism internationally for over a decade and is the founder of the multiple award-winning feminist blog MsAfropolitan. Her latest book Sensuous Knowledge has been translated into six languages. She is a co-director of the feminist movement Activate and sits on the boards of the African Feminist Initiative at Pennsylvania State University, the Interdisciplinary Journal for the Study of the Sahel and the Emerge network.

Miriam Attias, Project Leader, depolarize.fi; Mediator

Miriam Attias (MEd, MSoc.Sc.) is an independent mediator, researcher and trainer, and a consultant on community and neighbourhood conflicts and workplace disputes. Her areas of interest and expertise are identity and intergroup conflicts and depolarisation strategies.

Mina Khan, Teacher; Co-Founder, Mahdin Nuoret ry

Mina Kahn is a primary school teacher, currently teaching fifth grade pupils. In addition, she is one of the founders of Mahdin Nuoret ry, an organisation for muslim youth. Mahdin Nuoret has been a part of the National Board for the Prevention of Radicalization and Violent Extremism for several years. For this roundtable, Kahn intends to utilize her practical experience in the field of education and shed light on the topic of discussion from the day-to-day issues in school life that she has witnessed.

Riikka Jalonen, Executive Director, Peace Education Institute

Riikka Jalonen works as Executive Director for the Peace Education Institute, Finland. She has a background in teaching, youth work, peace education and peace process moderation and facilitation. For over 20 years, she has worked for a range of international and national agencies, educational institutions and local grassroots organisations, including several years of hands-on field experience in contexts such as Palestine, Nepal, Venezuela and Sri Lanka.

Therese Curran, Regional Education Advisor in the Middle East, Norwegian Refugee Council

Therese Curran is Regional Education Advisor in the Middle East for the Norwegian Refugee Council (NRC), based in Jordan. Therese is a passionate educator with a 20-year career as a secondary school teacher and Head of Department. Therese has worked in emergency education since 2005 and with the NRC in East Timor, South Sudan, Lebanon, Myanmar and Syria. Therese's current work focuses on providing strategic technical advice and support to NRCs teams working across six countries in the Middle East to provide access to quality education opportunities for children and youth. Therese holds Master's degrees in Educational Leadership and International and Community Development.

Marjaana Jauhola, Head of Discipline in Global Development Studies, University of Helsinki

Marjaana Jauhola is a feminist researcher focusing on world and global politics, with a special interest in gender equality and other intersecting inequalities, especially in the context of the aftermath of conflicts and disasters, and their reconstruction processes. She has conducted research on the Lapland war (1944–45), the peace process in Aceh, Indonesia (2005), and the earthquake in Kachchh, Gujarat in India (2001). She conducts multi-site ethnography and life-historical research using audio-visual productions and art-based methods, encouraging collaborative knowledge creation. Her latest book, which received an honourable mention for the 2022 IPS Best Book Award in the International Political Sociology Section of the International Studies Association, can be read at <https://hup.fi/site/books/m/10.33134/pro-et-contra-1/>.

Nanda Amalia, Lecturer, University of Malikussaleh, Aceh

Nanda Amalia is a lecturer and researcher from Malikussaleh University, Aceh, Indonesia. She teaches in the Faculty of Law's BA in Law programme. She is also Trustee and Founder of the Student Activity Unit of the Creative Minority Student Study Group at Malikussaleh University, which aims to enhance universities' tridharma in the fields of teaching, research and community service. Her main areas of research interest include access to justice, peace and alternative dispute resolution, family law, gender and the study of law and society. She has conducted fieldwork in various sub-district areas of Aceh, Indonesia.

She is currently conducting fieldwork as part of her PhD studies at the Van Vollenhoven Institute, Leiden Law School, on the theme 'Access to justice in Aceh: a socio-legal study

on family law disputes and the limit of redress'. Her research, which focuses on Aceh, Indonesia, seeks a better understanding of what access to justice means in Acehnese everyday lives, particularly for the poor and people living in remote areas. The specific focus is on family law issues such as divorce, post-divorce maintenance and marital joint-property disputes. In this research, she would like to examine the legal choices decisions taken by the people of Aceh in resolving marital problems, understand why some prefer to go to the customary court and others to the Shariah court, and explain how the state responds to this particular situation.

It is also important to recognise the significance of her non-academic work. She has participated in a variety of social projects, such as community service activities. She is an active voice in a legal awareness-raising project for the community, particularly for women and children, through legal aid organisations such as Women's Associations for Justice (LBH APiK) Aceh, Women's Network for Justice, The Center for Law and Government Studies, and the Regional Disaster Management Agency.

Élise Féron, Docent, Senior Research Fellow, University of Tampere

Élise Féron is a Docent and a senior research fellow at the Tampere Peace Research Institute in Finland. She is an invited professor at the Université Catholique de Louvain (Belgium), the University of Turin (Italy), Sciences Po Lille (France) and the University of Coimbra (Portugal). Her main research interests include diasporas and conflicts, masculinities and conflicts, and feminist peace research. She has published widely on these issues, on which she has also taught more than 40 courses in both the global North and the global South.

Puman Yadav, Lecturer in Humanitarian Studies, University College London

Punam Yadav is a Lecturer in Humanitarian Studies and Co-Director of the IRDR Centre for Gender and Disaster. She is also the Co-Investigator for the UKRI Collective Fund Award – GRRIPP Network Plus (2019–2023). Prior to joining the IRDR in April 2018, she was Research Fellow in the Centre for Women, Peace and Security, and Teaching Fellow in the Department of Gender Studies at LSE. Yadav completed her PhD at the University of Sydney in December 2014. She started her professional career as a development practitioner in Nepal and worked for over ten years with various International and National NGOs before starting her academic career in 2010. She has a number of publications, including her recent article in the Journal of Peace Research: 'Can women benefit from war? Women's agency in conflict and post-conflict contexts', Journal of Peace Research, 58(3):449–461 <https://doi.org/10.1177/0022343320905619>.

Elisa Tarnaala, Senior Advisor, CMI; Vice-Chair, Finnish 1325 Network

Elisa Tarnaala is Senior Advisor at the CMI Martti Ahtisaari Foundation and currently serves as interim Head of the Women in Peacemaking Team. Elisa is Vice Chairperson of

the Finnish 1325 Network and holds the title of Docent at the University of Helsinki. Her current work concerns North and West Africa, and Colombia in South America, with a focus on peace, conflict and transitional processes. Dividing her time between mediation and dialogue projects and academic research, she has engaged in participatory projects with peace activists, memory collectives in conflict-affected communities, victims' organisations, teachers and youth groups. She has been a grant researcher for academic foundations, senior analyst in a think tank and a consultant to international organisations on the themes of democracy, conflict, human rights, women's participation and gender. In addition to teaching at the graduate and undergraduate levels, she has conducted international training in conflict resolution and mediation.

Erik Lundberg, Ambassador, Finnish Ministry of Foreign Affairs

Erik Lundberg has worked for the Finnish Ministry for Foreign Affairs since 1995. Among other involvements, he has served as Finland's Ambassador to Norway, Kenya, Uganda, Somalia, Eritrea and the Seychelles. He has also been Finland's Permanent Representative to UNEP and UNHABITAT and worked as Director for Human Rights Policy at the Political Department of the Ministry for Foreign Affairs. In addition, Ambassador Lundberg has worked as a journalist for the Finnish National Broadcasting Corporation (YLE) and as a researcher at the Åbo Akademi Institute for Human Rights.

Torunn L. Tryggestad, Deputy Director, PRIO; Director, PRIO Gender, Peace and Security Centre
Torunn L. Tryggestad is Deputy Director at the Peace Research Institute Oslo, PRIO, and Director of the PRIO Centre on Gender, Peace and Security. She holds a PhD in Political Science (University of Oslo), and the title of her dissertation was 'International Norms and Political Change: "Women, Peace and Security" and the UN Security Agenda'. Her research focuses on the gendered dimensions of conflict resolution, conflict management, peace mediation and peacebuilding. She has extensive experience of teaching, training and the provision of policy advice to various Norwegian stakeholders, as well as to international organisations such as the UN and NATO. She is closely involved in planning and staging the UN High-Level Seminar on Gender and Inclusive Mediation Strategies and in establishing the Nordic Women Mediators (NWM) network. Tryggestad was one of the principal authors of the Norwegian Government's first National Action Plan on the Implementation of UN Security Council Resolution 1325 on Women, Peace and Security (2006). She was a member of the UN Secretary General's fourth and fifth UN Peacebuilding Fund Advisory Group from 2015–2020. She is also a former member of the NATO Civil Society Advisory Panel (CSAP) on Women, Peace and Security. In 2019, she was appointed member of Kilden's Advisory Board (www.genderresearch.no) for the period 2019–2021.

Swati Parashar, Professor, School of Global Studies, University of Gothenburg

Swati Parashar is Professor of Peace and Development at the School of Global Studies, University of Gothenburg, Sweden. Her research engages with the intersections between

feminism and postcolonialism, focusing on conflict, peace and development issues in South Asia and Africa. Her recent publications include the Routledge Handbook of Feminist Peace Research (co-edited with Tarja Varynen, Elise Feron and Catia C. Confortini), and a Special Issue on 'Colonial Legacies in Africa' in the Third World Quarterly (co-edited with Michael Schulz). She is one of the incoming editors of the International Feminist Journal of Politics and serves on the editorial boards of Security Dialogue, Third World Quarterly, Millennium: Journal of International Studies and Critical Terrorism Studies. She is the author and editor of several books and journal articles and regularly contributes to media debates as an op-ed writer.

MINISTRY OF EDUCATION AND CULTURE
FINLAND

P.O. Box 29 FI-00023 Government, Finland
Tel. + 358 295 16001 (switchboard)
okm.fi/en

ISSN 1799-0351 PDF
ISBN 978-952-263-814-4 PDF