

Report BritInn Funds

As co-director of InnPeace, the new Research Center for Peace and Conflict at the University of Innsbruck, I am very glad to present this report for the BritInn Funds, which enabled us to fund our colleagues' Hilary Cremin, Tim Archer and David Carter's¹ participation in the first international symposium on peace education.

The symposium was held at the Grillhof Education Center in Vill/Igls from 20th until 22nd of November 2018, with the involvement of 18 scholars and practitioners from Great Britain, the United States, Colombia and Mexico.

During the symposium, we were able to co-facilitate a series of methods for conflict transformation and peace education in societies in transition, create an international consortium that is now further developing the research project **"Developing 'Territorial Peace' with Schools in Colombia"** and discuss about exploratory funding opportunities. Concretely, the colleagues from the Faculty of Education at Cambridge University mentioned above contributed in the following way:

1. Tim Archer: Co-Convener of the symposium, Tim was key in the preparation of the organization of the event. During the symposium itself, together with Josefina Echavarría, Tim held the sessions that would lead to the finishing of the proposal draft by the third day, which were developed originally as research loops. The research loops would correspond to each individual part of the research proposal on 'territorial peace'. As new collaborative methodology, Tim was essential in this development. Additionally, Tim presented on the topic of "The transrational teacher and affective methodologies in Peace Education and Research", which dealt with the challenges that affective (as opposed to 'effective') methodologies presented for all sort of leaders in learning processes in societies in transition.

2. Hilary Cremin: Co-Convener of the symposium, Hilary was key in the preparation of the organization of the event. She further facilitated during the last day the research design workshop, which brought key findings together and allowed participants to locate the investigation into the larger landscape of international research projects.

3. David Carter: David was key in contextualizing the potential international funding agencies that could offer resources to our research endeavor.

The individual contributions of each of the Cambridge colleagues were thus crucial to the overall success of the symposium. Furthermore, the contribution of Cambridge as a whole was key to increase the symposium's international recognition, cement the place of the

¹ Please see their profiles as appendix to this report

University of Innsbruck as a reliable international cooperation partner in research projects of the highest global qualities and yield productive outcomes as seen in the last table of the annex "Action Plan".

We are very glad with the processes and the results of the symposium and thank BritInn for your support that enabled us to fund this international event.



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APPENDIX

Tim Archer

Tim Archer is an Education PhD candidate at the University of Cambridge focusing on masculinities and peace pedagogies. He is a research practitioner and has worked in the areas of peace education, mediation, and conflict sensitive peacebuilding in both post-war and domestic settings. Tim is currently interested in Affective methodologies that engage men in dialogue about masculinity and peace using concepts of encountering, exploration, resonance and reflexivity.

David Carter

My current role is as a Research Administrator and Enterprise Champion in the Faculty of Education at the University of Cambridge. It is a varied role which requires a broad knowledge of research management and finance. Being in Education, a social science, is a particular challenge to me as I come from an engineering background. After 15 years as an individual researcher in industry, during which time I gained three patents, I accepted a management role. Over the next 8 years, I took ever increasing levels of responsibility and enjoyed a great deal of success with my projects. My first opportunity to take a post, within a university, which would allow me to understand the whole academic research life cycle, was in 2003 within Chemical Engineering at the University of Cambridge. In 2009 I switched to the Faculty of Education. It is interesting to compare the commercial world and the academic world from my experience of both. The limiting factor in commercial research I perceive to be creativity; whereas in the academic world it appears to be motivation. Both are swamped by too much administration but isn't that where I came in?

Hilary Cremin

Hilary Cremin is a Reader at the Faculty of Education, University of Cambridge. She researches and teaches peace-building, in and through education, in settings in the UK and elsewhere. She has worked in the public, private and voluntary sector as a school teacher, educational consultant, project coordinator and academic. Her latest book with Terence Bevington is *Positive Peace in Schools: Tackling Conflict and Creating a Culture of Peace in the Classroom*, published by Routledge. Her university profile can be accessed [here](#)

Action Plan Education Project

As discussed Thursday 22nd Nov 2018 in Innsbruck

ACTION DETAILS DUE

1. Populate the sections of current project document

All partners can add/ edit into sections on Google Doc.

Fri 7th Dec 2018

2. Review & swop

In location (meet ups) & then swopped across partners

Before end of Jan 2019

3. RISE call

Josefina to send template out for possible finding

Dec 20th 2018

4. Cambridge & Innsbruck Review

Main partners from Cambridge and Innsbruck to review reviewed document and create final draft

Feb – March 2019

5. Funding & grant Searchers

All partners to continue searching for possible funding and grant avenues ongoing

6. Skype/ Zoom meet

All interested partners to meet (virtually or in person if funding) to discuss final working document and other funding sources.

March 2019