2016 has been a turbulent year for the world. There have been wars and a continuation in the types of disagreements and conflicts that often erupt in violence. This reaffirms our intention to rededicate ourselves to work in the areas of peace that defined the GHFP for the last 20 years.

We see ourselves as a non-affiliated institution who will support holistic visions of human well-being from the spiritual to the societal in the areas of education, dialogue, and livelihood under the broad umbrella of peacefulness.

We have developed working conception of human-centred education, an education that respects the child or young person as such and which makes his or her development its primary content. Thanks to our partners, this year we have been able to develop a pre-pilot project in a state secondary school in Brighton, which is an important step towards a more complete implementation of a HCE programme. The publication of the Human Centred Education Handbook by Routledge is also a significant step in this direction. We have been able to develop a closer partnership with the China National Training Centre for Primary School Leaders, and to share our understanding with educational experts in Europe and Asia.

This doesn’t mean that the GHFP is only wedded to one conception of good education. We have supported several other kinds of educational projects around the world, including a Youth Camp in Kalimantan, Indonesia and refugee education in Lebanon.

In recent years mutual understanding has been an important focus for the GHFP. We maintain support for efforts to spread understanding of the transformation power of forgiveness, especially in post-conflict situations, through the Healing the Wounds of History project in Lebanon. However, we also recognise the need for different kinds of dialogue forums that can touch the heart of peoples’ lives, and open up a deeper recognition and appreciation of people quite different from oneself. This has become an urgent need concerning political ideologies. In this regard, we hope sincerely that our work in Hungary, which shows the transformational power of the sharing of life-histories, will be useful in other parts of the world. Because of the deep importance of understanding how different dialogue spaces can work, we continue to contribute and learn from international forums such as the UN Alliance of Civilizations and the Initiative of Change.

Furthermore, supporting inter-religious dialogues has always been an important part of our work. This is for two primary reasons. First, human spirituality is at the core of our mission because of its central importance to human well-being, to the ethical respect of others and to peacefulness. Second, this importance requires that the religious communities of the world understand each other better. For these reasons, we continue to be engaged with the activities of interfaith organizations such as the World Subud Association and initiatives such as that to create a Museum of World Religions in Birmingham.

The GHFP has a growing interest in the practical meanings of peacefulness for socio-economic institutions and for governance. In this regard, we are very happy to have been active in the Spirit of Humanity Forum, and to learn from our partners, their vision of how governance in practice can become forms of deep caring. It has been inspiring to see human values at work for instance in the governance of the city of Reykjavik.

Thank you very much to the trustees, officers and staff of the GHFP. It is my great pleasure to thank the partners of the GHFP and to extend a warm thank-you to all the organizations with whom we have collaborated this year.
Fostering Solidarity and Harmony Between People

The GHFP’s work in this area focuses on creating spaces for new forms of encounter and dialogue. We recognise that dialogue requires compassionate listening within safe and non-judgmental spaces, the practices of dialogue ethics and the engagement of the whole person. We believe that such interactions can enhance mutual understanding, respect between people and harmony in societies.

In 2016, in collaboration with our partners, the GHFP continued to co-create and facilitate this kind of dialogic space in the international dialogue series on ‘Peace and Peacefulness’, which will feed into the 3rd Spirit of Humanity Forum of 2017. We also led a dialogue about education and peace at the European Peace Liaison Office. We contributed to dialogue panels, roundtables and workshops to address peace-related questions at a number of international events, such as the UNAOC’s Forum in Baku, International Peacebuilders Forum in Caux and the Dialogue of Civilisations’ Annual Forum in Rhodes.

Within this area of work, we have focused our research on understanding the concepts of peace and peacefulness, and investigating people’s life histories through different political regimes in countries such as Hungary. We have continued to explore the part that forgiveness and compassion play in bringing harmonies to communities by researching the experiences of the participants in the ‘Healing the Wounds of History’ programme in Lebanon. Furthermore, we have also conducted interviews with key faith leaders on the contribution of spiritual communities to global peace.

INTERNATIONAL DIALOGUE SERIES ON UNDERSTANDING PEACE

For the last few years, major international organisations were called upon to confront the growing violence in several regions of the world and to continue working through the challenges brought by the large number of war-displaced refugees and forced migration across the regions. This has presented an opportunity for thinkers and practitioners to consider how best to approach peacebuilding and peace-making. In 2015-2016, the GHFP proposed a dialogue series to explore the nature of peacefulness. Each dialogue brought together a small group of international experts to consider the myriad approaches towards peace and how to apply these understandings to the institutions and structures necessary for global peace.

SPIRITUALITY, COMMUNITIES AND GLOBAL PEACE

In June, in collaboration with the Fetzer Institute, the GHFP co-hosted a peace dialogue at the Institute’s beautiful Retreat Centre in the depth of nature in Michigan. 12 participants with peacebuilding experiences on all continents discussed the spiritual dimensions of peace, and how spiritual consciousness contributes to transformation towards a culture of peace.

Key insights from this dialogue include:

When we are open to the idea that each person is a spiritual being whose intrinsic value lies in his/her being human, spirituality becomes a dynamic rather than static notion. This means our spirituality is expressed in our lived experience of being human. In other words, to be spiritual is to embrace those values and virtues in the quality of our daily interaction with each other, our everyday thoughts and our (individual and collective actions in the world. This practical and grounded spirituality is the foundation of peacefulness within each person.

IMAGINING PEACE

In October this year, another peace dialogue was held in Reykjavik, Iceland, in conjunction with the celebration of 30th year anniversary of the Reagan and Gorbachev meeting at Hofðe House, which marked the beginning of the end of the Cold War. Twelve peace experts from Europe, Asia, Americas and Australia met for the dialogue held at Reykjavik City Hall. Key questions explored included:

1 How might we express the spiritual nature of peacefulness within the context of a political system, such as a nation or a city?
2 What are the criteria for a nation or a city and its peoples to be deservedly called ‘peaceful’?
3 In what ways, can international and national bodies such as the UN or a Ministry of Peace (a proposal from our first dialogue) support and facilitate a culture of peacefulness among its constituents?

Speaking from interdisciplinary fields including economics, international institutions, conflict transformation, human rights, theology, philosophy, civil movements, politics and education, this dialogue yielded insights into the roles that religion, education, social policies and international organisations might play in cultivating a global culture of peace.

Particularly highlighted in this dialogue was the contribution of cities to peace through, for instance, building a culture of social harmony and cohesion, empowering the participation of citizens in decisions affecting the common good, and strengthening the communities’ resilience in transforming conflicts.
THE GHFP’S CONTRIBUTIONS IN INTERNATIONAL FORUMS

7th UN Alliance of Civilizations Forum

In April, the GHFP contributed to a roundtable at the 7th UN Alliance of Civilizations Forum held in Baku, Azerbaijan. The focus of the Forum was “Living Together in Inclusive Societies: A Challenge and A Goal”. In her panel contribution, Dr. Scherto Gill stressed the importance of human-centred education which focuses on cultivating human qualities and on creating a human-scale environment free of the fears of punishment, failure, bullying and discrimination. Peace pedagogy, she argued, requires developing caring relationships as a priority in education.

International Peacebuilders Forum

In July, the GHFP participated in the initiatives of Change’s annual International Peacebuilders Forum. In the light of an insurmountable number of refugees, who are suffering from trauma, we co-hosted a workshop of ‘Healing the Peacebuilders’, which was designed to support the care responders including frontline mental health providers, health professionals, rescue workers and volunteers. These are the peacebuilders. The workshop provided awareness and strategy training to support the well-being of these peacebuilders.

Dialogue of Civilizations Forum

In September, the GHFP contributed to a roundtable at the DoC Forum in Rhodes, Greece, where we addressed the questions concerning dialogue in education for peace. The GHFP advocated a pedagogy of dialogue and encounter, suggesting that, to develop a culture of dialogue in schools and universities, five important pedagogical ingredients are necessary:

- creating an inviting space in the classrooms for dialogue, cultivating skills of questioning, facilitating deep listening, encouraging inquiry-based learning, mutual learning and embedding dialogue in our day-to-day teaching and learning as a way of being.

Education for Peace Seminar at EPLO

In June, the GHFP led a dialogue conversation at the European Peacebuilding Liaison Office (EPLO) in Brussels on Education for Peace. In her presentation, Dr. Scherto Gill highlighted the importance of human-centred education which focuses on cultivating human qualities and on creating a human-scale environment free of the deep historical roots of violence. Such work is needed to transform memories of traumas into compassionate feelings from which constructive human relationships can develop. The following ongoing projects work with this approach to conflict transformation.

ANNUAL REPORT

Healing the Wounds of History Programme in Lebanon

This year, the GHFP continued to support the Healing the Wounds of History (HWH) programme in Lebanon by designing and carrying out an evaluation of the participants’ experiences of the four workshops held in 2016 and of the effectiveness of these workshops in relation to their stated objectives.

HWH offers a holistic approach to personal development. The programme sees the participant as a part of familial, communal, tribal, national and ancestral systems.

Therefore, the workshops focus on the connection between oneself, the community and the world at large. In a similar vein, the healing of the person seeks to address the ills of the wider system. In this way, the HWH workshops support diverse groups of people developing a healing alliance.

Taking a mix-methods approach, the evaluation research design included participant observation, a post-workshop questionnaire (21) and an in-depth interview (10). The preliminary findings saw overwhelming positive feedback from all the participants in terms of achieving the stated aims and objectives, and the facilitators’ work and their support to the participants. The research interview identified a strong link between personal healing and collective transformation.

Healing the Wounds of History Programme

Healing the Wounds of History (HWH) programme in Lebanon
Narrative Approaches to Engaging the Other in England

Following Brexit, there has been distrust within communities in the UK, and many people from migrant backgrounds have been considered intruders and some have been subjected to hate crimes. In this climate, the GHFP provided a grant to the project of Alinah Azadeh, an award-winning artist. Alinah launched the Fourth Wall Project (formerly ‘Through a Wall’) which consists of writing and storytelling workshops that explore belonging, safety and conflict. The timing of the workshops coincided with the EU referendum and a lot of the stories were about historical racism and approaches to social cohesion.

‘The Fourth Wall’ originates from a theatre term suggesting the invisible barrier between actors and audience. This project plays with this in-between space. It encourages empathy and conversations and it questions prejudice about communities that are seen as the Other, such as those of migrants and refugees. Participant feedback suggests that the narrative methodology enables people to talk about things they might not usually discuss, to question their pre-judgements of others and that it offers them insights into real life experiences they do not usually have access to.

Building Bridges for Peace

Building Bridges for Peace enables divided communities to better understand the roots of war and violent extremism. It promotes dialogue and empathy by engaging with the personal stories of persons from opposite sides of a conflict who have already made a journey of reconciliation. This year, the GHFP provided a grant to help the project develop partnerships with Muslim organisations to reach out to those at risk of radicalisation. The project is innovative in the ways it touches people emotionally, especially those who do not have the opportunity to explore their own feelings and to set their experiences in a wider context.

Jo Berry, the Founder and Director of Building Bridges for Peace, also served as a mentor to the young people and offered training to the whole school community to move from blame to empathy towards conflict transformation and peace.

Forgiveness Conversation

On 11 July, in collaboration with the Forgiveness Project, we co-hosted a Forgiveness Conversation - a preview screening of ‘The Invincible’, a short film that tells the remarkable story of Jean-Paul Samputu, a Rwandan musician, and Vincent, Jean Paul’s friend and neighbour who killed his father in the 1994 genocide.

The screening was followed by a dialogue between Jean-Paul and Lesley Bilinda, currently Vicar of St Andrew’s Church, Fulham Fields and author of two books – The Colour of Darkness and With What Remains. Lesley was running a community health programme in eastern Rwanda when her Rwandan husband was killed in the genocide. Both Jean Paul Samputu and Lesley Bilinda are tireless advocates for peace, reconciliation and forgiveness.

Cultivating a Culture of Peace in Colombia

This year the GHFP continued to support the work of cultivating a culture of peace in post-conflict Colombia. The peace accords between the guerrilla groups and the national government has provided the country with a unique opportunity to move towards a political culture of forgiveness. In this line of work, the GHFP has been collaborating with Colombian partners, la Fondacion para la Reconciliacion and Casa de Paz.
Inter-religious Understanding for Peace

In 2016 the GHFP continued to sponsor the publication of literature on spirituality. We also supported and participated in some international programmes, such as supporting the Charter for Forgiveness and Reconciliation, the Building Bridges for Peace in British communities, the Museum of World Religions and the Spirituality, Community and Peace research.

SUPPORTING SPIRITUAL GROWTH THROUGH PUBLICATIONS

In 2016 the GHFP continued to support the translation and publishing of the works of Muhammad Subuh Sumohadidwidjojo, a Javanese spiritual leader and the founder of Subud, whose talks explore the ways in which the interreligious spiritual experiences of the latihan can have applications in our everyday lives. The translation and publication of the series of “Bapak’s Talks” include English, Russian, Portuguese and French editions, which are shared by a worldwide readership.

www.sububooks.com

MUSEUM OF WORLD RELIGIONS UK

For a number of years, the GHFP has been part of a steering committee working to establish a world-class Museum of World Religions (MWR) in Birmingham. We envisage an inspiring, outstanding and innovative, educational and cultural institution, with its prime purpose to showcase how different religious traditions can provide transformative ideas and values for the lives of individuals and communities.

The idea to create such a museum in Birmingham was inspired by the Museum of World Religions in Taiwan, which was founded by Dharma Master Hsin Tao. Birmingham has a rich history as a forward-thinking city that welcomes people of all faiths. More recently, in the city, there has been wide interfaith co-operation in areas such as religious education and the creation of a city faith map.

This year, the GHFP continued to work with the other partners on the Steering Committee to develop the MWR project.

www.mwruk.org

CHARTER FOR FORGIVENESS AND RECONCILIATION

This year, the GHFP continued to support the development of the Charter for Forgiveness and Reconciliation. The vision of the Charter is that the activity of forgiving is vital if healing and reconciliation is to take place, as part of our collective efforts to seek restorative justice and sustainable peace.

Throughout history, acts of forgiveness have helped to de-escalate national and international conflicts, and to restore and sustain harmonious relationships in the daily lives of families, communities and societies. By offering paradigms of forgiveness, the Charter will direct commitment and activities towards a growing practice of forgiveness and reconciliation, both in public processes and in private settings, in order to foster healing and peace in a wounded and fractured world.

The GHFP is a founding and funding partner as well as a part of the Editorial Panel.

www.charterforforgiveness.org

...sought to learn more from these communities about the part that spirituality plays in their vision for peace, their members’ lives and their collective ways of being...

POEMS FOR PEACE

Created in partnership with UK’s Peace One Day and the City of Austin’s Cultural Arts Division and led by Subud International Cultural Association, Poems for Peace aims to explore, express, share, welcome, and celebrate what peace means to each of us. Held on the United Nations International Day of Peace and inspired by Peace a Day, this city-wide celebration of peace included performances, workshops, concerts, films, exhibitions, festivals, vigils, and marches, and culminated in an international event at the City Hall of Austin, reaching out to over a million people.

Poems for Peace brings together people of all religions and faiths and non-religion, and it is a shared community action and has now spread to several other cities and communities in the US as well as other countries including Canada, Australia, England, Germany, Moldova, Italy, France, Spain, Ecuador, Colombia, Latvia, Lithuania, Russia, Peru, and Chile.

SUBUD INTERFAITH GATHERING

This year, the GHFP sponsored an international interfaith gathering which took place in Poland in July, engaging members of the spiritual community of Subud from around the region, including Eastern Europe and the Middle East. This gathering was organised by World Subud Association in collaboration with Susila Dharma International Association and Subud International Cultural Association. The Gathering features spiritual training, experiential workshops and other sharing sessions to deepen the participants’ experience of human connectedness and the connection with the Divine, fostering peace and harmony. These activities took the form of interfaith encounter and spiritual journeys through arts, music, drama, sports, and storytelling.

SPIRITUALITY, INTENTIONAL COMMUNITIES AND PEACE

This year, the GHFP also embarked on a research concerning the contributions of spirituality to peace. We were particularly interested in the place of spirituality in the worldwide communities. Dr Scherto Gill was the principal investigator. In addition to a literature review, she included an empirical element in this inquiry. In January and September this year, she made two trips to New York, and interviewed leaders from several international organisations and communities that also have a proactive engagement at the UN. Her interviews sought to learn more from these communities about the part that spirituality plays in their vision for peace, their members’ lives and their collective ways of being.
Education for Human Flourishing

An important goal of the GHFP’s work is to understand how education can enable individuals to live a more meaningful life. We are particularly interested in exploring the educational values, principles and practices necessary for nurturing the growth of the whole person, which help children and young people become more able to care for and respect one another and the world around them.

Through research, publications, conferences, workshops, seminars and project support, the GHFP strives to promote an education that prioritises human flourishing that is connected to the thriving of communities.

INTERNATIONAL CONFERENCE ON “TRANSFORMING MOMENTS”

In January this year, Dr Scherto Gill was the Keynote speaker at an international conference on “Transforming Moments: Dissonance, Liminality and Action as Learning Experiences”. The conference asked questions such as “What should be the role of transformative learning in today’s educational institutions and practices?” Educators, practitioners, researchers and students from different disciplines were drawn to the University of Kent in Canterbury to explore theories and practices of transformative learning.

In her lecture, Scherto discussed dissonance and liminality as the result of encountering otherness especially in the context of international higher education. She focused her discussion on exploring the place of the other in our learning and the different ways to engage with the myriad forms of otherness in our growth. She took the opportunity to re-examine the nature of (higher) learning and propose ‘the pedagogy of encounter’ for its potential in supporting transformative learning. Her lecture invited the participants to imagine ways to bring these insights to the learning lives at the universities.

PRESENTING HUMAN-CENTRED EDUCATION

This year, the GHFP presented our work on human-centred education in various international platforms.

Human-Centred Education seminars in Vietnam

In May 2016, our CEO Professor Garrett Thomson gave four one-day-long seminars on Human-Centred Education at universities in Vietnam. The audiences consisted in university professors and dignitaries, school teachers, and some student teachers. In each case, the seminars were attended by about 70-90 people. These seminars introduced the concepts and ideas of Human-Centred Education and discussed with the group how these might be applied in schools in Vietnam.

...to enable students to explore their emotional landscape in the safety of the group, cultivating listening and practising different kinds of listening and attentiveness to others.

Inspiring Learning Life Conference

In April this year, the GHFP participated in an international conference entitled ‘Inspiring Learning Life’ held in Norway. At this event, the GHFP provided two workshops that explored relational learning in schools, and one workshop on spirituality in education using the Saturday Satya as a case study. These workshops were attended by both students and educators from around the world. This has presented an opportunity to discuss the importance of relationships, care and respect and other core values in education.

Training of School Leaders in China

This year, Dr Scherto Gill returned to Beijing to present Human-Centred Education at UNICEF’s Social Emotional Learning Project meeting, and to lecture at the China National Training Centre for Primary School Leaders on how to implement human-centred governance in schools. This led to her being appointed an International Advisor at the Centre, and prepared the ground for further collaboration between Centre and the GHFP on promoting the importance of research into educational governance and leadership in China and beyond.

PILOTING HUMAN-CENTRED EDUCATION IN A SECONDARY SCHOOL

As part of the development of the HCE Handbook, since 2015, the GHFP has launched a Human-Centred Education (HCE) Pilot research project in an English secondary school located within one of the most deprived residential areas in Southeast of England. The pilot involves an action research that aims to explore three key aspects of HCE:

Mentoring / Direction which consists of building a relationship with a student in order to guide him or her to identify his or her talents, interests and future directions in the short, medium and longer term. This culminates in an individual student’s learning agreement, a personalised curriculum towards developing qualities and virtues, and which challenges the student to become more self-aware and more independent and self-reliant.

Group Emotional Exploration which focuses on facilitating students’ sharing of their emotions in a safe group setting; using experiential approach to enable students to explore their emotional landscape in the safety of the group; cultivating listening and practising different kinds of listening and attentiveness to others; supporting students’ development of their self-awareness and other-awareness through emotional sharing; developing bonding between students in the group and encouraging mutual support; and motivating students to work together in order to transform tensions and conflicts towards group cohesion and developing a sense of community.

Cognitive Development which involves building the arts of mapping basic concepts and vocabulary bank; basic thinking skills such as understanding contents of a text; distinguishing various kinds of text, including oral speeches; basic approaches to reasoning and applying logic and building confidence so that students are willing to think for themselves.

The students have benefitted greatly from the programme. Some of the students have had very difficult times in their personal lives and although they were not always attending other lessons in school, they did attend the pilot sessions because they felt included, safe and listened to. Students’ attitudes towards each other and their learning are overall very good in the group and they appreciate the diversity of input that is not the same as their other learning experiences in school. The GHFP’s research team has been documenting the pilot and providing support to the teachers who are involved in the pilot.

SPIRITUALITY IN EDUCATION

This year, the GHFP was commissioned by an Independent State Schools Partnership (ISSP) project, the Saturday Satya, to explore in what way the programme’s pedagogies have contributed to students’ experiences of learning. The ISSP originated as a Department for Education and Skills initiative to provide structure and funding for cooperation between schools in the state and independent sectors. The aims of the ISSP included, for instance, breaking down barriers between the state and private sectors, sharing professional expertise, providing equal opportunities regardless of background, improving pupil self-esteem and promoting social, moral, spiritual and cultural (SMSC) learning.

The Saturday Satya consisted of four weekend workshops attended by 25 students aged 14 from Eton/Slough partnerships schools. The workshops challenged and guided the students to explore their understandings of themselves and the world around them in more empowered and nuanced ways.

The GHFP’s exploratory research sought to understand and to capture the spirit, values and significance of Saturday Satya, through listening to the voices of participating young people and the teacher-facilitators.
LEWES NEW SCHOOL

Founded by a group of parents who lived in South-East England in 1999, the Lewes New School (LNS) is renowned for its strength as a learning community. It seeks to encourage children to find and express their true spirit by creating a range of learning opportunities that accommodate different dispositions and learning preferences. Teaching and learning at the LNS features a holistic approach, and is situated within trusting relationships between the children and adults. Children are valued for being themselves and at the same time as members of a community. In this way, a child can develop a love for learning, as well as a sense of self-worth and belonging.

In 2016, the GHFP continued to sponsor the school for its innovative teaching and learning practices that are part of an educational ethos centred on the holistic well-being and development of the child. We also provided additional support towards the school’s outreach endeavour so that more families within the local communities would have a better understanding of human-centred education and how it contributes to the child’s holistic growth in education.

www.lewesnewschool.co.uk

YES QUEST

We live at a time when there are many pressures on young people from parents, teachers, friends, the media and music, which can create confusion for young people who are seeking clarity in terms of what they should do with life. The YES Quest is a youth-centred project that offers young people time, space and support so that they can embark on an inner and an outer journey. The inner journey takes a young person into a deep personal development experience. With skilled support, they face their past and their fears; they explore the treasures and talents within, and they develop the confidence and commitment to fully express themselves in life and work. The outer journey gives the young person the opportunity to activate this new awareness, honour the inner change and take a first step.

In 2016, the GHFP provided a grant for the YES Quest team to conduct 5 days training with the young Indonesian organisers and facilitators of a youth camp and hold planning sessions.

www.yesquest.org

BASARA YOUTH CAMP

The Basara Youth Camp is an international Subud Youth gathering that was held at the end of 2016 till early 2017 in Rungan Sari, Central Kalimantan, Indonesia. It is collaboration between Subud Youth Indonesia and Subud Youth Activities International. 140 young people from 19 countries participated in the Camp.

The GhFP sponsored the Camp whose vision was to bring together young Subud members to connect, share, and make an impact by developing something valuable for themselves, their surroundings, and the world. What marked this camp as unique is the combination of spiritual training, YES Quest activities, arts and cultural events, social welfare projects, sports competitions, enterprise training, and more. The diversity of the activities was intended to meet different young people’s needs, affirm the rich identities of today’s youths.

https://subudyouth.wordpress.com/
Livelihood for Human Development

The GHFP is interested in a positive view of development that stresses possibilities rather than problems. ‘Livelihood’ is our preferred term, emphasising the dignity of work in contributing to overall human development. In the area of livelihood, we tend to focus on identifying innovative approaches for sustainable development, including stimulating entrepreneurial spirit and promoting value-based governance.

Spiri'T of Huma'niTy Forum

The GHFP has been a partner and sponsor of the Spirit of Humanity Forums (SoH) 2012 and 2014. Created as a global movement, the SoH provides an innovative platform for leaders to come together and explore values-based approaches to governance, underpinned by love, respect, compassion and solidarity. In the words of Swedish Ambassador Ragnar Angeby, one of the Forum’s founders, “the lasting improvements (to the world’s conditions) require a change of consciousness that will strengthen our ability to live by the highest values intrinsic to our humanity.”

This year, we are joined by other partners in preparing for a third Forum to be held in 2017. This forthcoming forum is entitled ‘Caring for a World in Transition’. The partners believe that today’s world is a world in transition. Increasingly, people recognize that the existing and dominant global economic model must be replaced by a different paradigm, because a purely growth-focused approach treats human lives and the planet mainly as objects to be exploited. As a result, the world has suffered from increased inequalities, the promise of ecological disasters and a volatile financial system. An over-preoccupation with consumption brings about a separation of the human world from the natural world, a distancing of humans from each other, and an alienation of our actions from our innermost selves.

Thus, the third SoH Forum will focus attention on the necessity and imperative of building and strengthening a spiritual foundation in our global societies and communities as our duty of caring for and supporting a world in transition, including caring for oneself, for each other and for the planet earth.

www.sohforum.org

The Human Force Volun'eeer Camp 2016

The Human Force Volunteering Camp aims to build a bridge between social, educational, and environmental projects and young people through mutually beneficial and transformative volunteer opportunities. The project is sponsored by the GHFP, and facilitated by our long-term partner, the Susila Dharma International Association (SDIA). Every year, SDIA organises human force volunteer camps that run between 2-4 weeks, bringing up to 20 international, national, and local volunteers together to work with communities. The aim of these camps is twofold:

A to mobilise young volunteers to work on concrete tasks that lead to both individual transformation and social change within the communities;
B to empower individuals within the communities to assume responsibility for local and global issues and to take action to resolve them.

This year, the GHFP continued to support the Camp which took place over 10 days, hosted by Yayasan Permakultur Kalimantan (YPK), Rungan Sari, Palangkaraya, Kalimantan. The focus of this camp was permaculture and culture, environment and community. 14 young volunteers, both local and international, came together to work with YPK to develop the kitchen garden for a local school, to understand the challenges facing local communities and the environment, and to learn to take actions and bring about positive change.

www.ghfp.org
Research Publications in 2016

HUMAN-CENTRED EDUCATION HANDBOOK
This year, the GHFP's team has finalised a Handbook for implementing Human-Centred Education (HCE) in secondary schools. It is based on our book Reckoning Secondary Education: A Human Centred Approach, published by Pearson Education in 2012. In the Handbook, we present an approach to schooling that radically rethinks the aims of education, the nature of learning, relationships between the individuals in schools and between those individuals and their learning. This is the essence of Human-Centred Education: it respects the whole person and values the holistic growth of the individual, including his or her cognitive and non-cognitive development.


www.humancentrededucation.org

BOOK ON PEACE PROCESS IN COLOMBIA
This year, the GHFP has worked with our Colombian partners in writing a book that explores peace process in Colombia. The publication of the book can serve as a stimulus for a peace conference in the country. The intention was to get the collective message across to the politicians and have brainstorming sessions on practical peace processes.

DOC EXPERT COMMENTS ON COLLECTIVE RIGHTS AS THE SOURCE OF PEACE
Dr. Scherto Gill contributed to an Expert Comments on ‘Collective Rights as the Source of Peace, Health and Harmony in Global Community’. This article reconceptualises collective rights through five social constructionist lenses, including a shift from an individualistic to a relational conception of the person, the recognition of the contingent nature of people’s lives and realities, the view of rights as values-based, the interdependence between individual and collective rights and the reciprocity between rights and responsibility, and a dialogic approach to governance and accountability. The author argues that such analysis would enable us to develop an innovative conceptual framework where collective rights can be regarded as a source for peace, harmony, and well-being and can unite the global communities in solidarity to pursue a better future for humankind and the planet. As part of this analysis, this article also narrates experiences of communities and organisations as cases-in-point to illustrate that how we understand the nature of collective rights can have a pivotal impact on the way governments and institutions create the conditionality for respecting and protecting collective rights and engage in processes (social, political, economic, religious, environmental, educational, and individual) aimed at achieving a culture of peace across the globe.

PEACEFULNESS: BEING PEACE AND MAKING PEACE
This edited book is the first of a series of books to be published by the Spirit of Humanity Press, a subsidiary of the Spirit of Humanity Forum. It contains a collection of essays that explores the nature of peacefulness in our way of being, in our lives in the communities and in our relationships and actions globally. It arose from the GHFP’s peace dialogue series and is a response to the conventional Peace studies which are often undertaken within the context of conflict, warfare and violence. In these contexts, peace is perceived as an alternative to war and an end of conflict resolution, and becomes something ‘out there’ that can be imposed, or at least settled, upon disorder and violence. By contrast, this book proposes that an appropriate understanding of Peace cannot be limited to that which it is not. An authentic understanding of peace comes about by appreciating and perceiving it in and of itself, most especially through exploring peace not as imposed from outside, but as a shared human aspiration, rooted in our innate peacefulness and our holistic flourishing and well-being. So, in this book, peacefulness is connected to the state of being human, at a personal level, collectively, socio-politically and internationally.

THE GHFP’S MISSION
The mission of the GHFP is to promote the development of qualities that are needed for peace and a sustainable human future.

The GHFP works as a research institute and learning organisation, investigating key areas of human concern to identify good questions that promote dialogue, encounter and interaction. Such inquiry can inspire core values which in turn facilitate new understandings and transformations.

To initiate processes that help bring people towards understanding, compassion and growth, the GHFP creates safe and open spaces for dialogue and learning. Such spaces contribute to the resolution of problems in strategically important ways as well as to the development of human consciousness in a spirit of optimism and realism.

THE GHFP’S AREAS OF CONCERN
• The fostering of peace and harmony between people.
• The promotion of inter-religious dialogue and understanding and the deepening of individual religious and spiritual experience.
• The provision of education and learning experiences for the development of human potential in each person, including the stimulation of an entrepreneurial spirit that enables people to use their talents to improve the quality of their lives and the lives of those around them.
• The seeking of innovative approaches to solving the problems of poverty and injustice and to meeting the need for sustainable livelihood and transformation.
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