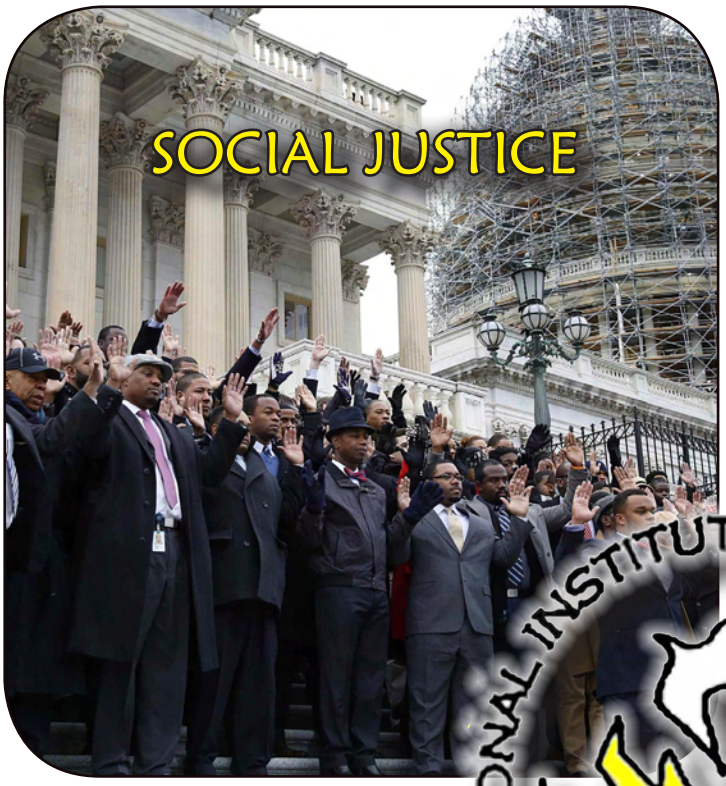
# IIPE 2015

Education for Urban Revitalization toward Social & Ecological Justice:
Peace Education in an Era of Globalization

The University of Toledo * Toledo, Ohio USA
July 26-August 2, 2015



INTERNATIONAL INSTITUTE ON PEACE EDUCATION

# 2015
# INTERNATIONAL INSTITUTE ON PEACE EDUCATION

## Education for Urban Revitalization toward Social & Ecological Justice: Peace Education in an Era of Globalization

The University of Toledo * Toledo, Ohio USA
July 26-August 2, 2015

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# Welcome to Toledo From the IIPE Secretariat

On behalf of the IIPE community, the UT Peace Education Initiative, the Judith Herb College of Education, and the Department of Educational Foundations and Leadership, The University of Toledo we are honored to welcome you to Toledo, Ohio. Over the next several days we have the pleasure and responsibility of cooperatively engaging each other as a community of learners. In doing so, we will contemplate the importance of peace education for facilitating both personal and social learning and transformation that might lead toward nurturing urban revitalization and social and ecological justice.

Nurturing a critically informed, engaged, and politically efficacious citizenry is one of the foundational purposes of peace education. Through exploring various approaches to peace education we hope to learn and capacitate ourselves as educators with the skills and knowledge to help students become critically engaged members of society, working to challenge injustice in their communities to foster urban revitalization in an era of globalization. Pedagogy is the heart of the learning process. The pedagogical approaches we choose to utilize in our teaching are as important as the content we choose to deliver. It is through our pedagogy that we model the values and practices of peace we wish to see in the world. It is also through pedagogy that we demonstrate ways of relating to others and model healthy, peaceful human relationships. In short it is through pedagogy that we as educators "walk the talk."

We invite each of you to do your part in "walking the talk." As former IIPE participants will attest, the IIPE is first and foremost a community; a community built upon the principles of learning with and from one another working toward a common cause. In this sense we emphasize that every participants´ experience, knowledge, and questions are equally relevant. As a community experience it is extremely important that we recognize that we all have something to contribute and that we all have something to learn from one another. It is through this spirit of community that the IIPE has sustained itself for over 30 years.

The University of Toledo, the Judith Herb College of Education, and the Department of Educational Foundations and Leadership have a long history of commitment to and participation in the community and region, contributing through research, education, and community engagement to its ongoing efforts of sustainability, social justice, and urban and regional revitalization. The imperatives of peace education are in fact at the very origins of The University of Toledo. In his treatise, The Future Great City of the World, Jesup Scott, the founder of the university, stated:

> *"As men become more enlarged in their views, and have a truer comprehension of the laws governing matter and mind, they become fitted to more extended relations with their fellow-men. It is the same with societies and nations. They have more and more points of friendly contact, so that tribes grow into nations, and nations enlarged to embrace all homogeneous races. As nations interact and mingle, international amenities ripen into a feeling of brotherhood, so that it is only following out the course*

*of events to anticipate, as the crowning result, one great centre--one city of the world--which shall be the acknowledge focus and radiating point of its wealth, intelligence, and moral power (p. 7-8)." He envisioned the city of Toledo, and in turn its university, as the future beacon for a unified and thus peaceful world. It is the university's mission and tradition to be a "transformative force in the world."*

This mission is evident in part in its commitment to the Peace Education Initiative and academic programming such as the Graduate Certificate in the Foundations of Peace Education. We are honored to be hosting IIPE 2015. Our history as an institution significantly aligns with this year's theme "Education for Urban Revitalization toward Social & Ecological Justice: Peace Education in an Era of Globalization."

We wish to extend our thanks to a committed and capable UT planning team consisting of doctoral students and faculty and staff. We also wish to extend our perpetual gratitude to Dr. Betty A. Reardon, our mentor, and founder of the IIPE. Although Betty is unable to join us this year we are certain to feel her spirit and enthusiasm in all that we do. The IIPE is her creation and her insights are embodied in the IIPE structure.

We hope that the learning and sharing that will take place at the 2015 IIPE will contribute to the emergence of new possibilities for peace education contributing to social change in the region and abroad.

Tony Jenkins, Janet Gerson, and Dale Snauwaert

## IIPE Secretariat

Tony Jenkins, Managing Director
Janet Gerson, Education Director
Dale Snauwaert, Journal Editor
Betty A. Reardon, Founding Director Emeritus

## The University of Toledo Faculty / Student Volunteers

Vicki Dagostino
Mary Ellen Edwards
Lynne Hamer
Revathy Kumar
Fuad Al-Daraweesh
Christopher Biltz
Anthony Bouyer
Kathryn Crawford
Dana Holland
Ting Li
Jacqueline Luke
Winnifred Namatovu
Alicia Smith
Valerie Tyldesley
Jeffery Warnke

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Eleanor Dombrowski
Food for Thought
The Frederick Douglass Community Association
Holy Spirit Catholic Community
MultiFaith Council of NW Ohio
Pax Christi Toledo
ProMedica
Betty Reardon
The Samuel Rubin Foundation
Toledo LISC
Welcome Toledo-Lucas County Initiative (Board of Lucas County Commissioners)

# ACKNOWLEDGEMENTS

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## Scholarship Donors

Ronni Alexander
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## Community Partners

Adelante-The Latino Resource Center
The Arts Commission
Art Corner Toledo
Balance Pan-Asian Grille
The Center for Servant Leadership
Center of Hope Community Church
Christ Presbyterian Church - Toledo
City of Toledo – Board of Community Relations
Community Solidarity Response Network of Toledo
Food for Thought
Frederick Douglass Community Association
The Friendly Center, Inc.
Greater Toledo Compassionate Community
Holy Spirit Catholic Community
The James and Grace Lee Boggs Center
Junction Avenue Urban Waters Project
The Junction Community Organization
Lucas County Land Bank
MultiFaith Council of NW Ohio
National Peace Academy
The Padua Center
Pax Christi Toledo
Phoenix Earth Food Co-op
ProMedica
The Judith Herb College of Education at The University of Toledo
Toledo Botanical Gardens - Toledo GROWS program
Toledo Community Development Corporation
Toledo LISC
Toledo-Lucas County Sustainability Commission
United Pastors for Social Empowerment
The University of Toledo Center for International Studies and Programs
The University of Toledo Center for Nonviolence and Democratic Education
The University of Toledo Center for Religious Understanding
Welcome Toledo-Lucas County Initiative

## IIPE Transnational Advisory Group

C.P. ANTO (INDIA)
AMADA BENAVIDES DE PÉREZ (COLOMBIA)
LORETA CASTRO (PHILIPPINES)
IMOH COLINS EDOZIE (NIGERIA)
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DALE T. SNAUWAERT (USA)
WERNER WINTERSTEINER (AUSTRIA)
BILL YOTIVE (USA)
ANITA YUDKIN-SULIVERES (PUERTO RICO)

## arrival July 26 (Sunday)

### Arrival Day / Introductions

| | | |
|---|---|---|
| All day | Check-in and Registration | (IH Lobby) |
| All day | Casual Socializing / Snacks | (IH: 6th FL MPR) |
| 2:30pm | Local Participants Asked to Arrive | |
| **3:00pm** | **Welcoming Activities / Ice Breakers**<br>Winnie Namatovu & Alicia Smith | **(IH: 6th FL MPR)** |
| 5:30pm | Reflection Group Facilitators Meeting<br>*This session is only required of reflection group facilitators* | (IH – location tba) |
| 6:50pm | Meet to walk to dinner | (IH Lobby) |
| 7:00pm | Dinner | (OE) |

## Day 1 July 27 (Monday)

### Orientation & Welcome
### Peace Frameworks & Affinities

| | | |
|---|---|---|
| 7:30 | Breakfast | (OE) |
| 8:40 am | Guided walk from International House to Campus<br>*Meet in front of International House (please be on time!)* | |
| **9:00-10:30am** | **Welcome & Orientation**<br>Greetings & Establishing our Learning Community Culture<br>Tony Jenkins, Moderator | **(GH 5300)** |
| 10:30 – 10:45 | Coffee Break | (GH 5th Floor) |
| **10:45 –1:00pm** | **Opening Plenary (A)** **(abstracts: p. 16)**<br>**PEACE FRAMEWORKS**<br>Janet Gerson, Moderator<br><br>Janet Gerson<br>**REFLECTIVE INQUIRY AS IIPE'S PEDAGOGY FOR PEACE** | **(GH 5300)** |

Dale Snauwaert
**JUSTICE AS FAIRNESS AND A PEDAGOGY OF ETHICAL REFLECTIVE INQUIRY: TOWARD A NORMATIVE POLITICAL PHILOSOPHY OF PEACE EDUCATION**

Loreta Castro
**PEACE EDUCATION AND ADVOCACY TOWARDS PEACE IN MINDANAO**

Raquel Amada Benavides de Pérez
**"A CROSS-INSTITUTIONAL NATIONAL ENCOUNTER ON PEACE EDUCATION IN COLOMBIA"**

1:00 -2:00pm Lunch (GH 5th Floor)

**2:15 – 3:45pm Concurrent Workshops (1)** **(abstracts: p. 16-17)**

Fuad Al-Daraweesh & Dale Snauwaert (GH 5300)
**PEACE EDUCATION FRAMEWORKS**

Erin Dunlevy (GH 5100)
**RESTORATIVE JUSTICE FOR CIVIL SERVANTS**

Kathy Matsui (GH 5200)
**ACTION PLANNING MODELS: NATIONAL AND INTERNATIONAL PARTNERSHIPS IN EAST ASIA (NARPI)**

Eliana Mukherjee (GH 4400)
**GLOBAL CITIZENSHIPEDUCATION:"SOFT" AND "CRITICAL" PERSPECTIVES**

Mark Chupp & Nina Holzer (GH 4300)
**PRACTICES FOR COMMUNITY ORGANIZING**

3:45 – 4:00pm Coffee Break (GH 5th Floor)

**4:00 – 5:30pm Reflection Groups (GH various)**

5:30 – 6:30pm Free Time

**6:30-9:00pm Special Welcome Dinner (LH)**
Greetings from the University of Toledo
John Barrett, Provost
Sammy J. Spann Ph.D., Assistant Provost - International Studies/Programs

9:00-12:00am Evening Socializing & Networking (IH: 6th FL MPR)

## Day 2 July 28 (Tuesday)

### Political & Structural Exclusion: Peace (Ed) Strategies

7:30 Breakfast (OE)

**9:00-11:00am** **Plenary (B)** (abstracts: p. 17) **(GH 5300)**
**POLITICAL AND STRUCTURAL EXCLUSION: PEACE (ED) STRATEGIES**
Barbara Barnes, Moderator

David Ragland
**THE TRUTHTELLING PROJECT: TRUTH AND RECONCILIATION FOR FERGUSON AND BEYOND**

Glenda Toneff-Cotner
**TRANSFORMATION OR TRAGEDY? THE POLITICAL AND STRUCTURAL EXCLUSION OF STUDENT VOICE IN THE SCHOOL CLOSURE PROCESS**

Himanshu Bourai
**NATURAL RESOURCE MANAGEMENT AND WOMEN PARTICIPATION:WITH SPECIAL REFERENCE TO WATERSHED MANAGEMENT OF GARHWAL HILLS**

11-11:30am Coffee Break (GH 5th Floor)

**11:30 – 1:00pm** **Concurrent Workshops (2)** (abstracts: p. 18)

Susan Cannon (GH 5300)
**GLOBAL CITIZENS TAKE ACTION! CHANGING THE WORLD THROUGH THINK-CARE-ACT PROJECTS**

Kathryn Crawford (GH 5100)
**GENDER AND PEACE EDUCATION**

Mehari Yimulaw Gebregeorgis (GH 5200)
**AFRICAN FOLKLORE AS A TOOL FOR PROMOTING PEACE EDUCATION**

Robert Reuschlein (GH 4400)
**EMPIRE ECONOMICS**

Micaela Segal (GH 2100)
**DANCE/MOVEMENT FOR PEACE**

Jeffery Warnke, Chris Biltz, Winnie Namatovu, Revathy Kumar (GH 4300)
**SCHOOLS AS SITES OF INTERCULTURAL CONTACT**

1:00 – 2:00pm Lunch (GH 5th Floor)

**2:30 – 4:00pm** **Concurrent Workshops (3)** (abstracts: p. 18-19)

Ting Li (GH 5300)
**BRINGING DOWN THE WALLS BETWEEN US**

Jo Ann Oravec (GH 4400)
**PROACTIVE INITIATIVES TO CRITIQUE AND COUNTER PRIVACY VIOLATIONS AND EXPANDING SURVEILLANCE INITIATIVES**

Doris Porto (GH 5050)
**CITY AS CAMPUS: DECONSTRUCTING NEOLIBERALISM TOWARD AUTHENTIC LEARNING IN URBAN SCHOOLS**

Oliver Rizzi Carlson (GH 5200)
**DESIGNING SOCIAL SPACES THAT FACILITATE A CULTURE OF PEACE**

Mallory Servais (GH 5100)
**TEACHING THROUGH PEACE**

Christa Tinari (GH 4300)
**WHAT IS THE ROLE OF EMOTIONAL INTELLIGENCE WITHIN PEACE EDUCATION?**

| | | |
|---|---|---|
| 4:00 – 4:30pm | Coffee Break | (GH 5th Floor) |
| **4:30 – 6:00pm** | **Reflection Groups** | **(GH various)** |
| 6:30pm | Dinner | (OE) |
| 7:30pm-12:00am | Evening Socializing & Networking | (IH: 6th FL MPR) |

## Day 3 July 29 (Wednesday)

### Community-Public Day
### Urban Revitalization Through the Lenses of Peace & Justice

| | | |
|---|---|---|
| 7:30-8:30am | Breakfast | (OE) |
| 8:30 am | Shuttle leaves for Frederick Douglass Community Association<br>*Departing from in front of IHOUSE* | (IH) |
| 9:00-9:30am | Welcome & Greetings<br>Tony Jenkins, The University of Toledo Peace Education Initiative<br>Paula Hicks-Hudson, Mayor of The City of Toledo<br>Tina Skeldon Wozniak, President of the Lucas County Commissioners (invited) | |
| **9:30-12:00 am** | **World Café Dialogue: Mark Chupp (USA)** **(abstract: p. 19)**<br>Urban Revitalization Through Social & Ecological Justice | |
| 12:00-1:00 pm | Lunch (provided)<br>Entertainment (TBA) | |

**1:00-2:30 pm** **Plenary (C)** **(abstracts: p. 19-20)**

**URBAN REVITALIZATION WITH JUSTICE: TOLEDO & INTERNATIONAL PERSPECTIVES**
Dale Snauwaert, Greetings & Welcome Back
Lynne Hamer, Moderator

Peter Ujvagi
**FORMER CHIEF OF PUBLIC POLICY & LEGISLATIVE AFFAIRS, LUCAS COUNTY**

Dr. Romules Durant
**SUPERINTENDENT, TOLEDO PUBLIC SCHOOLS**

Guisselle Mendoza
**ADELANTE**

Alicia Smith
**COMMUNITY MOBILIZATION AND SOCIAL JUSTICE THROUGH COMMUNITY ENGAGEMENT**

Rosa Jimenez Ahumada
**URBAN RESETTLEMENT WITH VICTIMS OF DISPLACEMENT AND DISASTER IN COLOMBIA**

Sakena Yacoobi
**USING TRADITIONAL CULTURE TO MOVE COMMUNITIES TOWARD PEACE: LESSONS FROM AFGHANISTAN**

2:30-2:45 pm mini-break

**2:45-4:15 pm** **Concurrent Workshops (4)** **(abstracts: p. 20-22)**

Anthony Bouyer
**THE SCHOOL TO PRISON PIPLINE AND AFRICAN-AMERICAN MALE YOUTH**

Mary Ellen Edwards
**BUILDING DEMOCRATIC PRINCIPLES INTO GROUPS WORKING FOR PEACE**

Kathy Matsui
**HUNGER BANQUET**

Toledo Financial Opportunity Center Network Michelle Gorsuch, Financial Coach
**TO YOUR CREDIT**

Amanda Munroe
**DIALOGUE: OUR ROLES AS GLOBAL VOLUNTEERS OR LOCAL ACTIVISTS?**

Ram Chandra Paudel
**CREATING NEED BASED 'I' MESSAGES**

Padua Center Sister Virginia Welsh & Mr. Terry Crosby
**CREATING POSSIBILITIES FOR PEACE**

Toledo Botanical Gardens - Toledo GROWS program Tiffany Jenkins
**PEACE PEDAGOGY AND URBAN FARMING AS A COMPLETE ECOSYSTEM**

Christopher Young
**BUILDING AN URBAN YOUTH LEADERSHIP ORGANIZATION**

Community Solidarity Response Network (CSRN)
**THE EVOLUTION OF THE BLACK LIVES MATTER MOVEMENT IN TOLEDO AND ITS IMPLICATIONS IN THE CONTEXT OF INTERNATIONAL SOLIDARITY, JUSTICE AND PEACE**

The Center for Servant Leadership w/ the Friendly Center
**GRASSROOTS LEADERSHIP**

Welcome Toledo-Lucas County
**COMMUNITY CONVERSATION: EXPLORING THE POSSIBITIES OF BECOMING A MORE INTENTIONALLY INCLUSIVE AND WELCOMING COMMUNITY**

Greater Toledo & NW Ohio Compassionate Community
**BEING A COMPASSIONATE COMMUNITY - COMPASSION IN ACTION**

**** Other Workshops Presented by Community Partners TBA***

4:15-4:30 pm mini-break

**4:30-5:00pm** **Where do we go from here?**
Tony Jenkins, UT Peace Education Initiative
Reggie Williams, Frederick Douglass Community Association Board President
Promise Toledo

*What have we learned? How can we apply it?*
*What are possibilities for partnership and future action?*

Against the Grain
*Special Performance*

5:00-5:15pm Informal networking

5:15pm Bus back to University

**5:30-6:30pm** **Reflection Groups** **(IH - informal spaces)**

7:00pm Dinner (OE)

7:30pm-12:00am Evening Socializing & Networking (IH: 6th FL MPR)

## Day 4 July 30 (Thursday)

### Educational Strategies for Social & Structural Change

7:30 Breakfast (OE)

**9:00-11:00am** **Plenary (D)** (abstracts: p. 22) **(GH 5300)**

**EDUCATIONAL STRATEGIES FOR SOCIAL & STRUCTURAL CHANGE**
Melinda Salazar, Moderator

Barbara Barnes
**USING A HUMAN RIGHTS FRAME TO STRENGTHEN OUR WORK FOR EDUCATIONAL CHANGE**

Luda Bryzzheva
***CONVERSATIONS ON RACE* AND THE SOCIAL CONNECTIONS MODEL OF RESPONSIBILITY**

Abdoulaye Sall
**"ART AND SOCIAL CHANGE"**

11-11:30am Coffee Break (GH 5th Floor)

**11:30 – 1:00pm** **Concurrent Workshops (5)** (abstracts: p. 23)

Victoria Dagostino (GH 5100)
**A FREIREIAN APPROACH TO UNDERSTANDING INSTITUTIONAL DISCRIMINATION IN THE EDUCATION SYSTEM**

Barret Fabris (GH 5200)
**EXTENDING DIALOGUE BEYOND THE CLASSROOM: EXPLORING THE POTENTIAL OF VIDEOCONFERENCING AS AN EFFECTIVE TOOL FOR PEACE EDUCATION**

Dana Holland (GH 4300)
**CONFLICT TRANSFORMATION AT WORK: TRANSFORMING RELIGIOUS INTOLERANCE AGAINST IMMIGRANT AND REFUGEE POPULATIONS**

Ben Oru MFORNDIP (GH 5050)
**STRATEGIES AND APPROACHES TO BUILDING AWARENESS OF AND FOR PEACE EDUCATION IN CAMEROON**

Hiro Sakurai (GH 5300)
**USING AND MEASURING THE IMPACT OF NON-FORMAL EDUCATIONAL TOOLS FOR PEACE EDUCATION**

Mumbua Simon (GH 4400)
**THE CONFLUENCE OF THE MODERN CATHOLIC SOCIAL TEACHING AND PEACE EDUCATION: A CRITICAL STUDY OF FAITH BASED PEACE EDUCATION TOWARDS CREATING A PEACEFUL SOCIETY**

| | | |
|---|---|---|
| 1:00 – 2:00pm | Lunch | (GH 5th Floor) |
| **2:30 – 4:00pm** | **Concurrent Workshops (6)** (abstracts: p. 24) | |
| | Allison Hilton<br>**TRANSFORMING URBAN PLANNING PROCESSES THROUGH INCLUSIVE DIALOGUE** | (GH 5300) |
| | Marisa Huston<br>**LABORING IN SYSTEMS OF OPPRESSION** | (GH 5100) |
| | Heather Kertyzia<br>**HOW WE PRACTICE WHAT WE PREACH: EVALUATION AND FORWARD PLANNING** | (GH 5050) |
| | Kelemework Tafere Reda<br>**INEQUALITY, XENOPHOBIA AND CONFLICT IN AFRICA** | (GH 5200) |
| | Marni Rice<br>**THE ROLE OF MENTORSHIP IN SUSTAINABLE COMMUNITY CHANGE: FACILITADED WORKSHOP & DISCUSSION** | (GH 4400) |
| | Melinda Salazar<br>**CIVIL RIGHTS EDUCATION AS PEACE AND JUSTICE ACTIVISM** | (GH 4300) |
| 4:00 – 4:30pm | Coffee Break | (GH 5th Floor) |
| **4:30 – 6:00pm** | **Reflection Groups** | **(GH various)** |
| 6:00 – 6:30pm | Free Time | |
| 6:30pm | Dinner | (OE) |
| **7:30-9:00pm** | **Special Roundtable** (abstracts: p. 24)<br>**FROM SELMA TO FERGUSON TO BEYOND: BUILDING COMMUNITIES OF JUSTICE THROUGH TRUTH AND RECONCILIATION**<br>Pastor Cori Bush, Dr. Imani Scott, Dr. David Ragland and Special Guest(s)<br>Tony Jenkins, Moderator | **(IH: 6th FL MPR)** |
| 9:00pm-12:00am | Evening Socializing & Networking | (IH: 6th FL MPR) |

## Day 5 July 31 (Friday)

### Excursion/Immersion Day: Detroit - Reimagining Community

| | | |
|---|---|---|
| 7:15-8:00am | Breakfast | (OE) |
| 8:00 am | Transportation to Detroit<br>*Meet in front of International House* | |
| **9:30-12:30pm** | **Charles H. Wright Museum of African American History** **(abstract: p. 25)**<br>Guided Tour<br><br>Lunch will be held at the museum around noon (or when tours are complete)<br>Brown bag lunches have been provided by "Food for Thought" | |
| **1:00-4:30pm** | **Detroit Tour: From Growing our Economy to Growing our Souls** **(abstract: p. 25)**<br>The James & Grace Lee Boggs Center to Nurture Community Leadership | |
| **4:30pm** | **Boggs Center Discussion / Debrief: Reimagining Education**<br>Debrief in reflection groups. | |
| 6:00pm | Return to Toledo | |
| 7:30pm | Dinner | (OE) |
| 7:30pm-12:00am | Evening Socializing & Networking | (IH: 6th FL MPR) |

## Day 6 August 1 (Saturday)

### From Peace Learning Community to Personal & Collective Action

| | | |
|---|---|---|
| 7:30 | Breakfast | (OE) |
| *all day* | Special IIPE Scholarship Craft Fair<br>Blind Auction | (IH: 6th FL MPR) |
| **9:00-10:30am** | **Plenary (E)** **(abstracts: p. 25)**<br>**STRATEGIES AND APPLIED MODELS**<br>Lou Ensel, Moderator<br><br>Erin Dunlevy<br>**RESTORATIVE RESISTANCE: THE ROLE OF RESTORATIVE JUSTICE IN DEMOCRATIZING PUBLIC SCHOOLS THROUGH STUDENT ACTIVISM AND CIVIL DISOBEDIENCE**<br><br>Lynne Hamer<br>**PRACTICAL ASPECTS OF URBAN REVITALIZATION THROUGH CREATING "THIRD SPACES" FOR COURSEWORK PROMOTING COMMUNITY ACCESS TO HIGHER EDUCATION**<br><br>Nana Yaw Osei-Darkwa<br>**PEACE EDUCATION CAMPAIGNS, MUSIC, AND SPORTS TO PROMOTE PEACE IN GHANA** | **(IH: 6th FL MPR)** |
| 10:30 -11:00am | Coffee Break | (IH: 6th FL MPR) |
| **11:00 – 12:00pm** | **APPLYING & CONTINUING LEARNING & EXPLORING ACTION(S)**<br>Tony Jenkins, Moderator | **(IH: 6th FL MPR)** |
| **12:00 – 1:00pm** | **Reflection Groups (planning for final plenary)** | **(informal)** |
| 1:00 – 2:00pm | Lunch | (OE) |
| **2:30 – 4:00pm** | **Closing Plenary (G)**<br>**REFLECTION GROUP PRESENTATIONS**<br>Ram Chandra Paudel, Moderator/MC | **(IH: 6th FL MPR)** |
| 4:00 – 4:30pm | Break / Free-time | |
| **4:30 – 6:00pm** | **Certificate Ceremony-** | **(IH: 6th FL MPR)** |
| 6:00 – 6:30pm | Free Time | |
| 6:30pm | Dinner | (OE) |
| **8:00pm-???** | **Closing Celebration / Culture Night**<br>MCs TBD | **(IH: 6th FL MPR)** |

## Day 7 August 2 (Sunday)

| | | |
|---|---|---|
| 7:30 | Breakfast | (OE) |
| 9:00am- ? | Departure Lounge<br>*A space for socializing and snacking while waiting for airport shuttles* | **(IH: 6th FL MPR)** |

Notes...

Day 1 July 27 (Monday)

# Orientation & Welcome
# Peace Frameworks & Affinities

## Opening Plenary (A)

**Janet Gerson**
**REFLECTIVE INQUIRY AS IIPE'S PEDAGOGY FOR PEACE**
In its totality IIPE is a pedagogical form for building learning community through reflective inquiry. What does this entail? First, plenary session discussions include practicing the skills of question-formation, a process that sets the whole group on an investigation of the issues, problematics, visions, and problem-solving of peace education. Second, a typology of modes of reflective inquiry will be presented and used to launch a new IIPE process, "exploring affinities." The multiple strands of interests and intentions we discover will be revisited in the final plenary when we transition from a peace learning community toward future action.

**Dale Snauwaert**
**JUSTICE AS FAIRNESS AND ETHICAL REFLECTIVE INQUIRY:**
**TOWARD A NORMATIVE POLITICAL PHILOSOPHY OF PEACE EDUCATION**
Based upon a conception of the "political" as grounded in justice a framework for the conceptualization of a normative political philosophy of peace education will be presented. . Following Kant, Rawls, and Sen, among others, It is argued that what constitutes the core defining element of justice is fairness. Fairness in turn contains specific implicit normative criteria: equality, impartiality and reciprocity. Under the social conditions of pluralism these criteria comprise the starting point of ethical reflective inquiry from within which principles of justice can be justified, affirmed, and agreed to as the content of public reason. A pedagogy mirroring this process is suggested..

**Loreta Castro**
**PEACE EDUCATION AND ADVOCACY TOWARDS PEACE IN MINDANAO**
Reflecting on her experiences as a worker at the Center for Peace Education, the presenter will share the principles that have guided her and the Center in undertaking education and advocacy initiatives that promote a culture of peace in general and Peace in Mindanao, Philippines in particular. Mindanao has been an arena of armed conflict between government forces and non-state armed groups for the last four decades. Although a comprehensive peace agreement was signed last March 2014, the situation continues to be sensitive due to particular challenges. Hence, the work of education and advocacy continues.

**Raquel Amada Benavides de Pérez**
**A CROSS-INSTITUTIONAL NATIONAL ENCOUNTER ON PEACE EDUCATION IN COLOMBIA**

Within the peace process between the Government and FARC in Colombia there exists, at this historical moment, , a unique opportunity to end more than 50 years of armed conflict. A "Cross-Institutional National Encounter on Peace Education in Colombia" is being planned in order to move civil society, formal, non-formal and informal educational institutions, local, regional and national Governmental institutions, and international partners to promote peace education as a key instrument for the transformation of a culture of violence into a culture of peace. This presentation will engage participants in this fascinating adventure.

## Concurrent Workshops (1)

**Fuad Al-Daraweesh & Dale Snauwaert**
**PEACE EDUCATION FRAMEWORKS**
It can be suggested that there exists both general defining elements of peace education as well as a plurality of peace education conceptualizations and practices appropriate for different social, political and cultural contexts. Through the application of a hermeneutic epistemological methodology this workshop will attempt to uncover the general defining elements of peace education as well as context-sensitive conceptualizations and pedagogies that instantiate these elements. Through dialogue and small group exercises participants will develop a conceptuatlization of peace education and peace pedagogies that work within their particular contexts.

**Erin Dunlevy**
**RESTORATIVE JUSTICE FOR CIVIL SERVANTS**
Public discourse about the recent incidents of police violence in the US, and the acts of resistance that proceeded them, have frequently failed to address a fundamental truth: Police officers are civil servants, and as such there is an urgent need to revisit the role of the civil servant in dismantling institutional discrimination and inequity. This interactive workshop will use restorative justice practices to explore in what ways the cultural narratives concerning both police officers and young people of color have impeded justice, and how the act of re-storying, fundamental to restorative justice in both community and institutional settings, can be an integral part of redefining what it is to work in the service of the people.

**Kathy Matsui**

**ACTION PLANNING MODELS: NATIONAL AND INTERNATIONAL PARTNERSHIPS IN EAST ASIA (NARPI)**

Peace education is crucial in establishing a peaceful community in Northeast Asia where, since the end of World War II, scars of the historical past have not been fully healed. The Northeast Asia Regional Peacebuilding Institute began in 2009 to strengthen and empower people in Northeast Asia by providing peacebuilding training and building cross-cultural networks. Peace education is significant in transforming the militaristic culture of violence to a culture of peace and enhancing civil society activities and efforts to find common ground in order to overcome regional tension. Evidence of how peace education training can change attitudes for a better future is explored.

**Eliana Mukherjee**

**GLOBAL CITIZENSHIP EDUCATION: "SOFT" AND "CRITICAL" PERSPECTIVES**

Global citizenship education (GCE) has become an important aspect of curricular reform worldwide. In fact, in 2012, Ban Ki Moon, the United Nations Secretary General, launched the Global Education First Initiative, a five-year plan that includes fostering global citizenship as one of its three priorities. In this interactive workshop, participants will explore what Vanessa Andreotti calls "soft" and "critical" approaches to GCE. Through brainstorming, discussions, and small group activities, participants will develop a conceptuatlization of GCE and possible themes and approaches for GCE that is appropriate for their contexts.

**Mark Chupp & Nina Holzer**

**PRACTICES FOR COMMUNITY ORGANIZING**

Neighborhood revitalization has often focused on placemaking strategies, which can have the (unintended) consequence of displacing low-income residents as new housing and retail draw in new residents. People centered development for neighborhood revitalization is based on empowerment and community organizing. This workshop will explore how to address systemic inequality and injustices through local on-the-ground initiatives—relationship building strategies and community organizing. Beyond simple issue organizing, practices include building community and facilitate change through trusting relationships. These approaches create more sustainable change, even if they might appear to be slow and incremental when compared to confrontational adversarial approaches. This workshop will explore practices people have used, challenges in community practice in urban revitalization, and questions people want to address at IIPE related to community building and organizing.

## Day 2 July 28 (Tuesday)

## Political & Structural Exclusion: Peace (Ed) Strategies

### Plenary (B)

**David Ragland**

**THE TRUTH TELLING PROJECT: TRUTH AND RECONCILIATION FOR FERGUSON AND BEYOND**

The TruthTelling Project (TTP) is a community led initiative utilizing a truth and reconciliation process dedicated to structural changes in communities across the US. The guiding ethic is Black Lives Matter, which pays close attention to the history, experience and specificity of violence against Blacks and People of Color in the US. TTP is concerned with educating the broader society through stories told during hearings, inter and intra-group living room conversations and editorials that point out the threats to human dignity endured in the black experience in America. TTP will launch a Truth Initiative to hear testimony of police violence and the root cause that effect Blacks and People of Color from various communities across the nation. Stories point out the specific needs of individuals and their communities, while offering spaces to network, work toward change and healing through group dialogue & local projects.

**Glenda Toneff-Cotner**

**TRANSFORMATION OR TRAGEDY? THE POLITICAL AND STRUCTURAL EXCLUSION OF STUDENT VOICE IN THE SCHOOL CLOSURE PROCESS**

The purpose of this research was to understand the long-term impact of school closure among those who experienced the process of school closure two decades ago as an important and understudied phenomenon. This empirical phenomenological study explored the social and psychological dimensions of school closure that occurred in one Northwest Ohio urban community in the early 1990's. Once at their receiving high schools, the greatest task for the displaced students was forming relationships in order to reestablish a degree of social capital and ultimately redefining themselves within a new or revised identity. Districts that approach school reform decisions with humanity will consider qualitative and quantitative data before making final decisions, both in regard to the closure of a building, and perhaps more importantly, the transition process.

**Himanshu Bourai**

**NATURAL RESOURCE MANAGEMENT AND WOMEN PARTICIPATION: WITH SPECIAL REFERENCE TO WATERSHED MANAGEMENT OF GARHWAL HILLS.**

Watershed management is now a widely accepted technology for resource management. Women participation in WSM is an important component. In the workshop the following questions will be discussed: How many women come forward and take part in the preparation of natural management like WSM? Are the women coming forward and planning to take a management role of WSM? Are they convinced that this is what they would like to do, because it would be of help to them in that they see watershed as being beneficial both monetarily and environmentally? Does it increase their confidence and capabilities in dealing with the problem?

## Concurrent Workshops (2)

**Susan Cannon**
**GLOBAL CITIZENS TAKE ACTION! CHANGING THE WORLD THROUGH THINK-CARE-ACT PROJECTS**
How can educators design and support meaningful, informed, student-driven social action projects? We will apply the study of local and global issues (e.g., human rights, environmental preservation, animal protection) to social studies concepts and service learning in a variety of educational contexts with diverse students. Using role-plays and discussions, and by viewing video and photograph examples of students of varying ages taking local and global action in personally meaningful ways, participants will assess their own talents and passions. With the Think-Care-Act framework, participants will be inspired to teach their students to change the world, one project at a time.

**Kathryn Crawford**
**GENDER AND PEACE EDUCATION**
Considering the concepts "gender binary" and "transgender", this workshop will challenge participants to reflect on explicit and implicit gender biases as they practice listening to and being present in others' personal experiences.

**Mehari Yimulaw Gebregeorgis**
**AFRICAN FOLKLORE AS A TOOL FOR PROMOTING PEACE EDUCATION**
Peace education could be understood as a process of constructing conflict prevention and management knowledge (understanding conflict prevention and management principles), skills (ability to: prevent conflict, create participatory plat-form, deal with emotions, cooperate and come up with constructive solution) and attitudes (tolerance, equality, Solidarity and sense of justice). As this process cannot be effective through one-size-fits-all model, drawing on wisdoms in cultural resources could be advisable solution for contextualized peace education. The objective of this workshop is to explore how folklore can be used as a resource for promoting peace education. To this end, African folktales, proverbs and artifacts accessed from both published and unpublished repositories are used to demonstrate how they could be authentic inputs for peace education. Participants will actively engage and interact in this forum, which aims at refreshing conflict prevention and management knowledge, skills and attitudes contained within in their respective regions' folklore.

**Robert Reuschlein**
**EMPIRE ECONOMICS**
The framework of empire is the best way to understand the plight of the Midwest industrial states. High levels of military spending erodes the resources going to the manufacturing sector which uses similar research engineering and capital. Trade only amplifies the loss due to resource competition with the military. Then comes the social erosion. International comparisons show that crime is proportional to the military spending of a nation. The wounded economy and society then adjusts the labor market to fit the new circumstances. For example, talent goes into finance, law, and corporate law instead of engineering, science, and yankee ingenuity.

**Micaela Segal**
**DANCE/MOVEMENT FOR PEACE**
Dance can be a great way to teach teamwork and empathy as a group, but by becoming "ambi-dance-terous" we can also learn inclusion. Movement therapy will be explored as a path to inner peace. An active workshop, this experience will be full of motion. Participant driven exploration will be key.

**Jeffery Warnke, Chris Biltz, Winnie Namatovu, Revathy Kumar**
**SCHOOLS AS SITES OF INTERCULTURAL CONTACT**
Discussions will focus on problems arising from neighborhood demographic changes, intercultural relations in schools that serve such communities, and the influence of socio-historical events on those relations. Topics include: a) the nature of implicit and explicit attitudes, bias, prejudice and discrimination; b) phenomenological contexts of identity and intergroup contact in diverse demographically changing schools; c) classroom motivational environments for optimal development, teacher and peer relationships; and d) student perspectives on these phenomena. Moderators will draw upon research experience on the nature of these phenomena, the application of mixed methods approaches, and interdisciplinary multi-theoretical orientations for understanding complex social phenomena.

## Concurrent Workshops (3)

**Ting Li**
**BRINGING DOWN THE WALLS BETWEEN US**
The proliferation of intellectual exchanges among higher education institutions worldwide has experience a tremendous resurgence during the first decade of the twenty-first century. American universities and colleges have been occupying a predominant position in providing a worldwide range of students with the best opportunities to be educated. This workshop endeavors to explore international students' ownership in their own learning by co-constructing the knowledge taught in and out-of the classroom. By respecting and valuing international students' organic knowledge embedded in their past living experiences, we as educators could facilitate both communities to break down the walls of misperception and misinterpretation.

**Jo Ann Oravec**
**PROACTIVE INITIATIVES TO CRITIQUE AND COUNTER PRIVACY VIOLATIONS AND EXPANDING SURVEILLANCE INITIATIVES**
"Coming out" against privacy violations may seem contradictory; people who cherish privacy may choose not to be open about their efforts. However, some philosophical discussions and political activity may be required to counter the escalating efforts relating to surveillance and control, many of which are targeted toward peace-related activism. This workshop provides a review of recent privacy and surveillance concerns (including drones). It discusses modes through which individuals and organizations participate in surveillance (such as social media), including ways in which organizational and household "transparency" is packaged. It presents steps for being proactive in enhancing personal autonomy and countering organizational and governmental control.

**Doris Porto**

**CITY AS CAMPUS: DECONSTRUCTING NEOLIBERALISM TOWARD AUTHENTIC LEARNING IN URBAN SCHOOLS**

How might we explore the problematique of the American tradition in education - namely the social safety net of public education and the need for students to become actively engaged in the civic life of their neighborhoods and city governments - with the narrowing of student experience in today's test-prep culture? What role could and should the city-as-campus play in providing authentic opportunities for learning? In this workshop, we will apply core peace education practices to construct and then deconstruct problems of urban education today. We will clarify for ourselves and others the values, norms and assumptions that drive today's neoliberal paradigm of urban education, and then work together to respond creatively to the possibility of reclaiming and redefining education purposes that better serve urban students and their communities.

**Oliver Rizzi Carlson**

**DESIGNING SOCIAL SPACES THAT FACILITATE A CULTURE OF PEACE**

Social interactions are primary shapers of our worldview. We often don't know how to address such informal learning. Looking at it as a project of social design, however, we can embed learning into the social interactions that are part of our daily lives. We can thus start to shift deeply-rooted worldviews that justify structural and direct violence, including social and environmental injustice. We'll discuss Restorative Circles as an example of such a social infrastructure for peace. Urban contexts provide many opportunities for interaction, and we'll explore how we can design such spaces in cities and in participants' contexts.

**Mallory Servais**

**TEACHING THROUGH PEACE**

This workshop will focus on practical methods for enacting a pedagogy of peace in the classroom, particularly on incorporating democratic teaching practices and tools for engaging diverse and hard-to-reach learners. Emphasis will be placed on sharing successful examples of creative ways to discuss topics about peace, human rights, and conflict resolution in a culturally responsive manner. Participants of this workshop should be prepared to play interactive games and to share their ideas for how to teach through peace in the classroom.

**Christa Tinari**

**WHAT IS THE ROLE OF EMOTIONAL INTELLIGENCE WITHIN PEACE EDUCATION?**

How does experiential development in emotional intelligence (EI) contribute to the practice and goals of peace education (PE)? How can EI work, enhance, and provide opportunities for ethical, analytic,and reflective dimensions of PE? Can EI increase empathy and motivate people to take action for change? What pitfalls arise in the practice of EI with respect to the framework and goals of PE? For example,when focusing on EI, there is a risk of "blaming the victim"and pathologizing reasonable reactions to social-political injustices, in order to reinforce and perpetuate existing power structures. Using examples and activities from my work in EI and PE within urban and suburban schools, as well as facilitated EI exercises, we'll explore and reflect upon our affective and intellectual responses to these questions.

## Day 3 July 29 (Wednesday)

## Community-Public Day
## Urban Revitalization Through the Lenses of Peace & Justice

### World Café Conversation

**Mark Chupp**

**URBAN REVITALIZATION THROUGH THE LENSES OF PEACE AND JUSTICE**

The World Café is built on the assumption that people already have within them the wisdom and creativity to confront even the most difficult challenges. Given the appropriate context and focus, it is possible to access and use this deeper knowledge about what's important. World Café conversations are an intentional way to create a living network of conversation around questions that matter. It is a creative process for leading collaborative dialogue, sharing knowledge and creating possibilities for action in groups of all sizes. The challenges of life in the 21st Century require us to find new ways to access the wisdom and intelligence inherent in groups both small and large. The need for collaboration, insight and coordinated action has never been greater. Café conversations are one way that communities, businesses, governments, and people from all walks of life are using to create a common purpose, share knowledge, make more intelligent decisions, and call forth life-affirming action together. For more on World Café process and methodology please visit: theworldcafe.com

Session Goals:

- Build community through sharing of common concerns
- Identify shared challenges, opportunities and strategies
- Foster citizen empowerment and local community engagement
- Network for possible holistic community collaborations

## Plenary (C)

**Peter Ujvagi**
**FORMER CHIEF OF PUBLIC POLICY & LEGISLATIVE AFFAIRS, LUCAS COUNTY**

**Guisselle Mendoza**
**ADELANTE**

**Dr. Romules Durant**
**SUPERINTENDENT, TOLEDO PUBLIC SCHOOLS**

**Alicia Smith**
**COMMUNITY MOBILIZATION AND SOCIAL JUSTICE THROUGH COMMUNITY ENGAGEMENT**
The Junction Community Organization engages the local disenfranchised community in conversation regarding social mobilization through the lense of four pillars of justice: Social Justice, Ecological Justice, Economic Justice and Peace Education. How does an urban community learn to reintegrate into a democratic focused revitalization of family, school and community? Over the past four to five years the Junction Community has had to learn to develop their voice and plan for their future through collaborations with local, state and federal government, educational systems, and neighbors in order to build positive relationships within a sustainable environment. Through community conversation and education neighbors are improving the quality of their lives together.

**Rosa Jimenez Ahumada**
**URBAN RESETTLEMENT WITH VICTIMS OF DISPLACEMENT AND DISASTER IN COLOMBIA**
Colombia has more than 6 million victims of the armed conflict. More than 70% are displaced from their place of origin. They come to the city and face great trouble adapting . Current social policies and laws are insufficient for their needs. This presentation will discuss important research on this issue.

**Sakena Yacoobi**
**USING TRADITIONAL CULTURE TO MOVE COMMUNITIES TOWARD PEACE: LESSONS FROM AFGHANISTAN**
As Afghan communities continue their struggle to rebuild after years of war, violence persists, threatening all members of civil society. The Afghan Institute of Learning (AIL) has been at the forefront of providing community-based education to Afghans in a culturally sensitive way. Today, through the poetry and music of the Afghan poet, Rumi, AIL is using traditional Afghan culture to inspire citizens to live more peaceful lives. Dr. Yacoobi will speak about her experiences developing and implementing a peace curriculum for communities in one of the least peaceful places on our planet.

## Concurrent Workshops (4)

**Anthony Bouyer**
**THE SCHOOL TO PRISON PIPLINE AND AFRICAN-AMERICAN MALE YOUTH**
My professional experience includes counseling in non-profit agencies, twenty four years in the criminal justice system with the last twenty one years as a probation officer. In my current employment, I have witnessed the direct relationship between the lack of a high school education and a direct pipeline to prison, particularly for African American males. The black intellectual Cornel West discusses the effects of African American males dropping out of high school, and he examines nihilism that pervades the African American community: "the lived experience of coping with a life of horrifying meaninglessness, hopelessness, and (most important) lovelessness." The frightening result is a numbing detachment from others and a self-destructive disposition toward the world. Life without meaning, hope and love breeds a coldhearted, mean-spirited outlook that destroys both the individual and others. I hope to examine more closely the relationship and factors contributing to the high number of African American males dropping out of high school.This is a population that is margianlized and little attention is given to their problems. My discussion will focus on the school to prison pipeline and strategies to change this destructive pattern for students of color.

**Mary Ellen Edwards**
**BUILDING DEMOCRATIC PRINCIPLES INTO GROUPS WORKING FOR PEACE**
Peace education and work takes place in groups. Group structure partially determines group functioning and outcomes of group activities. The workshop focuses on building basic democratic principles; respect for all members as equals, active participation, and tolerance, into the structure of groups working for peace. Using their group experiences, participants practice techniques demonstrating respect for equality, and tolerance of differences in forming groups within the workshop. They will brainstorm activities that encourage participation. Distributive leadership and shifting roles within groups will be explored. Participants will share ideas for fostering democratic relationships and using linkages between groups to build peace networks.

**Kathy Matsui (Japan)**
**HUNGER BANQUET**
Hunger Banquet is an interactive event that gives participants a real connection to the issue of hunger and helps them to understand why these problems are significant. Participants will be assigned by the luck of the draw—just as in real life some of us are born into relative prosperity and others into poverty—to a high-, middle-, or low-income tier based on the latest statistics about the number of people living in poverty. The workshop will search for solutions to alter the current structure that causes poverty and measures that benefit all countries.

**Toledo Financial Opportunity Center Network Michelle Gorsuch, Financial Coach**
**TO YOUR CREDIT**
During this interactive workshop you will learn how to read a credit report, understand the difference between a credit report and a credit score, how to build a credit history, and even rebuild credit after experiencing a financial set back. Most importantly, you'll receive valuable information about how to connect with a FREE financial coach to establish and work your own personalized financial plan!

**Amanda Munroe**
**DIALOGUE: OUR ROLES AS GLOBAL VOLUNTEERS OR LOCAL ACTIVISTS?**
How do short-term immersion programs outside of one's local context impact host communities? What aspects of immersive experiences help shape participants into more peaceful and globally conscious, local activists? A tension exists between the educational value of immersion experiences for participants and the impact of immersive learning with host/partner communities. How might peace educators constructively address this tension? Workshop participants will consider recent literature on immersion as a catalyst for global human development and the role of immersion experiences in the development of peaceful global learners through engaging with their own and each others' stories of immersion in the tradition of Boal and Freire.

**Ram Chandra Paudel (Nepal)**
**CREATING NEED BASED 'I' MESSAGE**
Improving communication is an essential part of peace education which helps us finding alternatives to violence. To have non violent communication, we should recognize our feelings. Feelings are a clue to our needs. Negative feelings mean our needs are not met. Positive feelings mean our need is met at this moment. Recognizing our own needs, we could better communicate to ourselves and others. In this workshop we will focus, through 'I' message, on holding respect for ourselves and others as a foundation of our communication,, which helps each other to build confidence to resolve/transform conflicts in creative ways.

**Padua Center Sister Virginia Welsh & Mr. Terry Crosby**
**CREATING POSSIBILITIES FOR PEACE**
The Padua Center provides two unique programs during the school year. "Padua Possibilities" provides an alternative to suspension for children from grades K-6 from Sherman Elementary, Martin Luther King Academy for Boys, and Robinson School. Children are given an educational environment, while they meet and discuss their 'offense' with staff. Peace Education is part of each day's activities. "Restoring Possibilities" provides a parallel program for children who are expelled. We will include one or two peace activities for the participants.

**Toledo Botanical Gardens - Toledo GROWS program Tiffany Jenkins**
**PEACE PEDAGOGY AND URBAN FARMING AS A COMPLETE ECOSYSTEM**
Participants in this workshop will experience multiple ways of introducing children to the underlying peace principles of urban farming - sustainability, collective security, and interconnectedness. Participants will engage in games, experiments, and get their hands dirty while learning about the challenges and successes of connecting the children of Toledo to locally grown food and their natural environment.

**Christopher Young**
**BUILDING AN URBAN YOUTH LEADERSHIP ORGANIZATION**
How can urban youth be working together more effectively to address problems in and across their communities? This workshop will be an interactive vision-building session aiming to lay the foundation for a new organization that makes reality of the answers to the question above. It will start with the story of how and why student leaders of Berkeley High School, California, organized the first-ever Bay Area Urban Schools Student Leadership Conference in 2012. Then we will use small to whole group brainstorming and conversations to develop the foundation and frame of an organization that can sustainably support the creative actions of young people to address problems in their urban communities. The result should be inspiration and process tools to start a chapter of the organization, which will at least happen in the SF Bay Area. Youth participants of the IIPE are strongly encouraged to attend!

**Community Solidarity Response Network (CSRN)**
**THE EVOLUTION OF THE BLACK LIVES MATTER MOVEMENT IN TOLEDO AND ITS IMPLICATIONS IN THE CONTEXT OF INTERNATIONAL SOLIDARITY, JUSTICE AND PEACE**
This workshop will discuss the evolution of the Black Lives Matter movement here in Toledo within the context of international solidarity, peace and justice. The workshop leaders will present and discuss the evolution of the Community Solidarity Response Network of Toledo since this movement began almost a year ago, sparked by the gunning down of Michael Brown in Ferguson, Missouri. The presenters will discuss the implications of militarized police forces, the system of Jim Crow justice in America, the pipeline from schools to prisons that many of our young black people are subjected to and what this movement has and continues to build toward as a new slogan of justice or else begins to echo across the land. Our black youth are faced with a consant threat of police profiling, harassment and violence and subjected to it on a daily basis. How is #BlackLivesMatter making change?

**The Center for Servant Leadership w/ the Friendly Center**
**GRASSROOTS LEADERSHIP**
This workshop will focus on the importance of Grassroots Leadership in the context of Urban Revitalization. We will look at common leadership models as well as the roles & responsibilities necessary for the Grassroots Leader. The group will discuss both historical and real time examples of urban revitalization and examine what types of leadership were present in those situations.

**Welcome Toledo-Lucas County**

**COMMUNITY CONVERSATION: EXPLORING THE POSSIBITIES OF BECOMING A MORE INTENTIONALLY INCLUSIVE AND WELCOMING COMMUNITY**

Particpants will briefly learn about the history and mission of Welcome Toledo-Lucas County (TLC). The majority of the workshop will be dedicated to a community conversation. Welcome TLC believes community input and involvement are necessary and integral to creating a welcoming place to live, work, and thrive. Through small and large group discussion, participants will imagine what is possible if Toledo-Lucas County became an intentionally inclusive and welcoming community to immigrants and diverse communitites. The ideas and concepts envisioned by participants will be documented and used to continually inform the work of Welcome TLC.

**Greater Toledo & NW Ohio Compassionate Community**

**BEING A COMPASSIONATE COMMUNITY - COMPASSION IN ACTION**

Participants will learn how the Compassionate City movement got started and a brief timeline of of the MultiFaith Council of NW Ohio's initiative to designate Greater Toledo as one of the Compassionate Cities. Participants will receive handouts and postcards about the Charter for Compassion and Toledo's compassionate action. They will learn about our successful participation in last year's Compassion Games [9/11 - 9/21] and how to join in the games this year. Most of all, they will gain a better understanding of how compassion can be a strategy in revitalizing our city.

## Day 4 July 30 (Thursday)

## Educational Strategies for Social & Structural Change

### Plenary (D)

**Barbara Barnes**

**USING A HUMAN RIGHTS FRAME TO STRENGTHEN OUR WORK FOR EDUCATIONAL CHANGE**

In New York City many groups work for educational change. Most focus on single issues, like class size, opting out of high stakes tests, or multicultural curriculum. I work with iCOPE which advocates for using human rights principles, such as equity, anti discrimination, participation/democracy, and the full rich human development of us all to connect our educational projects and to support a common reflection on transforming our schools. Using a human rights frame we also critique neo-liberal educational policies such as privatization, de-regulation, and underfunding our schools.

**Luda Bryzzheva**

***CONVERSATIONS ON RACE* AND THE SOCIAL CONNECTIONS MODEL OF RESPONSIBILITY**

In the absence of concrete and overt acts of racial injustice (or their denial), why and how does one take responsibility for righting the racially-motivated wrongs? How does one face and respond to one's role in the racialized social system? What considerations underlie the "social connections model of responsibility" (Iris Marion Young)? These questions guide the presentation about a campus-wide initiative called *Conversations on Race*. History of the initiative, challenges, successes and future directions will be highlighted.

**Abdoulaye Sall**

**"ART AND SOCIAL CHANGE"**

Today more than ever, the enjoyment of human rights and fundamental freedoms, justice, democracy aspirations have become more and more pressing on the population, mainly young people. What can the youth of the world do to take on the enormous problems they will face when they leave college, universities? The global problems of poverty, violence, environmental destruction, unemployment, immigration, and so on and on, overwhelming on, often caused by the glaring social inequalities, are increasingly and pressing for solution. Failure to solve these issues is no longer an option. Peace Education Art and Social Change empowers people and enables them to live in harmony with themselves. The rising generation, mostly in Africa and the Middle East, has no choice but to take on the task of rescuing their countries and the planet.

## Concurrent Workshops (5)

**Vicki Dagostino**

**A FREIREIAN APPROACH TO UNDERSTANDING INSTITUTIONAL DISCRIMINATION IN THE EDUCATION SYSTEM**

Paulo Freire conceived of an education system grounded in the notion that freedom is a necessary precondition for human beings to achieve their purpose in life, to "become more fully human." Discriminatory practices institutionalized in the American educational system create barriers to liberation and thereby stymie the individual's pursuit of their humanity. This workshop, using a dialogical model, will explore a Freireian approach to understanding and dealing with institutional discrimination in the education system. Participants in the workshop will explore and discuss the application of the fundamental principles of Freire's theory to better understand how the invisible institutionalized policies and practices operating in the education system limit equal educational opportunities, squelch critical thinking, and thereby limit students' quest for liberation.

**Barret Fabris**

**EXTENDING DIALOGUE BEYOND THE CLASSROOM: EXPLORING THE POTENTIAL OF VIDEOCONFERENCING AS AN EFFECTIVE TOOL FOR PEACE EDUCATION**

Horizontal dialogue, according to Paulo Freire, provides individuals with a human agency directed towards effectively recognizing and addressing the beliefs and habits that support cultural reproduction. This workshop will explore the practice of intercultural dialogue through videoconferencing and whether it meets Freire's standards and philosophy. Although virtual practices are already in place between schools worldwide and ones within divided communities, little is known about the role and effectiveness dialogue plays in such exchanges. Therefore, participatory activities exploring the form and function of dialogue in education will focus on two critical areas: the importance of self-reflection before any exchange and how to support student-led dialogue as opposed to teacher-led discussion.Specific activities will include participatory dialogue practices, conflict mapping and virtual learning.

**Dana Holland**

**CONFLICT TRANSFORMATION AT WORK: TRANSFORMING RELIGIOUS INTOLERANCE AGAINST IMMIGRANT AND REFUGEE POPULATIONS**

Immigrants and refugees are vulnerable segments of any nation's population, and the US is no exception. Besides the possible linguistic and cultural hurdles that exist for these populations, religious intolerance from the new communities in which they live is yet another challenge to face. This workshop seeks to examine the issues of religious intolerance that these populations contend with, as well as create concrete intervention and prevention methods together as a group through conflict transformation approaches and techniques.

**Ben Oru MFORNDIP**

**STRATEGIES AND APPROACHES TO BUILDING AWARENESS OF AND FOR PEACE EDUCATION IN CAMEROON**

People all over the world are very excited and anxious to learn new ideas that can shape their lives. That is the ways and means to make life better. This is not the case in Cameroon. Ever since I returned from Costa Rica with a Masters Degree in Peace Education, I have done the best I could to build awareness for and about peace education. But this has not created much impact because up to now many still do not know about peace education and its potential to our society. In my presentation I will expose the various strategies and approaches I used to build this awareness. This workshop will explore the obstacles to the implementation of peace education and various strategies and approaches used to build awareness in Cameroon that may be applied or adapted to/from other contexts.

**Hiro Sakurai**

**USING AND MEASURING THE IMPACT OF NON-FORMAL EDUCATIONAL TOOLS FOR PEACE EDUCATION**

Peace education goes beyond the formal education sector, involving broader audiences at different stages in life. Whatever the setting, if done effectively, education can offer transformative experiences to every person involved. At the same time, the effectiveness and outcomes of non-formal education is not entirely clear; for instance, UNESCO reported that there is limited evidence on the links between awareness raising and people's behavior change. This workshop, using the example of SGI's "Seeds of Hope" exhibition and others, examines the effectiveness of nonformal education tools and explores how their outcomes can be measured.

**Mumbua Simon**

**THE CONFLUENCE OF THE MODERN CATHOLIC SOCIAL TEACHING AND PEACE EDUCATION: A CRITICAL STUDY OF FAITH BASED PEACE EDUCATION TOWARDS CREATING A PEACEFUL SOCIETY**

Ideas of what would constitute a peaceful society have not only been suggested by peace researchers, but also by religious scriptures and popular prophets (Reardon, 1988, p.13). This is a critical religious/faith based peace education workshop that explores the intersection of faith based values and peace education, particularly as pertains to the case of the modern Catholic Social Teaching. To do this, I will first offer a brief ten minutes introduction to my PhD research and then engage the audience through participatory activities that include: one-pair- team dialogue, panel discussion and open forum. The aim will be to discuss the values found in peace education and trace their sources including among others religious or faith spirituality. In conclusion, questions will be posed for the group for further contemplation as peace education practitioners.

## Concurrent Workshops (6)

**Allison Hilton**
**TRANSFORMING URBAN PLANNING PROCESSES THROUGH INCLUSIVE DIALOGUE**
While development is essential for the sustainability of an area, development that does not consider the culture and history of a space creates harmful impacts on the community. Far too often, urban planning processes lack input from all affected parties. This workshop asks participants to consider the ways in which processes can be modified to better address the needs of everyone impacted, with a particular focus on the voices of youth within communities. Incorporating experiences from local and global development projects, participants will work together to propose solutions that allow the needs of everyone to be expressed and considered.

**Marisa Huston**
**LABORING IN SYSTEMS OF OPPRESSION**
This workshop will focus on issues of labor and community organizing in southeast Michigan. It will attempt to connect the dots between labor, economics, politics, gender and racial equality, and the environment. This workshop is designed to foster systems thinking when organizing around labor issues. Systems thinking is an important part of identifying root causes of oppression and for envisioning and creating alternative systems for reaching peace and justice.

**Heather Kertyzia**
**HOW WE PRACTICE WHAT WE PREACH: EVALUATION AND FORWARD PLANNING**
In this workshop participants will explore their current practice of education for societal transformation in regards to both curriculum and pedagogy. The goal of this workshop is to learn from the great wealth of knowledge that all participants bring to the group in order to improve individual practice. Using storytelling as a medium we will learn from our our misadventures and celebrate our successes.

**Kelemework Tafere Reda**
**INEQUALITY, XENOPHOBIA AND CONFLICT IN AFRICA**
Inequality, poverty and conflict have been the hallmarks of Africa for many years. Differences in income and access to basic resources have always led to conflict between various socio-economic groups across the continent. Since Africa's work force is largely mobile, migrant workers have been subject to xenophobic attacks in recent years. For example, in South Africa, there have been waves of violence against foreign nationals since 2008; the most recent being in April this year. This has adversely affected the long standing African values of tolerance, peaceful co-existence and mutual respect founded in Ubuntu ("I exist because you exist"). The current trends in ethno-racial tension and xenophobia in Africa call for an all-rounded, integrated approach to peace-building through a wide range of measures. While peace education and dispute resolution mechanisms should be put in place to effectively deal with the current challenges, there is also a need to address some of the crucial root causes of conflict and violence across the continent.

**Marni Rice**
**THE ROLE OF MENTORSHIP IN SUSTAINABLE COMMUNITY CHANGE**
This workshop will be utilising theatre games to explore the role of mentorship in sustainable cultural change. Particiapants will be asked to work in groups or duos (pending the number of participants) to illustrate best and worst case scenarios of how mentorship either contributed or was not supported by surrounding forces to create sustainable solutions for programs in all domains represented by participants. There will be 30 minutes to create group duo or group role play scenarios to illustrate either the success or failure of mentorship initiatives, 30 minutes to present the scenarios to participants, and 30 minutes for discussion and reflection. No prior theatre experience is necessary, only a willingness to illustrate challenges and sucesseses through dialouge and demonstration.

**Melinda Salazar**
**CIVIL RIGHTS EDUCATION AS PEACE AND JUSTICE ACTIVISM**
Recent events of police brutality and violence in the United States are forge links between racism, peacebuilding and justice in our communities. How can teachers and schools address students' anger, frustration, sadness, confusion, and questions by providing critical thinking opportunities to better understand current events and cultivate a sense of efficacy to champion peace and justice in our communities? This workshop follows the screening of "The Pass It On Project," an award-winning documentary that follows a group of Brooklyn eighth-graders on a journey to the sites of the Civil Rights Movement during the summer following President Obama's 2009 inauguration. Prequesite to this workshop is participation in the viewing of the film.

## Special Roundtable Session

**Pastor Cori Bush, Dr. Imani Scott, David Ragland and Special Guest(s)**
**FROM SELMA TO FERGUSON TO BEYOND: BUILDING COMMUNITIES OF JUSTICE THROUGH TRUTH AND RECONCILIATION**
Racism in America has contributed to numerous and long-standing injustices. In fact, racial segregation in urban and rural communities, fostered through a long history of redlining of services and housing, has significantly contributed to the issues of racial injustice emerging today in the USA. At this special roundtable, our discussants will share their perspectives and experiences linking the human rights struggles of blacks in America to the emerging truth and reconciliation movements. Connecting to the theme of IIPE 2015, they will address how urban policies and practices related to policing, judicial decisions, education, housing and environmental concerns -- along with other social and cultural phenomena, have contributed to problems of institutionalized racism in American communities. Complementing this conversation, discussants will explore the potential for transformation by looking at how social movements (past and present) have or are addressing these issues towards nurturing just, healthy, and sustainable urban communities.

## The Charles H. Wright Museum of African American History

The Charles H. Wright Museum of African American History is the world's largest institution dedicated to the African American experience. **Our mission** is to open minds and change lives through the exploration and celebration of African American history and culture. **Our vision** is of a world in which the adversity and achievement of African American history inspire everyone toward greater understanding, acceptance and unity!

**EXHIBIT: AND STILL WE RISE: OUR JOURNEY THROUGH AFRICAN AMERICAN HISTORY AND CULTURE**

This long-term exhibition serves as the central experience of the museum. The 22,000 square-foot exhibition space contains more than 20 galleries that allow patrons to travel over time and across geographic boundaries. The journey begins in Africa, the cradle of human life. Witness several ancient and early modern civilizations that evolved on the continent. Cross the Atlantic Ocean, experience the tragedy of the middle passage and encounter those who resisted the horrors of bondage, emancipated themselves and sometimes took flight by way of the Underground Railroad. Throughout this trip, the efforts of everyday men and women who built families, businesses, educational institutions, spiritual traditions, civic organizations and a legacy of freedom and justice in past and present-day Detroit are hailed. What an awesome journey!

## The James & Grace Lee Boggs Center to Nurture Community Leadership

Our mission is to nurture the transformational leadership capacities of individuals and organizations committed to creating productive, sustainable, ecologically responsible, and just communities. Through local, national and international networks of activists, artists and intellectuals we foster new ways of living, being and thinking to face the challenges of the 21st century.

**TOUR: FROM GROWING OUR ECONOMY TO GROWING OUR SOULS**

What time is it on the clock of the world? What can we imagine? We will explore the rise and fall of the economic American Dream and changing epochs in human history. We will discuss crack, police violence, and visionary organizing and resistance in Detroit's struggle against violence and militarization. We will visit the Packard Automotive Plant, GM Hamtramck (Poletown Plant), the Hope District, Feedom-Freedom Growers, Heidelberg Project, Boggs School, and Carlos Nielbock's windmill-powered metalworks.

# Day 6 August 1 (Saturday)

## From Peace Learning Community to Personal & Collective Action

## Plenary (E)

**Erin Dunlevy**

**RESTORATIVE RESISTANCE: THE ROLE OF RESTORATIVE JUSTICE IN DEMOCRATIZING PUBLIC SCHOOLS THROUGH STUDENT ACTIVISM AND CIVIL DISOBEDIENCE**

A common defense for the ongoing standardization of public education in the US is the pursuit of the productive citizen. However, this corporate model of outsourcing educational initiatives neglects many critical aspects of citizenship; that citizenship is best learned locally, that dissent is a crucial component of a just and dynamic democracy, and that students in a public system must be taught their rights and encouraged to explore and practice them as they would with any other academic material. This plenary will examine some of my work with student restorative justice teams in NYC public schools over the years as they have taken ownership of the restorative model in order to protest injustices both local and national.

**Lynne Hamer**

**PRACTICAL ASPECTS OF URBAN REVITALIZATION THROUGH CREATING "THIRD SPACES" FOR COURSEWORK PROMOTING COMMUNITY ACCESS TO HIGHER EDUCATION**

This presentation provides example of related academic practices that place students' community knowledge as both the center and the context for their academic learning. The practices, all of which are located in Toledo and are either precursors to or products of the Padua Alliance for Education and Empowerment exist on a continuum from conceptual, as in Osbourne's (1996) "piecing a thesis" using the metaphor of a quilt, to physical, as in holding university classes in local public schools (Hamer, 2011). I use the concept of "third space" (Soja, 1996; Moje et al., 2004), to examine how created spaces have functioned to facilitate students' and faculty members' integrating academic knowledges with home knowledges. The new, hybrid knowledges produced suggest necessary educational reframings for urban revitalization.

**Nana Yaw Osei-Darkwa**

**PEACE EDUCATION CAMPAIGNS, MUSIC, AND SPORTS TO PROMOTE PEACE IN GHANA**

I will present from my experience as a peace education advocate in Ghana. I was the National Coordiantor of two of the most structured and successful nationwide peace education campaigns, the GHANA PEACE PROJECT in 2008 and the GHANA PEACE CAMPAIGN 2012. All these campaigns helped to avert election related violence. I will also describe how we can adopt music and sport as tools for peace education. Finally, I will share two practical experiences as National Coordinator of major peace campaigns and Peace from the nonviolence perspective of Dr Martin Luther King Junior

## REFLECTION GROUPS

### GROUP 1

***Tony Jenkins** (USA)
**Himanshu Bourai** (India)
**Kathryn Crawford** (USA)
**Barret Fabris** (USA)
**Marisa Huston** (USA)
**Ting Li** (China)
**Ben Oru Mforndip** (Cameroon)
**Eliana Mukherjee** (USA)
**Glenda Toneff-Cotner** (USA)

### GROUP 2

***Heather Kertyzia** (Canada)
**Raquel Amada Benavides De Pérez** (Colombia)
**Mark Chupp** (USA)
**Mehari Yimulaw Gebregeorgis** (Ethiopia)
**Amanda Munroe** (USA)
**Jo Ann Oravec** (USA)
**Steven Peseckis** (USA)
**Hiro Sakurai** (USA)
**Alicia Smith** (USA)

### GROUP 3

***Janet Gerson** (USA)
**Mary Ellen Edwards** (USA)
**Louis Ensel** (USA)
**Allison Hilton** (USA)
**Kathy R. Matsui** (Japan)
**Kelemework Tafere Reda** (Ethiopia)
**Dr. Melinda Salazar** (USA)
**Imani Michelle Scott** (USA)
**Christa Tinari** (USA)

### GROUP 4

***Erin Dunlevy** (USA)
**Christopher Biltz** (USA)
**Anthony Bouyer** (USA)
**Pastor Cori Bush** (USA)
**Vicki Dagostino** (USA)
**Dana Holland** (USA)
**Rosa Jimenez Ahumada** (Colombia)
**Marni Rice** (USA)
**Abdoulaye Sall** (Senegal / USA)

### GROUP 5

***Dale Snauwaert** (USA)
**Susan Cannon** (USA)
**Tiffany Jenkins** (USA)
**Nana Yaw Osei-Darkwa** (Ghana)
**Doris Porto** (USA)
**Mallory Servais** (USA)
**Mumbua Simon** (Kenya)
**Sakena Yacoobi** (Afghanistan)
**Christopher Young** (USA)

### GROUP 6

***Barbara Barnes** (USA)
**Fuad Al-Daraweesh** (Jordan)
**Loreta Castro** (Philippines)
**Caitlin Dimino** (USA)
**Nina Holzer** (USA)
**Winnifred Namatovu** (Uganda)
**David Ragland** (USA)
**Robert Reuschlein** (USA)

### GROUP 7

***Micaela Segal** (USA)
**Lyudmila Bryzzheva** (Russia / USA)
**Lynne Hamer** (USA)
**Cynthia Loch** (USA)
**Pratibha Mishra** (India)
**Ram Chandra Paudel** (Nepal)
**Oliver Rizzi Carlson** (Switzerland / USA / Italy)
**Jeffery Warnke** (USA)

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Notes...

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### FUAD AL-DARAWEESH
**THE UNIVERSITY OF TOLEDO (JORDAN)**

Fuad Al-Daraweesh is Lead Faculty at the American Language Institute at the University of Toledo. His focus is on human rights, peace, and democratic education. He is the co-author of *Human Rights Education Beyond Universalism and Relativism: a Relational Hermeneutic for Global Justice* (New York: Palgrave McMillan, 2015). Currently he is the associate editor of In Factis Pax: an online journal for social justice and peace education.

### BARBARA BARNES
**ICOPE/BROOKLYN COLLEGE (USA)**

Barbara Barnes has been an educator/activist since the 1960's. She is currently teaching at Brooklyn College. She has worked with teachers and students in the NYC public schools in non-violent approaches conflict resolution. Her work includes directing a 10 college consortium organized to improve the racial climate for learning. Barbara is an active member of the international peace education community and has presented in Turkey, Costa Rica, Spain, Columbia, and Hungary. She has taught in Mozambique and Kenya and received her doctorate from Teachers College, Columbia Universtiy where she taught collaborative approaches to conflict resolution.

### RAQUEL AMADA BENAVIDES DE PÉREZ
**SCHOOLS OF PEACE FOUNDATION (COLOMBIA)**

I am a Colombian teacher who has taught at the high school, university and postgraduate levels; I am wife, mother and grandmother. I have been married for 43 years; I have a daughter, two sons, a grandson and a granddaughter. From 2005 to 2011 I was Member of the UN Working Group on the use of mercenaries as a means of violating human rights and impeding the exercise of the rights of peoples to self-determination. In 1997 I founded the Schools of Peace Foundation. Since 2003 I have been fully dedicated to the promotion of a culture of peace, peace education and human rights education in Colombia and Latin America.

### CHRISTOPHER BILTZ
**UNIVERSITY OF TOLEDO (USA)**

Christopher Biltz is a Ph.D. candidate and graduate assistant in the department of educational psychology at the University of Toledo. He is an active teaching and research assistant in the areas of development, motivation, culture, and school violence. He has a professional background in higher education administration and clinical mental health. He is currently involved in University of Toledo committees dedicated to the promotion of diversity and the prevention of bullying in the campus setting.

### HIMANSHU BOURAI
**HNB GARHWAL UNIVERSITY (INDIA)**

Himanshu Bourai, M.A., M.phil, Ph.D. from Rajasthan University, Jaipur, India is currently professor in Political Science at Hemwati Nandan Bahuguna Garhwal University, Srinagar (Uttarakhand). Bourai has authored and edited six books entitled "Gandhi and modern Indian Liberals', 'Gandhian Philosophy and new world order', 'Global poverty, terrorism and peace' (ed), 'Women Participation in natural resource management', 'Women Empowerment in Garhwal Himalayas', (ed), 'Decentralized Governance, Regional Development And Women Empowerment', (ed) . Bourai is former President of Indian Society of Gandhian Studies and General Secretary of PUCL Uttarakhand. She was the chief Editor of the Journal of ISGS for two years .

### ANTHONY BOUYER
**UNIVERSITY OF TOLEDO (USA)**

Anthony Bouyer, MA & LICDC-CS is a Probation Officer, Toledo Municipal Courts and a Ph.D. candidate in the Social Foundations of Education in the Department of Educational Foundations and Leadership at The, University of Toledo. His professional experience includes counseling in non-profit agencies, twenty four years in the criminal justice system with the last twenty one years as a probation officer. In his current employment,he works with repeat offenders. As we witness African American males lead in every negative life category, his case load is 85% African American.

### LYUDMILA BRYZZHEVA
**ADELPHI UNIVERSITY (RUSSIA / USA)**

Luda Bryzzheva is a mother of two little men, who are learning to ask hard questions and deal with truthful answers, and an associate professor of Bilingual and Multicultural Education at Adelphi University, New York, USA. She is a co-founder of the Conversations on Race group and a member of the emerging Racial Justice Alliance at her university.

### CORI BUSH
**THE TRUTH-TELLING PROJECT (USA)**

Cori is a pastor, an activist & organizer with Ferguson Frontline, an international presenter on nonviolent conflict, a Nonviolence 365 Ambassador with The King Center, civics chairperson for Better Family Life Inc.'s Membership Association, part of Ferguson's Women's Caucus, and an organizer with the Truth Telling Project. Pastor Cori is a registered nurse, supervising nursing services for several mental health facilities in St. Louis city that serve the homeless, underserved, underinsured, and uninsured. She has been on the frontlines of the Ferguson movement as a protester, as clergy, as a medic and as a victim of police assault on the day of the announcement not to indict Darren Wilson. Pastor Cori plans to continue to stand alongside the youth of today in the fight for justice.

### SUSAN CANNON
**EPISCOPAL ACADEMY/TEACH FOR PEACE (USA)**

Susan Gelber Cannon is an educator with over thirty years of classroom experience in elementary and middle schools in the United States and China. She has trained teachers in U.S., China, and Japan and at international conferences, developing teaching methods to empower students to think, care, and act as honorable and informed global citizens. She teaches middle school history, English, Model UN, and debate near Philadelphia, Pennsylvania. Her book Think, Care, Act: Teaching for a Peaceful Future was published in 2011. Her website http://www.teachforpeace.org provides resources in character, global, multicultural, and peace education. She blogs at http://thinkcareact.blogspot.com and tweets @peace_ed.

## LORETA CASTRO

**CENTER FOR PEACE EDUCATION (PHILIPPINES)**

Loreta Navarro-Castro is Program Director of the Center for Peace Education, Miriam College, Philippines. Her current work includes education in and advocacy of the following: mainstreaming peace education in basic and teacher education, interfaith peacebuilding and disarmament, among others.

## MARK CHUPP

**MANDEL SCHOOL, CASE WESTERN RESERVE UNIVERSITY (USA)**

Mark Chupp, Ph.D., is an Assistant Professor at the Mandel School of Applied Social Sciences at Case Western Reserve University. Mark is a leader in community building and community change. Recent projects include serving as a community-building strategist to the Annie E. Casey Foundation in East Baltimore. He provides consulting to public officials, practitioners, activists, and organizations in his home of Cleveland, Ohio, across the country and internationally. He has lived in Central America and continues to serve as a resource in Latin America. He is a founding trustee of the National Peace Academy and serves as an adjunct faculty of the Summer Peacebuilding Institute at Eastern Mennonite University.

## KATHRYN CRAWFORD

**(USA)**

Kathryn Crawford is a PhD candidate in the Social Foundations of Education in the Department of Educational Foundations and Leadership at The University of Toledo focusing her studies on the philosophy of education and the field of peace education. In particular, she is concerned with the college-level education of those who seek to identify as peace educators. Based on recent experiences with gender-based violence, Kathryn has been working to better understand the relationship between gender and peace education.

## VICKI DAGOSTINO

**THE UNIVERSITY OF TOLEDO (USA)**

Vicki Dagostino-Kalniz, Ph.D. is an Associate Lecturer in the department of Educational Foundations and Leadership at the University of Toledo. She teaches courses in Educational Psychology and Educational Sociology. Most most recently she co-authored two chapters. “Converging Self/Other Awareness: Erich Fromm and Paulo Freire on Transcending the Fear of Freedom,” published in the book *Paulo Freire’s Intellectual Roots: Toward Historicity in Praxis*. This book won “The Society of Professors of Education” book award for 2014. The second, “Fromm’s Dialectic of Freedom and the Praxis of Being” was published in *Reclaiming the Sane Society: Essays on Erich Fromm’s Thought*. Dr. Dagostino is interested in the intersection of psychological and sociological theory and how they converge to create the conditions for transformative practices.

## CAITLIN DIMINO

**THE TRUTH TELLING PROJECT (USA)**

Caitlin Dimino is a Rotary Peace Fellow and a M.A. candidate in Peace Studies at International Christian University (ICU) in Tokyo, Japan. Her thesis will consider how authority figures in U.S. schools perceive the institutional agenda for school discipline, discipline outcomes in their schools, their roles, their students, and alternatives to zero tolerance. This research responds to the widely acknowledged realities of the school to prison pipeline phenomenon. Caitlin will also work with The Truth Telling Project in St. Louis, Missouri as well as with The Centre for the Study of Violence and Reconciliation in Cape Town, South Africa before returning to ICU to complete her master’s in 2016.

## ERIN DUNLEVY

**(USA)**

Erin Dunlevy is the Restorative Justice Coordinator at in the Urban Assembly School of Design and Construction in Manhattan, New York. She has studied with various Restorative Justice organizations such as the Restorative Way and the International Institute for Restorative Practices, and she conducts workshops throughout NYC on RJ in school and community settings. Erin recently coauthored a chapter titled; “Bridging Restorative Practices and Group Psychotherapy” in *Peace Education Evaluation*, a volume published in May of 2015. Erin’s graduate work at New York University focused on theater for democracy building. She has been an educator in NYC public schools for 14 years.

## MARY ELLEN EDWARDS

**THE UNIVERSITY OF TOLEDO (USA)**

Mary Ellen Edwards is a Professor of Social Foundations of Education and Educational Psychology in the Department of Educational Foundations and Leadership at the University of Toledo. Her interest areas are in social policy issues in education and health, human development and in comparative education. She first became interested in peace studies many years ago while doing her dissertation work at the Karolinksa Institute in Stockholm. She has taught in several countries through study abroad programs including Costa Rica where she learned about the University of Peace.

## LOUIS ENSEL

**BIOSOPHICAL INSTITUTE (USA)**

My background is one of community building. I began working with Foodbanks in Ohio in the 90’s. I then worked with community groups, immigrants and others fighting discrimination and trying to find their way in the community. I have worked for non-profits and municipalities. My current position is as Executive Director of the Biosophical Institute, a private foundation that works to promote a culture of peace through education, research, friendship and community involvement.

## BARRET FABRIS

**TRINITY COLLEGE DUBLIN/ LINCOLN SCHOOL (USA)**

Barret Fabris is a PhD candidate at Trinity College Dublin in International Peace Studies. Barret’s research examines the potential and sustainability of intercultural dialogue through videoconference as a peacebuilding tool for secondary students. In addition, Barret is an adjunct professor in Drexel University’s Global and International Education program. He instructs masters students in conflict resolution, international organizations in education and research methods. Spending time in both Dublin, Ireland and Providence, Rhode Island, Barret is also the Global Education Director/teacher at the Lincoln School, the only all-girls Quaker school in the United States. Barret’s research interests include peace education theory and practice, human rights, critical pedagogy, and conflict resolution.

## MEHARI YIMULAW GEBREGEORGIS

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Mehari Yimulaw Gebregeorgis is a Post-Doctoral Research Fellow(PDF) at the Institute for Dispute Resolution in Africa, University of South Africa. His research areas are on peace and conflict studies and gender studies.

## JANET GERSON

**IIPE (USA)**

Janet Gerson, Ed.D., Teachers College, Columbia University, is Education Director, International Institute on Peace Education (IIPE); she was awarded the 2014 Peace and Justice Studies Association Dissertation Award for "Public Deliberation on Global Justice: The World Tribunal on Iraq." She was the Co-Director of the Peace Education Center, Teachers College, Columbia University, New York City (2001- 2010); her publications include contributions to *In Factis Pax: Journal of Peace Education and Social Justice*, *The Handbook of Conflict Resolution* (Eds., Coleman, Deutsch, & Marcus, 1st & 2nd Ed.), *Learning to Abolish War: Teaching toward a Culture of Peace* (Reardon & Cabezudo), *Theory into Practice, Analysis of Social Issues and Public Policy*, and *Holistic Education*.

## LYNNE HAMER

**THE UNIVERSITY OF TOLEDO (USA)**

Lynne Hamer, Ph.D., is Professor of Educational Theory and Social Foundations, Department of Educational Foundations and Leadership, The University of Toledo. She earned her Ph.D. in Folklore from Indiana University in 1994. Most of her graduate level courses involve students in Service Learning, largely facilitated through the Padua Alliance for Education and Empowerment, a collaboration between the department and a local community center. This work was recognized with the UT Edith Rathbun Award for Community Engagement in 2013. Her research focuses on continuities and discontinuities between traditional and institutional education, and the use of folkloristic theories, methods, and materials in promoting democratic and social reconstructionist education.

## ALLISON HILTON

**GEORGETOWN UNIVERSITY CENTER FOR SOCIAL JUSTICE (USA)**

Allison Hilton graduated from Georgetown University in May 2014 with a Bachelor of Arts degree in English. She has worked with the After School Kids Program at Georgetown University serving as a mentor, coordinator and currently as the Assisant Program Director.
In her position with the After School Kids Program, Allison works with court invovled youth to empower them to overcome the challenges they face at school, at home, and within their communities. She has a particular interest in engaging youth in nonviolent conflict resolution and civic engagement through creative expression.

## DANA HOLLAND

**THE UNIVERSITY OF TOLEDO (USA)**

Dana Holland is currently a PhD student in the Department of Educational Foundations and Leadership in the Judith Herb College of Education at The University of Toledo. She is passionate about and dedicated to the field of peace studies and conflict transformation, and earned her Master's degree in Peacebuilding and Conflict Transformation from SIT Graduate Institute in 2013. She has worked with various organizations and institutions in Toledo and on the eastern coast of the U.S. that educate and empower diverse populations, and hopes to do this and more in the future.

## NINA HOLZER

**CASE WESTERN RESERVE UNIVERSITY, THE CENTER ON URBAN POVERTY AND COMMUNITY DEVELOPMENT (USA)**

Nina Holzer, MSSA/MNO Candidate. Nina served two years with AmeriCorps, with her service terms focused on community building in and around urban schools, youth and family development, and resource and capacity building for her partner nonprofit agencies. She is a second-year graduate student at the Jack, Joseph, and Morton Mandel School of Applied Social Sciences pursuing a dual-degree in Social Administration (Community Practice for Social Change) and Management of Nonprofit Organizations. Currently, she works as a Project Manager and Research Assistant at the Center on Urban Poverty and Community Development. Nina holds a BA in Political Science and French from Ohio University.

## MARISA HUSTON

**(USA)**

Marisa Huston is an activist and community organizer from southeast Michigan. She spent two years as lead organizer for the Washtenaw County Workers' Center before becoming a political orgnaizer and fundraiser for progressive women candidates in Metro-Detroit. Marisa is currently working to complete her Master's in Peace Education from the UN mandated University for Peace.

## TIFFANY JENKINS

**TOLEDO GROWS (USA)**

Tiffany Jenkins has been a peace educator for the past ten years. Through both formal and non formal education she has worked with children of all ages to explore their rights, appreciate themselves, and discover what it means to live in a community. Tiffany received a masters degree from Teachers College, Columbia University where she formally studied peace education. She now works as an environmental educator with Toledo GROWs, a community gardening outreach program of the Toledo Botanical Gardens. Tiffany is an active board member with Pasos Peace Museum, a nonprofit dedicated to peacebuilding through the arts.

## TONY JENKINS

**THE UNIVERSITY OF TOLEDO - PEACE EDUCATION INITIATIVE & IIPE (USA)**

Tony Jenkins, Ph.D. is the Director of the Peace Education Initiative at the Judith Herb College of Education at The University of Toledo, OH. He also serves as the Managing Director of the International Institute on Peace Education and Coordinator of the Global Campaign for Peace Education and is a member of the UNESCO Experts Advisory Group on Global Citizenship Education. Most recently, Tony was the Vice President for Academic Affairs at the National Peace Academy and prior to that the Co-Director of the Peace Education Center at Teachers College, Columbia University.

## ROSA JIMENEZ AHUMADA

**UNIVERSIDAD DE CARTAGENA (COLOMBIA)**

Social Worker, MA in Education, is Director of the Observatory for the forced displacement of the University of Cartagena and Academic Director of the Master of Social Conflict and Peacebuilding. She has field experience in peace-building and peace education in conflict zones.

## HEATHER KERTYZIA

**CALIFORNIA STATE UNIVERSITY DOMINGUEZ HILLS (CANADA)**

Heather Kertyzia, Ph.D. has been working in peace education both formally (as a secondary school teacher) and informally (in the NGO sector) for fifteen years. She is currently beginning her career as a professor of peace studies. Heather works with teachers to improve their peace education practice through participatory action research. She is an avid dancer and scuba diver.

## REVATHY KUMAR

**THE UNIVERSITY OF TOLEDO (INDIA / USA)**

Revathy Kumar, Ph.D. is Professor of Educational Psychology in the Department of Educational Foundations and Leadership at the University of Toledo and Adjunct Assistant Research Scientist at the Institute for Social Research, University of Michigan. Her research interests focus on the socio- cultural processes involved in learning, development, and self/identity construction among adolescents in pluralistic societies. Co-presenters Christopher Biltz (Educational Psychology),

## TING LI

**THE UNIVERSITY OF TOLEDO (CHINA)**

I have an academic background in Educational Psychology and Educational Leadership. I'm currently teaching in the American Language Institute at The University of Toledo. Having been an international master's and doctoral student at Miami University (Oxford, Ohio) for over 6 years, I have formed an increasing intellectual interest in bridging the perception gaps among different cultures, religions, ethnicities, and all other social communities that are "categorized". Freire's insistence on dialogue and his discussions of egalitarian teacher-student relations empowers me to continuously work on my "bridging dreams" both as a teacher and as a learner.

## CYNTHIA LOCH

**TOLEDO SISTER CITIES INTERNATIONAL (USA)**

Cynthia Loch is a master's degree student in the French Language program and the nonprofit management certificate programs at the University of Toledo. She earned her bachelor's degree from UT in political science and French. Currently, she works with Toledo Sister Cities International, an international nonprofit organization dedicated to creating prosperity and peace through person-to-person, citizen diplomacy. Previously, she has worked with the National Park Service, the U.S. Department of State, the French-American Chamber of Commerce, and the law firm of Gallon, Takacs, Boissoneault & Schaffer. Upon completion of her graduate studies, Cynthia plans to continue working in the field of international education exchange.

## JACQUELINE LUKE

**THE UNIVERSITY OF TOLEDO (USA)**

Jacqueline Luke is a PhD candidate in Health Education at The University of Toledo, with research ranging from minority populations and the health disparities that they face to police/community interaction to homeless needs to food/transportation access in low-income areas. Her master's thesis was on community strength and how urban community gardens can be used to repair the sense of community in the wake of devastation of the flight from the rust belt and foreclosure crisis. She currently teachers at U Toledo and works as a geostatistician at Owens Corning.

## KATHY R. MATSUI

**SEISEN UNIVERSITY/GCPEJ (JAPAN)**

Kathy R. Matsui, Ph.D. is Professor at the Department of Global Citizenship Studies, Seisen University (Tokyo, Japan) and teaches courses on conflict resolution and peace related subjects. Her research concerns the development of capacities for conflict resolution and reconciliation. She works with peace researchers and educators internationally in the International Institute on Peace Education and Global Partnership for Prevention of Armed Conflict. As a peace educator, she focuses her activities on Northeast Asia Regional Peacebuilding Institute (NARPI), Global Campaign for Peace Education and Peace Education Task Force of World Conference of Religions for Peace (WCRP), Japan.

## PRATIBHA MISHRA

**GURU GHASSIDAS VISHWAVIDAYALAYA UNIVERSITY (INDIA)**

Prof. Pratibha J. Mishra, Dean & Head, Department of Social Work, School of Social Sciences, Guru Ghassidas Vishwavidayalaya.

## ELIANA MUKHERJEE

**(USA)**

Eliana Mukherjee has worked in various aspects of education. She was the Director of the American International School of Costa Rica for two years, and she taught elementary school in California for five years. She worked as Assistant Professor in the Peace Education M.A. program at the University of Peace for six years. Additionally, she was a consultant for UNESCO/IBE in developing guidelines for curriculum developers and teacher trainers in Angola. Eliana earned her B.S. from Emerson College and her Ed.M. in from Harvard University. She is pursuing her Ph.D. at Florida Atlantic University in Curriculum, Culture, and Educational Inquiry. Eliana is a professor of teacher education at Palm Beach State College in Florida.

## AMANDA MUNROE

**GEORGETOWN UNIVERSITY (USA)**

Amanda Munroe serves as Social Justice Curriculum & Pedagogy Coordinator at Georgetown University's Center for Research, Teaching, & Service. In this role, she coordinates community-based and immersive learning programs within Washington, DC and around the world; supports the development of educational initiatives for social justice; and works closely with the undergraduate program in Justice and Peace Studies. Amanda holds an MA in Conflict Resolution, also from GU, during which she conducted field research in Germany on effective practices for peace education through sport. She has worked in online learning at the United Institute of Peace and Future Generations Graduate School.

## WINNIFRED NAMATOVU

**THE UNIVERSITY OF TOLEDO (UGANDA)**

My name is Winnie Namatovu and I am currently a PhD student in Social Foundations of Education at the University of Toledo. I am a former middle school math teacher. My research interests are in implementing teaching practices that build upon the diverse cultural backgrounds of students in the mathematics classroom. I am particularly interested in how mathematics teachers can implement culturally relevant and responsive teaching practices in order to better meet the learning needs and interests of all students. My goal is to continue work in this area upon the completion of my degree.

## JO ANN ORAVEC

**UNIVERSITY OF WISCONSIN AT WHITEWATER (UNITED STATES)**

Jo Ann Oravec is a full professor in the College of Business and Economics at the University of Wisconsin-Whitewater. She received her MBA, MS, MA, and PhD at UW-Madison. She also taught at Baruch College of the City University of New York as well as UW-Madison and Ball State University. She chaired the Privacy Council of the State of Wisconsin, the nation's first state-level information technology and privacy council. She has written books including "Virtual Individuals, Virtual Groups" (Cambridge University Press) and received more than twelve hundred citations of her academic journal articles. She held visiting fellow positions at Cambridge and Oxford.

## BEN ORU MOFORNDIP

**CAMEROON PEACE FOUNDATION (CAMEROON)**

My name is Mforndip Ben Oru. I am a Cameroonian.I was born in 1971 in Mfaitok village. After my primary,secondary and High school I was trained as a teacher in the Government Teacher Training College Kumba. After a brief working career I went back to school and obtained the following qualificationsL a Bachelors Degree in Education, a Masters Degree in Peace Education, and Higher Teacher Trainer Diploma. Apart from working as a teacher I also work in an NGO that is concerned with the education for and about peace.

## NANA YAW OSEI-DARKWA

**YOUTH ICONS GHANA (GHANA)**

Peace remains the single most important element any nation or individual needs to develop. I lead a vibrant organization Youth Icons Ghana, which is one of the most active Peace and Nonviolence education organizations in Ghana. We lead peace education campaigns and our programs have attracted support from both the socially excluded and the top decision makers and politicians. Our website http://www.youthiconsgh.org explains the depth and the particulars of our peace efforts. I earned my Bachelors Degree in education focusing on the Foundation of Education, Psychology, Curriculum Development, Mathematics and Geography in 1985.

## RAM CHANDRA PAUDEL

**CHILDREN-NEPAL (NEPAL)**

Ram Chandra Paudel was born in rural village in Nepal and experienced absolute poverty and child labour. He has served as teacher for 14 years. He has founded many social organizations, including CHILDREN-Nepal. Since last 20 years, he is working as an executive director. He is an author of many books including *Peace Ways*. He was awarded a Peace Facilitator by Training for Change, USA. He has facilitated more than 800 peace education related training workshops. His experience includes the alternative to violence program and conflict management.

## STEVEN PESECKIS

**JESUP SCOTT HONORS COLLEGE (USA)**

Steven Peseckis is Associate Dean, University of Toledo Jesup Scott Honors College and Associate Professor of Medicinal Chemistry. He teaches medicinal chemistry (pharmacy), research methods and ethics, and transformative healthcare science. His background is in organic chemistry, molecular and cell biology, integrative medicine, institutional biosafety, institutional review boards (patient safety in clinical trials) and curriculum development and assessment.

## DORIS PORTO

**(USA)**

Doris Porto has over 25 years of experience in public education. In addition to her expertise in literacy and in developmentally appropriate pedagogy, Doris applies her studies in Peace Education to explore possibilities for humanistic education in the daily life of schools. Doris has taught in rural, urban, and suburban settings and currently works in the New York City schools. She has taught in teacher education programs, participated in several IIPEs, served as a consultant in literacy and professional development, and conducted workshops and trainings in outdoor education and in conflict resolution. Doris has also been involved in activist movements to democratize education in New York City.

## DAVID RAGLAND

**TRUTH TELLING PROJECT AND JUNIATA COLLEGE (USA)**

David Ragland, Ph.D. is the Co-Director of the TruthTelling Project and Assistant Professor of Peace and Conflict Studies at Juniata College. David also serves on the board of the Peace and Justice Studies Association. Additionally he is the United Nations Representative for the International Peace Research Association. His most recent publication is a chapter titled "Peace Education as an Ethical Framework to Situate Restorative Justice: Locating the Concerns of Communities of Color in Peace and Justice Discourse" in *Peace Studies between Tradition and Innovation*. David writes frequently for PeaceVoice and is currently working on a volume entitled "The Intellectual and Political History of Peacemakers of Color." David earned his Ph.D. in the Foundations of Education: Philosophy of Education in the Department of Educational Foundations and Leadership at The University of Toledo.

## KELEMEWORK TAFERE REDA

**UNIVERSITY OF SOUTH AFRICA (ETHIOPIA)**

I was born and brought up in Ethiopia; I took up most of my studies in Ethiopia but received my PhD training in Germany, which I completed in 2006. I have been working for two Ethiopian Universities for the last two decades. I teach and conduct research and supervise postgraduate students. I am currently employed by the University of South Africa as a visiting researcher until February 2015.

## ROBERT REUSCHLEIN

**REAL ECONOMY INSTITUTE (UNITED STATES)**

As the world's first peace economist I began by reinventing that name and related fields in 1985. I am deep in the nine fields of math, wargaming, science, engineering, accounting, business, politics, peace economics, and global warming. Politics is the umbrella that covers the social science gaps in the other eight detailed areas. Early degrees are in electrical engineering, business and accounting, and an educational leadership doctorate in 2009. My dissertation was on "peace economics and program change in Midwest undergraduate peace studies programs." Wargaming led me to read many military history books on World War Two and other wars.

## MARNI RICE

**DE JOUX MUSIQUE (USA)**

Marni Rice is a Bi-lingual English-French Chanteuse-Accordionist, Theatre Artist and facilitator for cultural change. She has facilitated workshops in the USA and Central Africa in both English and French using creative arts as a tool to create consensus and common ground among participants serving diverse roles within a variety of community settings. She is currently co-teaching a class in dance-theatre for children from 5 to 12 years old at a public library in the Bronx, NY. With her creative partner Xio Evans she co-founded the Xio Evans Marni Rice Experimental Dance Theatre, dedicated to creating new performance works illuminating issues of social justice.

## OLIVER RIZZI CARLSON

**(SWITZERLAND / USA / ITALY)**

Oliver Rizzi Carlson holds an MA in Peace Education from the UN-mandated University for Peace (UPEACE) and is Editor of the Global Campaign for Peace Education (GCPE) Newsletter. He facilitates learning spaces with youth on culture of peace and infrastructures for peace, and is Representative at the UN for the United Network of Young Peacebuilders (UNOY Peacebuilders). A member of the Youth Team that prepared the World Report from Civil Society at the end of the UN Decade for a Culture of Peace, Oliver is also an active member of the Global Alliance for Ministries and Infrastructures for Peace (GAMIP).

## HIRO SAKURAI

**SOKA GAKKAI INTERNATIONAL (USA)**

Hiro Sakurai has been the representative of the Soka Gakkai International to the UN in New York since 1997 and has served various responsibilities in the NGO community including President of the NGO Committee on Disarmament, Peace and Security (2009-2012) and President of the Committee of Religious NGOs at the UN (2004-2007). Hiro has helped SGI's various nonformal education projects including the Victory Over Violence (VOV), People's Decade for Nuclear Abolition, and other thematic exhibitions on the culture of peace, nuclear disarmament, sustainable development, and children's rights. Hiro holds an MA in Teaching English to Speakers of Other Languages (TESOL).

## MELINDA SALAZAR

**(USA)**

Melinda Salazar, Ph.D, is a peace and sustainability educator, consultant and artist whose work is informed by over thirty years of experience teaching in K-12 and in Higher Education, and her work at The Cloud Institute for Sustainability Education. Melinda is a "retired" faculty from the Women's Studies Program at the University of New Hampshire, director and faculty of the Elementary and Secondary MAT Program at Western New Mexico University – Gallup. Presently, she plays with her grandaughter, shows her art in galleries, teaches yoga and is a community organizer and serves on a number of sustainability and peace related organizations, including The Seacoast Peace Academy which she founded.

## ABDOULAYE SALL

**PEACE EDUCATION SOCIAL CHANGE (SENEGAL / USA)**

Mr. Sall Graduated from SIT Graduate Institute in Peace and Conflict Transformation/Development Masters program. He was born and raised in Senegal and has traveled around the world for his work managing and organizing a multicultural youth program . He migrated to the United States to work and continue his studies in Hollywood (Film-TV Production). His passion for social justice, community organizer have come together to promote peace and conflict transformation. Innovative actor and director offering a comprehensive background with an eye for creation. Rethinking interfaith dialogue to promote communal peace-building efforts, preventing violence and conflicts to any faith-based community, engage and support development. Fluent in English, French and African languages.

## IMANI MICHELLE SCOTT

**THE TRUTH TELLING PROJECT (USA)**

Dr. Imani Michelle Scott is a scholar, consultant, practitioner and specialist in the areas of human communication, conflict analysis and conflict resolution. She is the recent editor and contributing author of: "Crimes against Humanity in the Land of the Free: Can a Truth and Reconciliation Process Heal Racial Conflict in America?" and a contributing blogger to the Huffington Post. She is a co-director of The Truth Telling Project and a member of numerous organizations. Dr. Scott holds a doctorate in Conflict Analysis and Resolution from Nova Southeastern University, a Master of Arts in Speech Communication from Montclair State University and a Bachelor of Arts in Communication Arts from Florida Atlantic University.

## MICAELA SEGAL

**(USA)**

Defined by my passions, I love teaching project based journalism, learning foreign languages, dancing, soccer, the environment, and social justice for the people who inhabit it. Learning and living in Burnos Aires and Jerusalem, I sought meaningful contributions through peaceful endeavors. Now, I teach at a public high school in Houston, Texas, and I look forward to filling my "empathy wells" with the meaningful work shared at the IIPE 2015.

## MALLORY SERVAIS

**GLOBAL KIDS, INC. (USA)**

Mallory Servais is a graduate of the Masters program in International Education Development at Teachers College, Columbia University, with an academic focus on peace education. She currently works as an educator at a middle school in Harlem for an after school provider called Global Kids, Inc., which focuses on ensuring youth from underserved areas have the knowledge, skills, and experience they need to excel in school, participate effectively in the democratic process, and achieve leadership in their communities and on the global stage. Mallory has recently been especially interested in the use of games and play to teach about peace.

## MUMBUA SIMON

**UNITED NATIONS MANDATED UNIVERSITY FOR PEACE (KENYA)**

Besides being a doctoral candidate at the United Nations mandated University for Peace (UPEACE), Sister Mumbua Simon is a teaching assistant in the Department of Peace and Conflict Studies with a specialization in Peace Education. Prior to her MA in Peace Education at UPEACE, she had been a teacher for over 15 years and held administrative positions both in schools and her Religious Institute in Kenya. She is a peace advocate and a counselor, dedicated to a holistic formation of youth. Currently, she is assistant to the UPEACE alumni affairs officer.

## ALICIA SMITH

**JUNCTION COMMUNITY GROUP/ TOLEDO METROPOLITAN AREA COUNCIL OF GOVENMENT (USA)**

Mrs. Alicia Smith is the proud mother of three TPS students, and now University of Toledo students. Alicia and her husband of 22 years have lived in the Junction Community for over 20 years. As a Doctoral student in the Social Foundations of Education in the Department of Educational Foundations and Leaderhship at The University of Toledo, Alicia is focused on helping to improve the quality of life for disenfranchised communities through education, collaboration, and connectivity. She is the Junction Community Liaison for TMACOG and a Restorative Justice practitioner. Alicia believes that resource information and systematic networks are the keys to community sustainability and revitalization.

## DALE T. SNAUWAERT

**THE UNIVERSITY OF TOLEDO (USA)**

Dale T. Snauwaert, Ph.D. is Professor of Philosophy and Social Foundations of Education, Department of Educational Foundations and Leadership at The University of Toledo. He is widely published in such academic journals as the *Journal of Peace Education*, *Educational Theory, Educational Studies, Peace Studies Journal,* and *Philosophical Studies in Education* on such topics as democratic theory, theories of social justice, the ethics of war and peace, and the philosophy of peace education. He is the editor of two volumes on Betty Reardon's work: *Betty A. Reardon: A Pioneer in Education for Peace and Human Rights* and *Betty A. Reardon: Key Texts in Gender and Peace* (Springer, 2015), and with Fuad Al-Daraweesh, the co-author of *Human Rights Education Beyond Universalism and Relativism: A Relational Hermeneutic for Global Justice* (Palgrave McMillan, 2015). He is the Editor of *In Factis Pax*.

## CHRISTA TINARI

**PEACEPRAXIS (USA)**

Peace Education: there's nothing I'd rather be doing. I collaborate with and learn from, people of all ages and abilities at public, private, and alternative schools and youth-serving organizations. Mostly, I train, advocate, develop curriculum, facilitate, mediate, implement, and evaluate peace and justice education and school climate improvement/violence prevention projects. My formal educational background includes experiential education, psychology, women's studies, student assistance counseling, and international peace studies & conflict resolution. Past activism has included community organizing, nonviolence training, dialogue, mediation, political puppet theater, and civil disobedience. I created The Feel & Deal Activity Deck, an emotional intelligence tool for kids. My favorite state of being is "inspired." Nature, animals, travel, the arts, creativity, resilience, love, and many different kinds of people inspire me. Motto in my work: people first.

## GLENDA TONEFF-COTNER

**CLEVELAND STATE UNIVERSITY (USA)**

Glenda Toneff-Cotner is an Assistant College Lecturer at Cleveland State University. She earned her PhD in urban education with a specialization in policy studies in May of 2015. In the spring term of 2012, she was selected by her students as one of the top 50 Engaging Instructors at Cleveland State. She has extensive experience in K-12 education, serving most recently as a Curriculum Director and Assistant Superintendent. Glenda Toneff-Cotner earned her bachelor degree at Bowling Green State University and received her M.Ed. and Ed.S. at the University of Toledo. She was honored to be selected as a member of the first Urban Leadership Development Program through the Toledo Public Schools. In 2007, she participated in the Harvard Business School Executive Leadership for Educators program. In 2011, she was included as a member of the Cleveland State China Delegation.

## VALERIE TYLDESLEY

**THE UNIVERSITY OF TOLEDO (USA)**

Valerie is completing a Graduate Certificate in the Foundations of Peace Education at the University of Toledo. Her primary area of interest is gendered cultural violence in educational institutions that leads to exclusionary policies, practices, and procedures. Valerie hopes to help build peaceful relationships between urban teachers and Black girls through conscious raising, care, concern and commitment, and the realization of fundamental social values.

## JEFFERY WARNKE

**THE UNIVERSITY OF TOLEDO (USA)**

Jeffery Warnke is a Ph.D candidate in the Philosophy of Education in the Department of Educational Foundations and Leadership at The University of Toledo. Jeff's current research is on sustainability as fundamental principle of justice and citizenship education within the framework of Rawls's conception of political liberalism. Jeff's interests span civic education, democracy, justice, sustainability, and identity.

## SAKENA YACOOBI

**AFGHAN INSTITUTE OF LEARNING (AFGHANISTAN)**

Dr. Sakena Yacoobi is Founder and CEO of the Afghan Institute of Learning (AIL). Yacoobi has also established four private schools, a private hospital and a radio station. Seeing the impact of war on Afghans, Yacoobi began AIL to provide education, training and healthcare to Afghan women and children. Under her leadership, AIL has become a groundbreaking grassroots organization, reaching 12 million and empowering women. Born in Herat, Afghanistan, Dr. Yacoobi has received many honors including five honorary doctorates and the prestigious Opus Prize. An acclaimed international speaker, she carries the voice of Afghan women to the world.

## CHRISTOPHER YOUNG

**(USA)**

I have worked as an educator in California and internationally since 2002, including projects in the Czech Republic, Uganda, South America and China. Always looking to learn from my students and experiences, my main focus is helping young people to become personally empowered toward life goals and increasingly conscientious as agents of social change. My educational philosophy has many influences, namely examples found in many of history's great nonviolent social movements and the Stanford University School of Education, where I received my MA in Education and training in "teaching for social justice." As director of student activities at Berkeley High School I have designed and developed the student leadership program with my students, serving a beautifully diverse community of 3400 students. Most recently, I was the principal of a small school in China promoting critical analysis and creativity.

The Global Campaign for Peace Education seeks to develop the capacities, in teachers and learners, to face challenges of unprecedented proportion: the continued development of weapons of mass destruction, armed conflicts between states and ethnic groups, the spread of racism, gender inequality, community violence, the huge and widening gap between the rich and the poor throughout the globalized economy, massive violations of human rights and the degradation of the environment. In doing so, the GCPE operates as a non-formal, international organized network that promotes peace education among schools, families and communities to transform the culture of violence into a culture of peace.

**CAMPAIGN STATEMENT**

A culture of peace will be achieved when citizens of the world understand global problems; have the skills to resolve conflict constructively; know and live by international standards of human rights, gender and racial equality; appreciate cultural diversity; and respect the integrity of the Earth. Such learning cannot be achieved without intentional, sustained and systematic education for peace.

**HISTORY**

The Global Campaign for Peace Education (GCPE) was launched at the Hague Appeal for Peace civil society conference in May 1999. Initially coordinated by the Hague Appeal for Peace, the Campaign has since been coordinated by the Peace Boat, the Peace Education Center at Teachers College Columbia University, Global Education Associates, and the National Peace Academy. It is presently coordinated by the Peace Education Initiative at The University of Toledo.

**MONTHLY NEWSLETTER**

The monthly newsletter of the Global Campaign for Peace Education is the primary mode communication and information exchange. The newsletter features articles and news as to how and where peace education is active and growing. It includes a monthly lead article from a prominent peace educator; reports from the field chronicling successes and challenges; listing of events, conferences, and trainings in peace education from around the world; new publications; curricula; job postings; and occasional action alerts.

**HOW THE CAMPAIGN WORKS**

In seeking to foster a culture of peace in communities around the world, the Global Campaign for Peace Education has two goals:

1) To build public awareness and political support for the introduction of peace education into all spheres of education, including non-formal education, in all schools throughout the world.
2) To promote the education of all teachers to teach for peace.

The Campaign works as a non-formal network comprised of formal and non-formal educators and organizations,each working in their own unique ways to address the goals above. This form allows Campaign participants to focus their energies towards meeting the goals and needs of their constituents - while at the same time promoting and making visible the growing global network of educators working for peace. The Campaign helps to facilitate the exchange of ideas, strategies and best practices through a monthly newsletter and also seeks to connect peace educators via our online database.

**JOIN THE CAMPAIGN**

facebook: www.facebook.com/PeaceEdCampaign * tel: 419-530-2552 * email: news@peace-ed-campaign.org

www.peace-ed-campaign.org

IN FACTIS PAX
IN KNOWLEDGE (THERE IS) PEACE
journal of peace education and social justice

**www.infactispax.org**

Dear IIPE 2015 Participants,

As a means of creating a historical record and making the rich learning of IIPE available to the public the online journal of peace education, *In Factis Pax*, plans to publish the proceedings of IIPE 2015. We, the organizers of IIPE and the Editorial Board, invite you to submit your plenary presentation or workshop *in article form* for publication *In Factis Pax*. The journal is published in English.

From our many communications with you in preparing this summer's program you should be aware that we ask people not to read or in general prepare papers for the IIPE. It is important that the plenary and workshop sessions open up new ways of thinking, doing, being and teaching relating to the theme of the IIPE. We often find that reading papers is not conducive to facilitating the type of transformative learning that is embodied by critical pedagogy and peace education.

Thus, your potential contribution to *In Factis Pax* should be seen as a scholarly complement to your workshop or plenary, further expounding upon the ideas and processes shared and demonstrated in your session. You may develop your paper in advance of the IIPE, but we also encourage you to consider preparing it afterward to give you the opportunity to reflect and integrate new learnings from the overall IIPE experience. The journal is peer-reviewed: your submission will be anonymously reviewed.

**The deadline for submission is October 1, 2015.**

**Submission Requirements:**

- We prefer to receive files in Microsoft Word (.doc) or a compatible format.
- Format for Bibliographic References: All bibliographic references should conform to the APA (American Psychological Association) manual of style.
- Articles should not exceed 10,000 words. The length includes the "References" section. All text, including quotations and bibliographic references, should be double-spaced. Lengthy quotations (exceeding 40 words) should be indented in the text.

If you have an interest in submitting an article, please send Dale Snauwaert an email indicating your intention to submit at dale.snauwaert@utoledo.edu -- We encourage you to participate and look forward to receiving your IIPE articles. If you have any questions, please contact Dale.

Please review other IIPE issues at www.infactispax.org

Sincerely yours,

Dale Snauwaert Fuad Al-Daraweesh Tony Jenkins Janet Gerson

JUDITH HERB COLLEGE of EDUCATION
**PEACE EDUCATION INITIATIVE**
THE UNIVERSITY OF TOLEDO

# Seeds of Hope

visions of sustainability
**steps toward change**

## PANEL EXHIBITION

**mid-July to Early October**

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for more information visit:
www.utoledo.edu/education/peace

**Hosted by:**
*The Peace Education Initiative of the Judith Herb College of Education at The University of Toledo
*Earth Charter International
*Soka Gakkai International
*International Institute on Peace Education

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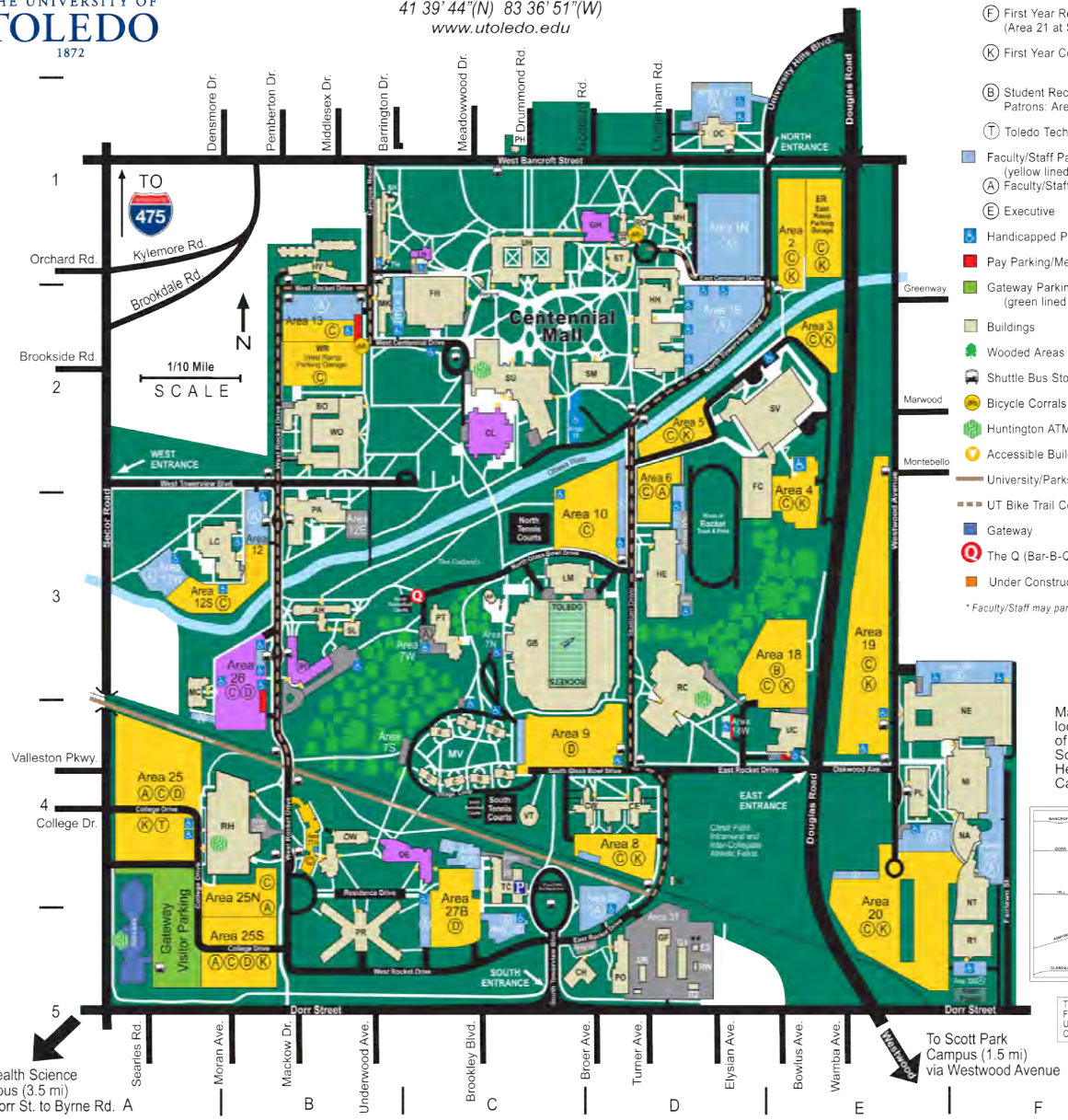
# The University of Toledo

*Welcome to Main Campus!*

*2801 West Bancroft Street, Toledo OH 43606*
*41 39' 44"(N) 83 36' 51"(W)*
*www.utoledo.edu*

THE UNIVERSITY OF TOLEDO
1872

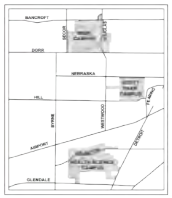



## MAP KEY

- Visitor Parking Permits
- Student Parking (white lined spaces)
  - (C) Commuters, Other Than First Year
  - (D) Residents, Other Than First Year
  - (F) First Year Residents (Area 21 at Scott Park Campus)
  - (K) First Year Commuters
  - (B) Student Recreation Center Patrons: Area 18 Only
  - (T) Toledo Tech/Early Learning
- Faculty/Staff Parking (yellow lined spaces)
  - (A) Faculty/Staff
  - (E) Executive
- Handicapped Parking
- Pay Parking/Meters
- Gateway Parking (green lined spaces)
- Buildings
- Wooded Areas
- Shuttle Bus Stops
- Bicycle Corrals (Ritter & Wolfe)
- Huntington ATMs
- Accessible Building Entrances
- University/Parks Trail
- UT Bike Trail Connectors to Corrals
- Gateway
- The Q (Bar-B-Que Spot)
- Under Construction

** Faculty/Staff may park in student areas.*

Map showing locations of UT's Main, Scott Park and Health Science Campuses



The University of Toledo
Facilities Information Systems
Updated: May 8, 2015
Comments: 419.530.1082

## BUILDING DIRECTORY

| | | |
|---|---|---|
| AH | Academic House | B3 |
| AP | Koester Alumni Pavilion | C3 |
| BO | Bowman-Oddy Laboratories | B2 |
| CE | Carter Hall East | D4 |
| CH | Child Care Center | C5 |
| CL | Carlson Library | C2 |
| CW | Carter Hall West | D4 |
| DC | Driscoll Alumni Center | D1 |
| ER | East Ramp Parking Garage | E1 |
| FC | Fetterman Training Center | D2 |
| FH | Memorial Field House | C2 |
| GB | Glass Bowl Stadium | C3 |
| GF | Grounds and Fleet Services | D5 |
| GH | Gillham Hall | D1 |
| HE | Health Education Center | D3 |
| HH | Health and Human Services | D2 |
| HV | Honors Academic Village | B1 |
| IH | Horton International House | B3 |
| IS | Intramural Storage | D4 |
| LC | Law Center | A3 |
| LH | Libbey Hall | C1 |
| LM | Larimer Athletic Complex | C3 |
| MC | Main Campus Medical Center | A3 |
| MH | McMaster Hall | D1 |
| MK | MacKinnon Hall | B2 |
| MV | James D. McComas Village | C4 |
| NA | Nitschke Auditorium | F4 |
| NE | North Engineering | F4 |
| NI | Nitschke Hall | F4 |
| NT | Nitschke Technology Commercialization Complex | F4 |
| OE | Ottawa House East | B4 |
| OW | Ottawa House West | B4 |
| PA | Center for Performing Arts | B3 |
| PH | Peterson House | C1 |
| PL | Palmer Hall | E4 |
| PO | Plant Operations | D5 |
| PT | Parks Tower | C3 |
| PR | Presidents Hall | B5 |
| R1 | Research & Tech. Complex 1 | F5 |
| RC | Student Recreation Center | D4 |
| RH | Rocket Hall | B4 |
| RO | Ritter Astrophysical Research Cntr. | D1 |
| SH | Scott Hall | B1 |
| SL | Sullivan Hall | B3 |
| SM | Snyder Memorial | D2 |
| SB | Savage & Associates Business Complex | D1 |
| ST | Stranahan Hall | D1 |
| SU | Student Union | C2 |
| SV | John F. Savage Arena | E2 |
| TC | Transportation Center | C4 |
| TH | Tucker Hall | B1 |
| UC | University Computer Center | E4 |
| UH | University Hall | C1 |
| UR | University Recycling | D5 |
| VT | Varsity 'T' Pavilion | C4 |
| WO | Wolfe Hall | B2 |
| WR | West Ramp Parking Garage | B2 |

## FREQUENT CAMPUS DESTINATIONS

| | |
|---|---|
| Ask Rocky/Information Booth | SU |
| Alumni Office | DC |
| Huntington ATMs | RC, RH, SU, Gateway |
| Athletic Ticket Office | SV |
| Campus Card/ID Center | SU |
| Center for International Studies and Programs | SM |
| Doermann Theatre | UH |
| Excellence and Multicultural Student Success | SU |
| Food Court | SU |
| Fraternities/Sororities | MV |
| Graduate Admissions | UH |
| Honors College | MK |
| Independent Collegian (Newspaper) | CL |
| Information Commons/Library | CL |
| Institutional Research | UH |
| Learning Enhancement Center | CL |
| Lost and Found | TC |
| Main Campus Medical Center/Pharmacy | MC |
| Military Service Center/Lounge | RH |
| Parking Enforcement (info/appeals) | TC |
| Parking Permits | TC |
| Police Department | TC |
| Residence Life/Campus Housing | OW |
| Ritter Planetarium | RO |
| ROTC | HE |
| Rocket Solution Central | RH |
| Student Disability Services | RH |
| Student Legal Services | RH |
| Student Recreation Center | RC |
| Student Support Services | SU |
| Toledo Excel | SU |
| University Bookstore at Gateway | A5 |
| Upward Bound | SU |
| Urban Affairs Center | SM |
| UT Federal Credit Union | SU |
| WXUT-FM Student Radio | SU |
| Writing Center | CL |

UT's Call-A-Ride Service is available to Scott Park Campus.
Summer Semester only, call 419-530-1033 for information.
UT is a tobacco-free institution.

TXT-A-TIP "Have a tip to help with campus safety? Smart Code: 69050/Keyword: UTPD Pass it along!"

Campus Emergency: Call 911 or Campus Police at 419-530-2600.
Campus Non-Emergency: Call 419-530-2601.
UT's Night Watch Escort Service call 419-530-3024.

International Institute on Peace Education
www.i-i-p-e.org info@i-i-p-e.org 419.530.2552

Exhibit
main plenary room
Classrooms&
catered luches
dormitory &
MPR room (6th flor)
Monday dinner
cafeteria
breakfast / diner