INTERNATIONAL INSTITUTE ON PEACE EDUCATION
IIPE 2005 • Rhodes, Greece • July 24 - 30

E=MC^2
Education = Movement for Constructive Change

Educating for Peace through the Arts
Rhodes, Greece
July 24-30, 2005

co-organized by:
Femme-Art-Méditerranée (FAM Network)
& the Peace Education Center,
Teachers College, Columbia University
in collaboration with:
The University of the Aegean

CONTENTS

Welcome to IIPE **Greetings from the IIPE founder, Betty Reardon**	**2**
Greetings from the FAM Network, Aliki Moschis-Gauguet	**3**
IIPE Schedule	**4**
Program Description **Plenary and workshop abstracts**	**7**
Participant Biographies	**15**
Participant Email List	**22**
Reflection Group List	**25**
Contact Information	**26**
Maps	**27**
A Crash Course in Greek	**28**
Notes	**29**
Acknowledgements	**back cover**

GREETINGS FROM the PEACE EDUCATION CENTER

PEACE EDUCATION CENTER
TEACHERS COLLEGE
COLUMBIA UNIVERSITY

Welcome to IIPE 2005!

On behalf of the Peace Education Center at Teachers College Columbia University, I am delighted to welcome all participants to the 2005 International Institute on Peace Education on the spectacularly beautiful island of Rhodes.

Participant is certainly the key word in the planning and experience of IIPE. While each one focuses on a distinct theme, and each takes place on a different venue - a practice that has brought this multi-cultural learning community to most regions of the world -every IIPE strives to manifest the basic principles of peace education. To achieve this IIPE depends in every sense of the word on the ***full participation*** of all members of this temporary but committed ***learning community.*** The program is organized and structured around participatory sessions in which all can learn from all. We hope that all who have come to Rhodes will join in our commitment to make IIPE 2005 a meaningful learning experience, rich in interactions among persons who join the Institute already committed to make education an instrument of peace, human rights and planetary stewardship. No matter our particular responsibilities, all at IIPE are learners. We all still have much to learn, if we are, indeed, to make education an instrument of peace.

The Peace Education Center is exceedingly grateful to Aliki Moschis-Gauguet, for her tireless work on all local arrangements, program planning and community involvement in IIPE 2005, the Rhodes Peace Forum and the Feminist Artists of the Mediterranean, co-sponsor, and the University of the Aegean, host to our daily sessions. The word that complements participant in the spirit and functioning of IIPE is ***partner.*** We hope that the Rhodes partners in IIPE 2005 will continue to work in ***partnership*** with the Center on the many and varied tasks of educating for peace.

I am also personally grateful to those who direct and manage the Center, Tony Jenkins, who as Coordinator and Director of Administration and Research, partnered with Aliki in the program planning and, as he has in previous years, held up the Centers end of making IIPE possible. Janet Gerson, Director of Training, and a participant in many IIPEs, has also played an important role. Tony and Janet have guided the Center in its continued ground breaking work in peace education and its values and method of participatory learning.

With them I welcome other previous participants and those who join for the first time. We hope that all of you will continue to ***participate*** in the world-wide IIPE network of peace educators. Initiated with the first IIPE in 1982, it grows and becomes more productively active with each successive Institute. Welcome to the action for peace that is IIPE!

Betty A. Reardon
Founder of the International Institute on Peace Education
and the Peace Education Center at Teachers College Columbia University

GREETINGS FROM the FAM NETWORK

ΚΑΛΩΣ ΗΡΘΑΤΕ ΣΤΗ ΡΟΔΟ!
Welcome to Rhodes, Greece!

After a long, not always easy preparation period finally comes the moment of reward! The great reward of having you all here in Rhodes, the cross point of Europe, Asia and Africa, a unique place, built up over the centuries on the diversity of people, cultures and religions. Just like today, where old and soon to become friends have gathered from more than 23 countries, representing a wide diversity of cultures, ethnicities, religions and speaking so many different languages!

Yet here, and for a whole week, we will all communicate in one common language: THE UNIVERSAL LANGUAGE OF ART, the only language capable of transcending national, religious, racial and cultural barriers, expressing and revealing the human face of each nation. In our common search of peace and justice, art can become a fundamental tool of communication and mutual understanding merely because art, in its myriad forms, expresses the humanity common to all people. As an emotional language it allows the convergence of different sensitivities and provides the seeds of a genuine understanding of the other, from which can blossom a Culture of Peace around the globe.

In this universal, humanistic effort to construct peace women can become "*the architects*" who will design, build and rebuild peace. *Their role in giving life has provided them with skills and insights essential to peaceful human relations.* Serving precisely this spirit of dialogue and communication through art and women's creativity, The Women Artists of the Mediterranean Network - FAM, under the auspices of UNESCO since 1998, supports and encourages the creative work of women artists from 25 Mediterranean countries contributing actively in the promotion of a Culture of Peace in the region.

On behalf of all women artist members of the FAM Network from all around the Mediterranean region, I wish to thank you all as distinguished participants for coming to Rhodes this year. I would also like to warmly thank the great team of the Peace Education Center at Teachers College Columbia University and especially Tony Jenkins for their support, help and understanding. My recognition goes also to the Aegean University for their collaboration and the Prefecture of the Dodecanese for their support.

Finally I would like to extend my profound gratitude to Betty Reardon, Founder of the Peace Education Center, who has relentlessly dedicated her life to the promotion of Peace and Justice, enlightening with her example our lives.

May the works of IIPE 2005 bring meaningful fruits to all!

Creatively in Peace,

Aliki Moschis-Gauguet
International President-Founder of FAM Network

IIPE 2005 - SCHEDULE

Day 1 – July 24 (Sunday) Arrival Day

- Participants will arrive at various times – registration & check-in will take place in hotel lobby
- An informal congregational space will be established for participants to meet and greet each other
- Meeting of Reflection Group coordinators will take place in the evening

7:00 pm (approximately) Welcoming Dinner (at hotel)

Day 2 – July 25 (Monday)
THEME: Peace Education for Constructive Change: Relevance of the Arts

7:00-8:45	Breakfast (at hotel)
8:45	Bus leaves for campus
9:00-10:00	**Opening Session & Orientation** o Welcome: Ms. Aliki Moschis-Gauguet o Orientation: Tony Jenkins o Intro to Community Art Project: Baris Karayazgan o Introduction to Reflection Groups
10:00–10:30	Coffee Break
10:30–1:00	**Plenary Panel I** **THEME: Peace Education for Constructive Change** Moderator: Janet Gerson Panelists: Liutauras Degesys, Asha Hans, Pat Mische
1:00–2:00	Lunch (on campus)
2:00–3:30	**Concurrent Workshops A**
3:30–4:00	Coffee Break
4:00–6:00	**Reflection Group**
6:30	Dinner (on campus)
7:45	Bus returns to hotel

Day 3 – July 26 (Tuesday)
THEME: The Arts & Conflict Processes: Prevention, Healing, Rebuilding

7:00-8:45	Breakfast (at hotel)
8:45	Bus leaves for campus
9:00–11:00	**Plenary Panel 2** **THEME: The Arts & Conflict Processes** Moderator: Asha Hans

	Panelists: Dr. Helen Agathonos-Georgopoulou, Susan Anderson, Janet Gerson
11:00–11:30	Coffee Break
11:30–1:00	**Concurrent Workshops B**
1:00–2:00	Lunch (on campus)
2:00–3:30	**Concurrent Workshops C**
3:30–4:00	Break
4:00–5:30	**Reflection Groups**
6:00–7:30	Dinner (on campus)
7:45	Bus leaves for hotel

Day 4 – July 27 (Wednesday) Excursion Day

7:30am (timing to be determined)	Cultural Excursion to Lindos No reflection groups scheduled for this day

Day 5 – July 28 (Thursday)
THEME: Peace, Communication, and the Arts: Presentation, Representation, & Literacy

7:00-8:45	Breakfast (at hotel)
8:45	Bus leaves for campus
9:00–11:00	**Plenary 3** **THEME: Peace, Communication, and the Arts** Moderator: Tara Hopkins Panelists: Sami Al-Kilani, Yasuyo Fukanaga, Dale Snauwaert
11:00–11:30	Coffee Break
11:30–1:00	**Concurrent Workshops D**
1:00–2:00	Lunch (on campus)
2:00–3:30	**Concurrent Workshops E**
3:30–4:00	Break
4:00–5:30	**Reflection Groups**
6:00–9:00	**Dinner & <u>Cultural Festival</u> (on campus)**
9:15	Bus leaves for hotel

Day 6 – July 29 (Friday)

THEME: The Art of Peace Education in On-going Conflicts: Diverse Regional Perspectives

7:00-8:45	Breakfast (at hotel)
8:45	Bus leaves for campus
9:00–11:00	**PUBLIC PLENARY** Moderator: Betty Reardon Panelists: Dr. Ghassan Abdullah, Olena Suslova, Sakena Yacoobi
11:00–11:30	Break
11:30–1:00.	**Concurrent Workshops F**
1:00–2:00	Lunch
2:00–3:30	**Concurrent Workshops G**
3:30–4:00	Break
4:00–5:30	**Reflection Groups**
6:00–7:30	Dinner (on campus)
7:45	Bus leaves for hotel

Day 7 – July 30 (Saturday)

7:00-8:45	Breakfast (at hotel)
8:45	Bus leaves for campus
9:00–11:00 .	**Reflection Group Presentations** Moderator: Barbara Barnes
12:00	Lunch (sandwiches and soft drinks)
12:30–2:30.	**Closing Session** Moderator: Olena Suslova
2:30–6:30	Free time: city tour & shopping
6:30	**Closing Dinner in the Old City (location will be announced)**
10:00	Bus leaves for the campus

July 31 (Sunday): Departure Day

PROGRAM
PLENARY & WORKSHOP DESCRIPTIONS

Community Art Project

Baris Karayazgan - Turkey
RECYCLABLE WASTE SCULPTURE PROJECT
"Recyclable Waste Sculpture Project" consists of several levels. The project contains environmental, social and communal art stages. The environmental and the social part of the project takes place before the workshop and is very crucial to the project. We will go over all the aspects about how these are all connected and talk about the facts of the workshop in the beginning. The environmental part involves the learning and practicing recycling (esp.plastics - mostly bottles) and its importance for our world. The social aspect of the project starts when kids start to share this information with others (families, friends, schoolmates, neighbors, people in their community…). Kids should explain the project and try to get them involved in it by collecting recyclable wastes. The final part of the project is a workshop which brings me (the artist) and the community (mostly kids as participants and families as viewers; and in this context, the Institute participants) together to create a "Recyclable Waste Sculpture" in less than 2 hours.

Day 2 – July 25 (Monday)

Plenary Panel 1
THEME: Peace Education for Constructive Change
Moderator: Janet Gerson

Liutauras Degesys - Lithuania
ART AS THE CHANCE IN THE PERSPECTIVE OF INTERCULTURAL MISUNDERSTANDING
This presentation is principally aimed for the incorporation of intercultural understanding by the means of philosophical and civic education into both the school curriculum and the daily life of the school. Art incorporated into the school curriculum may help the teachers to detect and solve the problems which they face improving relations between pupils of different cultural backgrounds and different mentalities. It is based on the idea that art may develop understanding of inextricable interrelation of all people, places, environments and cultures, enabling students to develop skills that will help them to combat prejudice and discrimination. Incorporating Art into the teaching of social sciences may enable pupils to respond positively to the opportunities and challenges of the rapidly changing world, it should reflect the enduring values that contribute to the social justice, respecting differences and human rights. It aims to portray a more balanced view, seeing the positive as well as negative and highlighting similarities as well as differences of historical and social contexts of different cultures.

Asha Hans - India
SOUTH ASIANS FILMS: MILITARISM AND PATRIARCHY
The presentation looks at films from South Asia as a medium of art which is being used most commonly by educators. I begin the presentation with an overall view of films which are both mainstream and documentary made by women directors. The presentation will then move to a particular set of films known to many writers globally which deal with patriarchy and militarism. These films by Ananta Patwardhan introduce the issue directly but unfortunately Patwardhan later finds diverges from the main issue and therefore finds it difficult to link it to daily issues which women face in a patriarchal society.

Pat Mische – USA
COSMIC CREATIVITY AND PEACE EDUCATION: AWAKENING HUMAN CREATIVITY FOR PEACE
Human creativity is a continuation of cosmic and Earth creativity. At each crisis in cosmic and planetary evolution, when existence was threatened by impasses and annihilation, tremendous creativity was summoned, not only to find a way through, but ultimately leading to greater life. This cosmic creativity has been characterized by increasing: 1) differentiation, 2) interiority and subjectivity; and 3) communion. Now, when warfare and structural violence threaten human existence and planetary health, peace educators must help awaken and nurture tremendous human creativity as a path to greater life. This presentation will consider the creative processes as they relate to the 3 principles of increasing differentiation, subjectivity, and communion, and offer concrete examples of this creativity at work for peace and nonviolence.

Concurrent Workshop Session A

1) REHEARSAL FOR THE REVOLUTION
(Charlotta Andersson – Sweden, Jill Becker – USA, Maria Damato – USA)

This workshop is designed for the participants to step outside their preconceived ideas of theatre and to work towards the sharing of ideas rather than entertainment. The instructors hope to create discourse through theater exercises that will address issues of concern within systems of oppression. Through games, exercises and dialogue the participant will be encouraged to get in touch with their body as a tool for communication and creation.

2) LOGICS AND ART: THE CHANCE IN THE PERSPECTIVE OF INTERPERSONAL MISUNDERSTANDING
(Rasa Askinyte-Degesiene - Lithuania)

This interactive workshop will suggest short theoretical introduction and practical procedures how to use Art and Logics as an instrument in teaching interpersonal understanding. Some temporal communities of inquiry will be created acting in attempt to find the different ways to understand the same case or concept. The theoretical meta-analysis will focus on a problem of possibility or impossibility to understand the Other. This workshop will consist of some activities and short final discussion.

3) SNAP, CRACKLE, POP! PARTICIPATORY PHOTOGRAPHY PROJECTS AND PEACEBUILDING
(Albie Sharpe - Japan)

What is the difference between peace and war photography? Do photojournalists really succeed in creating images which undermine support for conflict? Or do they support a system which prolongs conflict? What effects do images of fear and suffering have on their audiences? Is there an alternative? The workshop will involve a discussion about the distinctions, if there are any, between peace and war photography, and then move on to the role of participatory photography projects in rebuilding communities after conflicts. We will discuss several NGOs that have organized such projects with young people. Participants will then be asked to design a participatory photography project for themselves in small groups.

4) EDUCATING FOR GENDER EQUALITY AND WOMEN'S RIGHTS: USING THE ARTS
(Memoona R. Khan - Pakistan)

The larger group will be divided into smaller groups which will have to participate in an creative interactive creative social mapping exercise. Each group will be instructed to choose one or more outstanding basic right (particularly a cherished belief or institution among women) of gender equality and women's rights which is enshrined in their constitution or religion, but violated with impunity in their own country. They will be asked to describe or depict how violation of this right could be interpreted in meaningful ways by means of local art forms so as to reach two or three diverse types of audiences. Clues should be found in the ways that the intelligentsia or liberal elements in their society as well as forms of folk art deal with this issue.

5) USING THE ARTS FOR COMMUNITY BUILDING AND SOCIAL TRANSFORMATION
(Cindy Maguire - USA)

Many communities around the world are involved in using arts and cultural practices to engage in community building and social transformation, which can include the work of peace education. This workshop will look at three different examples of community based installations that work towards community building and creating the ground for peace. Questions regarding pedagogy and methodology will be covered through participants engaging, individually and collectively, in the installation process. These activities will be directly tied into the IIPE collaborative community based installation.

Day 3 – July 26 (Tuesday)

Plenary Panel 2

THEME: The Arts & Conflict Processes

Moderator: Asha Hans

Dr. Helen (Eleni) Agathonos-Georgopoulou – Greece
COLORS IN THE TOWN:
NEEDS ASSESSMENT AND INTERVENTION IN A SOCIALLY EXCLUDED COMMUNITY IN RHODES

The community of 3500 residents was created in the late 1970's as a housing project of the Ministry of Health and Welfare, for welfare recipients and their families living in the Dodecanese islands. Reasons for dependency by the state: physical and mental disability, single parenthood, incapacitated parents, refugee status, large family and associated poverty. In 1995, a needs assessment survey disclosed a multi-problem socially excluded community presenting unemployment, family violence, child abuse, juvenile delinquency, collective anger towards the political system. A 7year intervention was carried out, funded by various

national and European sources. Aims: from exclusion to integration, reaching out to vulnerable groups (women 25-50yrs, youth, preschool children). The evaluation revealed considerable improvement and reaching of targets.

Susan Anderson - USA
TRAUMA AND HEALING CONFLICT THROUGH THE ARTS

Imagine for a moment witnessing acts of violence against your family members, experiencing unspeakable acts of savagery committed against yourself, seeing your city crumble into a heap of rubble. Now imagine experiencing all this by the age of ten, or while holding your children, hoping to protect them from that violence. How might the arts promote healing from these life altering events, and provide an environment to foster conflict resolution for the victims? Susan Anderson, founder of The ArtReach Foundation (www.artreachfoundation.org) will present some of the ways her organization has used art, drama and music in their work in Bosnia during the last five years.

Janet Gerson - USA
SPECTACLE AND JUDGEMENT: THE WORLD TRIBUNAL ON IRAQ

The World Tribunal on Iraq (WTI) took off as a global civil society movement in response to the US-UK coalition attack on Iraq. Building solidarity amongst diverse regional groups, 20 cities held hearings with a culminating session in Istanbul in June. Conceptual, factual and emotional contributions were crafted through a collaborative multi-peoples' process into a formal three day event modeled on the 1967 Russell Tribunal on the Vietnam War. The "Preliminary Declaration of the Jury of Conscience" maps the findings, articulates charges and offers recommendations. The symbolic and practical importance of the WTI public spectacle, the judgment and recommendations will be explored as tools of the peace movement and peace education.

Concurrent Workshops B

1) CONFLICT RESOLUTION AND PEACE BUILDING IN FAIRY TALES AND FOLK TALES (Jenny Engström - United Kingdom)

In this workshop we will explore the themes of conflict and peace in some of the folk tales and fairy tales we may have grown up with. In doing this, we will look deeper into the lives of Cinderella, her Stepsisters and other familiar characters, with the aim of helping them transform their conflicts into peaceful relationships. We will draw on stories from across the world, and participants are encouraged to contribute their folk tales from their own cultures. This will be a highly interactive workshop, containing both conceptual material and role play.

2) HEALING THE MIND FROM VIOLENT IMAGES (Gabriela Ines Lasko - Canada)

From pain to resolution, from trauma to peace of mind…two collages, immediate art. No need to know how to draw here! Using notions from EMDR (Eye movement Desensitization and Reprocessing) a therapy used for shock and traumatic experiences, listening to music and watching excerpts of films learn how to use ART to bring out a traumatic experience into a visual image. Transform that image to empower yourself visually into new hope. We will do some guided mediation, discussion, and transformation, metamorphosis… Participants should bring two small passport photos of themselves…and if they don't we shall make it up!

3) USING DRAMA AND IMPROVISATION TO GENERATE CONFLICT RESOLUTION SKILLS (Anya Elizabeth Jacobson - USA)

In this participatory workshop we will explore whys and ways in which drama and improvisation can help develop skills for conflict resolution. Acting games and role play will be furthered and deepened to look at how such activities can help develop personal understanding, create empathy, and highlight issues of communication. We will also look briefly at historical and living examples of drama as political protest and discuss ways to include drama in your curriculum.

4) USING MOVEMENT FOR EMOTIONAL AND SOCIAL DEVELOPMENT (Martha James - USA)

In this interactive session we will be exploring movement as a vehicle for self expression and understanding. All levels of movers are encouraged to join us. We will, as a group, learn a foundational movement vocabulary to create a level of comfort for the dancer that lives inside all of us. We will then learn to uncover the movement that is hidden within words and use that movement as a tools for discussion and understanding of cultures around the world and in our homes. Friere says that dialouge is love and I believe that creating a language of movement with which to dialouge is a rich opportunity to begin a cultural dialouge leading us towards the possibility of love.

5) MOVE ME A STORY: UNDERSTANDING LOSS AND GRIEVING THROUGH STORYTELLING AND DANCE (Melinda Salzman - USA)

During our lifetime we will each experience varieties of loss, ranging from developmental losses such as leaving home to the death of loved ones, the loss of home and country, or the loss of dreams. In this workshop, we will use storytelling and movement to become familiar with common reactions to loss, concepts of grieving, and how integrating loss helps us master new skills and gain wisdom. By supporting individuals and groups who are suffering from loss, we intend to replace hatred and retaliation with forgiveness and growth. Workshop participants will draw on stories of loss—either personal or societal—to develop movement phrases as a medium for integrating loss.

Concurrent Workshops C

1) THIS IS MY HOME: A HUMAN RIGHTS EDUCATION EXPERIENCE AND DOCUMENTING HUMAN RIGHTS EDUCATION THROUGH THE ARTS (Christina Clusiau - USA)

In this workshop we will view visual resource tools that the University of Minnesota Human Rights Center in collaboration with the Minnesota Department of Human Rights is developing and currently piloting. One resource tool is a new k-12 Human Rights Education Framework and Process Model to intergrate human rights and peace education into school throughout Minnesota. This is My Home: A Human Rights Education Experience. The other resource tools are visual representations of human rights and peace education through the arts in action. We will also take some time to discuss the idea of sharing and bringing our stories home and how we can do this in a creative, artistic way. We will explore the core question of how does arts create a community of respect, sharing and learning? And how do we evaluate and measure for Human Rights Education in an artistic way.

2) USING CREATIVITY IN WORKSHOPS/TRAININGS TO BUILD HUMAN DIGNITY AND HUMAN SECURITY (Tara Hopkins - Turkey)

This interactive workshop is designed to give an idea of our training program 'Human Dignity and Human Security,' which is designed for people working with children in poverty and violence yet not necessarily trained in rights. We focus on the background for rights first in the belief that more people living in oppressed areas need to be empowered before they are able to realize their rights. This workship will focus on activities that both use and encourage participants' own creativity in order to understand the concepts of dignity, gender equality, awareness of self and human rights.

3) CREATIVE EXPRESSIONS OF CONFLICT TRANSFORMATION USING FOLKTALES (Michele Milner - Canada)

This workshop will look at how creative methods of re-telling folktales can be used to identify and explore different concepts related to conflict resolution and transformation. Experiential learning through movement, drama, music and visual art can provide alternative ways of knowing and understanding while allowing students to physically experience the concepts and emotions associated with complex topics. In intercultural learning situations, expressive arts activities can be particularly useful in building skills in observation, while validating multiple interpretations of concepts. This builds respect and trust in other's ideas through positive group interaction and supports thinking dispositions such as being open-minded, and reflective.

4) TRANSFORMING XENOPHOBIA THRU CREATIVE EXPRESSION (Mary N. Ntabeni - Lesotho)

Conflict and systematic racism permeated the social fabric of the southern African region for centuries until South Africa was liberated in 1994. This feat was achieved through the enduring peacemaking efforts of countries, organisations, movements and individuals. However, more peace-building and peacekeeping work still needs to be done to combat xenophobia and many other inhumane and discriminatory practices that continue to plague the region. Therefore, participatory activities of fostering tolerance will include drama/role-play/simulation/mock-interviews, poems, songs, and images/drawings. The idea is to address the problem of xenophobia by drawing lessons from the actions and words of peace of Moshoeshoe I of Lesotho and the South African Nobel Peace Prize Laureates, all in the spirit of continuing and reinforcing a culture of peace for the present and future.

5) RECYCLABLE WASTE SCULPTURE PROJECT (Baris Karayazgan – Turkey)

See description above – re: community art project.

Day 5 – July 28 (Thursday)

Plenary 3

THEME: Peace, Communication, and the Arts

Moderator: Tara Hopkins

Sami Zaidalkilani - Palestine

A SUGGESTED MODEL FOR PERSONALITY/IDENTITY

This is a trial to describe the Personality of the individual or the Identity of a group or an organization through a model depending on a multidimensional space. The space is defined by a set of axes. Each axis represents a characteristic that is given a value between two pole-values representing the opposite extremes. It is assumed that the personality/identity is attracted by the extremes, where "Big Yes" gives false satisfaction and blocks effective communication with surrounding. The model will give 3 main indicators of the personality/identity: Diversity of references defined by the number of axes; Acceptance of pluralism defined by the summation of squares of values on axes divided by number of axes; and a qualitative one determined by solid curve produced by the values on

the axes. The Idea is still vague and many challenges are facing this suggested model to make it meaning full through details of the abstracted model.

Yasuyo Fukanaga – Japan
LANGUAGE, DIFFERENCE AND POWER IN HOLLYWOOD FILMS

D. W. Griffith once said, "The task I am trying to achieve is to make people see." Films show us what it's like to be human. They help us view the world and identify with people we'd otherwise be unaware of. We can believe what we see, and say "I see" meaning "I understand". Foucault, however, warns that perception is not a literal way of seeing, because it is governed by modes of discourse characterizing particular regimes. We need to be film literate in order to become analytical, critical and active viewers of film especially in the age of Hollywood.

Dale Snauwaert - USA
AESTHETIC EXPERIENCE AND THE ETHICS OF PEACE AS HUMAN FLOURISHING

It is argued that human (natural) rights are grounded in the realization of universal "basic values (goods)," and these values constitute, in multiple individual and cultural instantiations, human flourishing. A peaceful society can be understood as one that guarantees human rights, safeguarding basic values, thereby providing the social conditions necessary for human flourishing. In turn, aesthetic experience is both a basic value necessary for human flourishing and a necessary condition for the development of the moral capacities through which human beings engage as competent moral agents. Aesthetic experience is therefore a requirement of both peace and peace education.

Concurrent Workshops D

1) FACILITATING STUDENT PARTICIPATION AND EMPOWERMENT THROUGH PRODUCTIONS/EVENTS (Donna McInnis - Japan)

(Hunger Banquet; Speak Truth to Power Play and Photo Exhibit; The Council of All Beings; Tokyo War Crimes Tribunal Volunteer Activity, Necessary Targets – Play by Eve Ensler) By tapping into students' creative capacities we awaken in them the passion for creative peacebuilding and action. The opportunity to organize and stage an awareness-raising production or event empowers them with valuable skills to affect and transform their world. It encourages them to learn and to teach, to be inspired and to inspire, and to actively engage in creating and realizing a culture of peace. Workshop participants will receive a packet of ready to use materials, scripts, planning advice, and resources which engage learners in peace action, and hopefully instills in them a life-long commitment to active engagement for change.

2) THE ART OF PHOTOGRAPHY AND PEACE POLITICS (Jelena Miletic - Serbia & Montenegro)

Contemporary art has new approach to objective reality. It's not only resistance or struggle of classes it is new invention. The intent of women artist present particular state of mind which is different from mainstream thought. Vesna Pavlovic is a women photographer whose photography was a medium of peace during war in Former Yugoslavia. Her artistic value is to show peace resistance of the Women in Black. Their expression is "the resistance of silence." Milica Tomic and I use popular mediums (photos in magazines and postcards) to forewarning their citizens about crimes which occurred during The Second World War. The intent of the message is the emancipation of woman. Woman artist reality put woman in isolation. Women are always the object in popular media. The authors turn of the situation, they became subject of message, their perfomative act produced different woman. They identify with victims but they refuse to become as victims. Their bodies become the political body.

3) MEDIA LITERACY, SOCIAL JUSTICE, AND THE CONSTRUCTION OF YOUTH NARRATIVES (Maria Hantzopoulos – USA, & Tammy Arnstein - USA)

In this workshop we will explore the intersection of media literacy and peace education theory, examining how mainstream films perpetuate a culture of both structural and direct violence. Since films are a popular medium among young people, we will present ways to help students approach media from a critical perspective. Through a common strategy -envisioning - we will bridge peace education and media production. We investigate methods and structures for young people both to critique and to imagine alternatives to the current local, national, and global climate and we will provide examples of youth-produced videos that explore themes of social justice and structural violence. Finally, we will create our own alternative visions of more just and peaceful communities through the use of simple narrative and visual techniques such as storyboarding and scenario writing.

4) THE ART OF STORYTELLING THROUGH THE ARTS (Peggy Sotirhos - USA / Greece)

In this workshop, participants will work on the process of developing arts based programs which encourage visual inclusion and storytelling about their experiences.

5) FORENSIC LINGUISTICS: HOW TO AVOID LANGUAGE CRIMES (Effie Papatzikou Cochran - US / Greece)

Oral or written legal argumentation can be used or abused to the detriment of children, non-native speakers of a language, women and other minorities. Forensic Linguistics is linguistics applied to legal proceedings, and covers graphology, phonology, and discourse analysis. Acting as expert witnesses, forensic linguists examine what language users know and do in court. They interpret and analyze language, accents and dialects, including body language, overlapping speech, and interruption patterns on tapes.

Participants will be given court situations to write scripts for and perform them for each other.

Concurrent Workshops E

1) ARAB CHILDREN EXPRESS IN ART AND COMMUNICATE WITH PUPPETS (Maha Zaru - Jordan)

Part 1: The Art works presented are expressions in art forms of children's points of view towards situations They are selected from the annual Arab Children's Congress Workshops with children Artworks from Palestinian and Jordanian children. Part 2: Traveling Puppet Performance (Kanafeesh) which is targeted to children from all sectors of the community, traveled in a Kanafeesh bus to villages and remote areas in Jordan The tours are meant to stir imagination, develop attitudes towards the other and invite for participation, learning and communication among children of different age levels and backgrounds. The creative puppets are produced from scrap and available materials the program is supported by the Performing Arts Center and enhanced by the feed back of children.

2) REPRESENTATION AND PERCEPTION IN WAR TIME. CLOSE-UP: SYRIA (Nathalie Applewhite – USA, Cynthia Croot - USA)

This interactive workshop will begin from a global perspective examining questions of self and national representation in the mainstream media, asking how these representations relate to the individual, and national "will to war". Focusing specifically on current US-Syria relations we'll use news reports and video clips to explore how the "enemy" is presented in war time. And finally we'll ask how alternative mediums, including theater, poetry and music, combined with new technologies that allow for greater self representation, such as the internet and digital video, can help shape perceptions that promote a more peaceful global community.

3) THE ART OF FILM AND THE ART OF DRAMA AS CONDUITS FOR PEACE EDUCATION PEDAGOGY (Shyrl Matias - USA)

This workshop will focus on the art of film and the art of drama as conduits for peace education pedagogy. Participants will directly engage in the art of dramatic presentation through pantomime, improvisation, and scripted work as mediums for peace education. We will examine "The War Prayer" by the American satirist, Mark Twain, as text and script, and consider the impact of the dramatic script compared to the written text. We will visit the concepts of "guerilla" and "street" theatre in conjunction with peace education pedagogy. Participants will receive an overview of the workshop and a list of pertinent websites.

4) BUILDING COMMUNITY THROUGH MUSIC (Barbara Barnes - USA)

We are all music makers. In this workshop we will draw on this potential to improvise and create music in small ensembles and as a community. We will engage in a series of musical activities drawn from a 'Music for People' curriculum. This workshop is for anyone who would like to engage in a creative experience using sounds and rhythms for self-expression and to build community. Individuals with some musical background are encouraged to bring their instruments; the rest of us are asked to bring something from our everyday world, with which to make sounds and rhythms.

5) TO BE DETERMINED_____

Day 6 – July 29 (Friday)

PUBLIC PLENARY

Moderator: Betty Reardon

Ghassan Abdullah - Palestine
ART FOR UNDERSTANDING

Representing the Middle East Children's Association's (MECA) experience, this presentation will focus on the the Art Group work to achieve understanding between Israeli and Palestinian teachers towards peace for all.

Olena Suslova - Ukraine
PEOPLE SURPRISING US IN A COUNTRY WE DIDN'T KNOW

The Orange Revolution in Ukraine this past year changed a lot not only in Ukraine but broader in region. It was followed by many myths and radically opposite opinions. Some tell that it was a political project prepared and done in Russia or USA. This plenary presentation will try to analyze non-violent tools of the Orange Revolution, particularly its arts and oral stories told by "barricades revolutionists." Gender division of the Orange Revolution will be also explored.

Sakena Yacoobi – Afghanistan

THE AFGHAN INSTITUTE OF LEARNING: USING ART TO FURTHER PEACE, EDUCATION, AND ECONOMIC OPPORTUNITY

As Afghanistan struggles through reconstruction, persistent violence threatens women and children. In order to create lasting peace in Afghanistan, the Afghan Institute of Learning brings education and economic opportunity to Afghan women and children through interactive artistic exercises like role plays, drawing, rug weaving, sewing, and calligraphy. Women learn artistic skills and start businesses to support themselves and their children. The Afghan Institute of Learning is using art to further peace in Afghanistan as a source of cultural pride, a method of communicating positive messages in the midst of violence, and a strategy for re-engaging people in constructive traditions.

Concurrent Workshops F

1) THEATRE EXERCISES AND GAMES FOR PEACE (Yasmine El Rifai - Egypt)

A successful play and a peaceful world have many ingredients in common: trust, cooperation, good listening abilities, acceptance of the self and the other, teamwork and creativity are but a few. In this workshop, participants will engage in a number of theatre exercises and games to explore the potentials of that mode of bodily expression and how it can be used in the education for peace and non violence.

2) DESIGNING AN EXPERIENTIAL LEARNING PROGRAM: COLLABORATION OF UNIVERSITY CURRICULUM AND NGO ACTIVITIES (Kathy Matsui - Japan)

This workshop will first introduce the design and establishment of the Department of Global Citizenship Studies, Seisen University, Tokyo, Japan. The curriculum of this department offers three areas: Global Society, Multicultural Understanding and Fieldwork. Fieldwork courses consist of numerous experiential learning programs. One significant program is Peace Boat Global University. The department also offers experiential learning opportunities for students: International Student Symposium on Environmental Education, and Hunger Banquet. In this workshop, participants will discuss and design a curriculum that can serve as a model to various institutions.

3) USING THEOBALD TECHNIQUES IN VISIONING AND TEACHING PEACE (Benjamin Page - USA)

Inspired by the thinking of scientist-priest PierreTeilhard de Chardin and my participation in workshops of futurist Robert Theobald, this workshop will seek to model ways of "empowering" people to envision peace and become involved in efforts to achieve it. In preparation (in advance), participants should think about their visions of peace, and of what has to happen to get "there" from "here"—what in your personal life or today's world can be built upon; what in either needs to be changed; in your experience how does personal or social change happen; what can you do in your personal life or relationships with others—with the world--to help this happen. Bring notes or write-ups (1 page), to share (20 copies). Suggested advance reading: Benjamin Page with Robert Theobald, "Creativity in Turbulent Times," The Futurist, September-October 1989, pp. 25-28

4) SEX, MUSIC AND VIDEOTAPE (Diane Scanlon - USA)

How can popular culture be used to promote women's human rights? Can mainstream media be a force to combat violence against women? This workshop will present a case study on Breakthrough's use of popular music along with two music videos on violence against women one of which became a chartbuster in India. The videos reached millions through television broadcast and have now become a popular tool used by social justice groups globally to raise awareness about women's human rights. Through discussion and demonstration, the workshop will explore how culturally specific popular culture can transcend boundaries and reach youth and the general public globally. It will also explore how collaborations with mainstream media can be wrought to promote women's human rights and social justice.

5) CRITICAL APPROACH TO CONFLICTS, CONFLICT RESOLUTION, EDUCATION FOR PEACE AND EDUCATION FOR DEMOCRACY (Benny Birnbaum - Luxembourg)

This is an invitation to a critical reflection on our roles as academics, psychologists, facilitators or educators in the process of social change. We can decide to be committed to human liberation in the work we do, and in every moment of our lives. An invitation to propose that another life is possible, a different society, more just, more equal, more free, with the alternative of permanent solidarity, caring, happiness, for all human beings. The basic assumption will be that we have all the possibilities and alternatives, there are in our decisions and choices, we will learn how to be what we have chosen to be. It's not magic, it's not nature, it's not any kind of divinity, we, and only we, define and create the conditions to be friends or enemies.

Concurrent Workshops G

1) POETRY FOR EVERYONE: A MEDIUM FOR BUILDING POSITIVE PEACE (Doris Brosnan - USA)

"You take my arm and say something will happen, something unusual for which we were always prepared"(M. Strand, 1984).

People often feel that participation in the arts is limited to those labeled as "artists." However, poetry, which I define as "art with words," is an accessible medium through which anyone can express thoughts in a meaningful way. Poetry allows us to view our world and share our understandings in unique and powerful ways. In this workshop, beginning and more seasoned writers will have the opportunity to read, recite, compose, listen to and share poetry related to concepts of Peace Education and peace building (Reardon). We will develop the sensitivities cultivated in "aesthetic education" as taught by Maxine Greene, that is, listening and creating to expand our understanding of the human experience and the human journey. Activities will include the basic practice of emulation in beginning poetry composition as well as free verse writing, with flexible degrees of support for participants. This workshop is designed to be easily replicable for participants to take back to their formal and informal educational settings.

2) TEACHING WHAT MATTERS: CURRICULUM DEVELOPMENT FOR SOCIAL CHANGE (Laura Hilger-Rector - USA)

what the research shows in regards to best practices for learning. Working in small groups, we will investigate what we know, and what we want to know with curriculum development. We will then look at some examples of how to connect education standards that we want our kids to know and be able to do with valuable thematic lessons. As a result, we can look at the ultimate need: Peace/Human Rights education as a content area focus for our schools. Essential Questions: What process is my organization using for curriculum development? What do kids need to know and be able to do in the area of peace/human rights education? What connections need to be in place between the learners and their world in order for social change to take place?

3) DRAFTING A PEACE EDUCATION VISION (Cabby Tennis - Egypt)

This workshop will give a brief overview of the peace curriculum study group initiative at CAC and the Sri Lankan library relief project and invite others, educators or not, to contribute their thinking/experiences. A possible goal for those present might be to draft a set of essential steps/reminders for peace educators considering a curricular pilot or concrete project.

4) INTEGRATING GLOBAL EDUCATION, LANGUAGE LEARNING AND MULTIPLE INTELLIGENCES (Cindy Tisdall-McPhee - Japan)

In this workshop participants will explore the integration of global education, multiple intelligences and language learning. Following a brief introduction, participants will be guided through one global education activity. This activity will serve as a springboard for teachers to encourage their students to share their perceptions and understandings of the multiplicity of peace, including possible, preferred, probable and alternative futures. This activity can be easily adapted to meet the needs of a variety of age groups, linguistic abilities and multiple intelligences. The workshop will close with a guided imagery exercise for the reflective practitioner.

5) COSMIC DANCE (Pat Mische – USA)

This workshop will explore Cosmic Creativity through ritual and movement. It will engage participants in considering their roles in the further stages of planetary evolution and peace building (see plenary description on day 2 for more information).

PARTICIPANT BIOGRAPHIES

(in alphabetical order)

Dr. Ghassan Abdullah - Palestine
MECA
Dr.Ghassan Abdullah is a lecturer in Educational Psychology, the author of several books, the latest an Anti –hate educational manual. He is co-director of the Middle East Children Association. He has received several international awards through UNESCO, Konrad Aden War, The Hague Appeal for Peace, and Search for Common Ground.

Dr. Helen Agathonos-Georgopoulou - Greece
Department of Family Relations, Institute of Child Health
PhD. Psychology, University of Birmingham; MA Counseling Psychology, Ball State University; BA Social Work, Deree-Pierce College, Athens. 35 year experience as a researcher and clinician; Head, Department of Family Relations, Institute of Child Health. Areas of professional work: prevention of child maltreatment, social exclusion, needs assessment of systems and intervention (children's institutions, communities), health promotion, child advocacy/children's rights. Extensive publication on above issues.

Muharrem Amcazade - Cyprus

Charlotta Andersson - Sweden
Antioch College
Charlotta Andersson is completing her degree in Peace Studies with a minor focus in Dance at Antioch College, USA. She has a passion for the enforcement of human rights especially the rights of women and children. During the fall term, she will be completing and internship at the Coalition Against Women in Trafficking-Asia Pacific, in Quezon City, The Philippines.

Susan Anderson - USA
The ArtReach Foundation
Susan Anderson from Atlanta, Georgia is the founder and executive director of The ArtReach Foundation whose mission is to help children who have suffered trauma from war and natural disaster by the use of the expressive arts therapies (visual, dramatic, musical and group process). Their programs include psycho-social training for teachers who work in these regions.

Nathalie Applewhite - USA
Columbia University, School of International & Public Affairs
Nathalie Applewhite has worked as a producer, director and editor on documentaries, educational, and political media productions. Her documentary "Picture Me an Enemy" about two women from the former Yugoslavia won numerous awards. Currently, she is pursuing a Masters in International Affairs at Columbia University, combining media, conflict prevention/resolution and Middle East studies.

Tammy Arnstein - USA
Teachers College
Tammy Arnstein is a Master of Education student at Teachers College, Columbia University in International Educational Development specializing in Peace Education. Tammy also has Master of Fine Arts degree in media production from the University of Texas at Austin. She has taught media literacy at the Museum of the Moving Image and has worked in public television administration.

Rasa Askinyte-Degesiene - Lithuania
Vilnius Pedagogical University

Chieko Baba - Japan
Human Resource Learning Center

Maria Bakari - Greece
Association for Community Colleges

Barbara Barnes - USA
Educators for Social Responsibility, New York City Labor Chorus, TC Peace Education Center
Barbara Barnes is active in musical groups and in peace education activities in New York City. She is a member of Music for People and attended their leadership training program for two years. She believes strongly in the power of music to heal, both individually and collectively, and to strengthen and build a sense of community.

Jill Becker - USA
Antioch College
Jill Becker, Associate Professor of Dance at Antioch College, directed Jill Becker and Dancers in New York City (1980-86) and tours with a solo program entitled Portraits of Women.

Benny Birnbaum - Luxembourg
EDPD (Education For Peace And Democracy)
Director General, International Relations and Ideological Director of EDPD (Education for Peace and Democracy). EDPD is an international non-profit organization whose purpose is to define, prepare and implement educational programs and material on all subjects related to Education for democracy, human rights and conflict resolution.

Doris Brosnan - USA
Teachers College Peace Education
Doris Brosnan is a Literacy and Language Arts educator for schools in the New York City area. She has been involved with poetry and creative writing throughout her career and has had poetry published in regional anthologies. Doris is a doctoral student in Peace Education and Human Rights at Teachers College. Her dissertation focus is ideology and equity in education provision for inner city public schools.

Christina Clusiau - USA
University of Minnesota Human Rights Center
Christina Clusiau is a freelance photographer and an employee with The University of Minnesota Human Rights Center. Her work at the Human Rights Center is primarily focused peace and human rights education through facilitation and documentation, using various artistic forms and methods. Currently she is helping to develop and pilot a new K-12 Human Rights Education Framework and Process Model to intergrate human rights into schools throughout Minnesota. This is My Home: A Human Rights Education Experience.

Cynthia Croot - USA
Theaters Against War
Cynthia Croot is a writer, teacher and director credited with dozens of productions from Alaska to South Africa to Argentina. She is a frequent university guest artist, a THAW (Theaters Against War) Steering Committee member, Firefly member (Amnesty International), and U.S./Syria Exchange delegate with the Center for International Conflict Resolution.

Maria Damato - USA
Antioch College
Maria Damato is completing her degree in Peace through Performing Arts at Antioch College, USA. She has prior experience with teaching Theatre of the Oppressed techniques to students in a rural village in El Salvador and hopes to work with socially aware theatre in the future.

Liutauras Degėsys - Lithuania
Vilnius Pedagogical University
Liutauras Degėsys graduated from Vilnius University (Psychology-Philosophy), postgraduate studies in the Department of Philosophy and Logics at Vilnius University, Ph.D., Postgraduate studies at Central European University, Prague and Budapest: History and Philosophy of Art and Architecture, Diploma, International Writing Programme at Iowa University, Postdoctoral studies at Montclair State University, P4C Programme. He has published works on Philosophy of Education, Philosophy of Art and Social Philosophy, 6 books of poetry, textbooks and manuals for the secondary school and University students.

Areti Demosthenous - Cyprus
Institute of Historical Research for Peace

Yasmine El Rifai - Egypt
My strong belief in peace education as a way to peace has made me work in the development of curricula and animation of "life skills" classes for a school in Cairo. Also, having recently discovered the potentials of theatre in

education, I helped animating theatre groups during the last year.

Dr. Jenny Engström - United Kingdom
Conflict and Change
Jenny Engström holds a PhD in International Relations from the London School of Economics. She has been involved in conflict resolution work academically and practically for several years and is currently working as a trainer in conflict resolution as well as lecturing in peace and conflict studies in London.

Yasuyo Fukunaga - Japan
Ferris University
Yasuyo Fukunaga teaches film and English at Ferris University, Yokohama, Japan. She is a professional translator of film scripts, and a teacher trainer on English through film. She is a founding member of the Association for Teaching English through Movies, and was an organizer of the IIPE'96.

Janet Gerson (Tribich) - USA
Peace Education Center, Teachers College Columbia University
Janet Gerson is Acting Director and Director of Training of the Peace Education Center, Teachers College, Columbia University and an organizer of IIPE. A contributor to *Learning to Abolish War: Teaching toward a Culture of Peace* (Reardon & Cabezudo, 2002) and *The Handbook of Conflict Resolution* (M. Deutsch & P. Coleman, 2000.), her current research is on the World Tribunal on Iraq. She founded Dance Stream, a dance company and vehicle for community building through the arts, and is an advisor to the Theatre of the Oppressed Laboratory.

Asha Hans - India
School of Women's Studies, Utkal University
Asha Hans teaches at Utkal University, India. She has been working in the field patriarchy and militarism and plays an active role in attempting to stop the spread of religious communalism. She has recently started a new organization called Sansristi with a focus on processes of reconciliation and training.

Maria Hantzopoulos - USA
Teachers College
Maria Hantzopoulos is a Doctor of Education student at Teacher's College, Columbia University in International Educational Development specializing in peace education. She also is an educator at Humanities Preparatory Academy, an alternative public high school in New York where she is currently a curriculum guide. Maria has worked for organizations such as Seeds as Peace, Global Kids, and ASPIRA of New York.

Paula Herz - USA
West Side Federation for Senior Supportive Housing

Laura Hilger-Rector - USA
Highland Tech High - Anchorage, AK
I attended the University of Georgia where I earned a Bachelor of Arts in Speech Communication in 1996. During that span of time, I left college to travel abroad in Greece and I also attended an exchange program to The University of Alaska-Fairbanks. After graduation, I moved to Alaska, and earned my second degree, a Bachelor of Arts in English with a teaching emphasis. From there, I went directly into a Master's program for teaching English which I earned in 1999. Since then, I have had five years of teaching experience that have involved a wide range of age groups, subjects, and models. Due the needs of my state, even though I have degrees in English, I have also spent a lot of time in social studies areas. This has enabled me to concentrate on other education passions such as human rights and service learning. My current position at Highland Tech has given me the opportunity to work closely with curriculum development, and the Quality Schools Model in which we design standards based on state standards, best practices, and the needs of the 21st century. In addition, I have held leadership positions within the teaching staff that have given me experience with mentoring, administration, and parent outreach.

Tara Hopkins - Turkey
Civic Involvement Projects

Dr. Kim Kwang Hyun – South Korea
Asia Pacific Centre of Education for International Understanding

Anya Jacobson - USA
Educators for Nonviolence
Anya Jacobson is a 7th grade teacher at Forest Charter School in Nevada City, California. She is a member of Educators for Nonviolence, an activist group seeking to make the teaching on nonviolence part of mainstream education in the US. She is a graduate of the University of California, Berkeley (BA, Peace Studies) and the London School of Economics and Political Science (Msc, Gender).

Martha James - USA
Saint Paul Public Schools/University of St. Thomas

Tony Jenkins - USA
Peace Education Center, Teachers College Columbia University
Tony Jenkins is the Director of Administration and Research Coordinator at the Peace Education Center of Teachers College, Columbia University and the General Coordinator of the International Institutes on Peace Education (IIPE), planning and coordinating institutes in the Manila, Seoul, and Istanbul and Rhodes, Greece. His current work focuses on pedagogical research and educational design and development with special interest in alternative security systems, disarmament and gender. Tony regularly conducts courses and workshops in peace education at Teachers College New York and Tokyo campuses, and at the University for Peace in Costa Rica.

Baris Karayazgan - Turkey
I am a practicing artist (sculptor) and an educator. I have a Master of Fine Art degree from SUNY Albany, NY in America. I have been working with children for almost 12 years now and at this stage I own/work at "Pace Kids Art Center" in Istanbul. Also in the last 3 years I have been working on a global project called "Global Heart Project". I see this project as my life's most important work so far…

Memoona Rauf Khan - Pakistan
Independent Activist and Associate Professor, Economics, International Islamic University, Pakisian

Gabriela Lasko - Canada
I was born in Argentina. I have lived in several countries and mostly in Canada where I reside now. I have a Bachelors Honours degree from the University of Manitoba and a Masters in Fine Arts from Lousiana State University. My work has always been concerned with Human Rights and the concept of the "other" in gender or racial terms. I have four children and live out in the country in the rural area of Selkirk in Manitoba.

Cindy Maguire - USA
New York University

Dr. Shyrl Topp Matias - USA
Punahou School
Dr. Shyrl Topp Matias received her doctorate in International Education from Teacher's College Columbia University. She currently teaches American Literature and Critical Thinking at Punahou School in Honolulu, Hawaii, and has been a public school educator at both the tertiary and secondary levels. She has published work in the Wisconsin Journal for the Study of Peace and Conflict Studies, and the International Journal on World Peace. She has received grants and scholarships from the United State Institute of Peace, the Fulbright Memorial Fund, and the Plowshares Peace Studies Collaborative to facilitate instructional design in Peace Education.

Kathu R. Matsui - Japan
GCPE, Seisen Univeristy/Global Citizenship Dept.
Kathy Matsui teaches conflict resolution skills and comprehensive peace education pedagogy at the undergraduate and graduate program of Seisen University, Tokyo. She is also a member of the Global Campaign for Peace Education Advisory Board. She has been a participant in previous institutes and an organizer of IIPE Tokyo, 1996.

Donna J. McInnis - Japan
Soka University Peace Research Institute, Tokyo, Japan
Donna McInnis is an Associate Professor at Soka University outside of Tokyo, Japan. She has been a member of the Soka University Peace Research Institute since 1993. At Soka University she teaches and develops courses in Conflict Resolution, Peace and Nonviolence Education, Peace Action, and Human Rights Education. She has written several articles related to these areas of interest and research. She presents regularly at various international conferences.

Jelena Miletic - Serbia & Montenegro
Women in Black, Belgrade
Jelena Miletic is an art historian, curator and a post-graduate in Gender studies. She was the author of an exhibition in which she performed the connection of art and politics. She has also published many articles on the same theme, and has participated on plenaries in Serbia and Montenegro, Croatia and Slovenia. She is an activist of Women in Black.

Michele Milner - Canada
Peace Education Center, Teachers College Tokyo
Michele Milner is the Peace Education Certificate Program Coordinator, at Teachers College, Columbia University, Tokyo. She is also a lecturer in the graduate TESOL program at Dankook University (Seoul) and gives workshops and trainings in the areas of peace and language education, the media, and arts-based teaching techniques.

Pat Mische - USA
Antioch College
Pat Mische is the Lloyd Professor of Peace Studies and World Law at Antioch College, and co-founder and president of Global Education Associates. She has also authored numerous works, including *Toward a Human World Order; Star Wars and the State of Our Souls; Ecological Security and the United Nations System;* and *Toward a Global Civilization? The Contribution of World Religions.*

Aliki Moschis-Gauguet - Greece
FAM
Aliki Moschis-Gauguet is the *Founding President of the Network Femmes Artistes de la Méditerranée F.A.M.* She is the 2004 recipient of the Woman of Europe Award,

Mary Nombulelo Ntabeni - Lesotho
NUL

Muhamed Odobasic - Bosnia-Herzegovina
ArtReach Trainer

Benjamin Page - USA
Quinnipiac University
Professor of Philosophy at Quinnipiac University in Connecticut, long interested in questions of peace, justice, and the good society, with professional experience in Haiti and Czechoslovakia (sic) as well as in the USA. Active in the first campaign for national-level office by a peace candidate, in a local Zen center, and in community theatre; author of articles on issues in social and biomedical ethics, philosophy of the future and of health, healing and medicine, and the theory of socialism, and of books on The Czechoslovak Reform Movement, 1963-68, an anthology on Marxism and Spirituality, and a translation of The Consolation of Ontology by Czech poet-philosopher (and briefly rock singer) Egon Bondy.

Effie Papatzikou Cochran - US / Greece
John Jay College of Criminal Justice
Effie Cochran is an Associate Professor and Deputy Chair of the English Department of John Jay College of Criminal Justice. She teaches English to non-native and native speakers of English, and graduate and undergraduate courses in Linguistics and Forensic Linguistics. She just co-chaired an international conference on language and the law.

Betty Reardon - USA
Founder, International Institute on Peace Education and the Peace Education Center, Teachers College
Betty A. Reardon is a theorist and practitioner of peace education who has worked in the international development of the field for more than four decades. She is the Founder of the Peace Education Center at Teachers College Columbia University and the International Institute on Peace Education which takes place in a different part of the world each year. She has published widely, various of her works in peace education have been translated into many languages. In 1999 she was participant in the Hague Appeal for Peace Civil Society Conference, where she convened the meeting that launched the Global Campaign for Peace Education.

Melinda Salzman - USA
Melinda C. Salzman, MSW, a Washington, DC based psychotherapist, works with couples and individuals to end cycles of blame, promote awareness of personal responsibility, and develop more effective skills. She regards

grieving as an integral part of resolving conflict. With her background in dance, she is exploring the use of expressive movement to facilitate reconciliation between individuals and groups.

Christina Savvaki-Grandjean - Greece
Clinical psychologist

Diane Scanlon - USA
Peace Educator, Musician, Music Producer
Diane Dwyer Scanlon is a Grammy Award winning producer and composer. Her songs have been sung by platinum-selling recording artist Eva Cassidy, Laura Branigan and Tramaine Hawkins. She has an MA in Peace Education from Columbia's Teachers College and is a member of the International Institute of Peace Educators. Diane has used Breakthrough's videos extensively to educate youth in the US on women's human rights and violence against women.

Albie Sharpe - Japan
Kyoto University of Foreign Studies
Albie Sharpe lives in Kyoto, Japan, where he teaches English language, health, human rights, peace, and global issues related topics. He has been working as a freelance photojournalist for Kyoto Journal and other publications throughout Asia for many years. He is also on the organizing committee of the 4th Peace as a Global Language Conference to be held in Kyoto in November, 2005.

Natalia Shelegia - Georgia
Tbilisi State University

Dale Snauwaert - USA
University of Toledo
Dale T. Snauwaert, Ph.D. is Associate Professor of Philosophy of Education and Chair of the Department of Foundations of Education at The University of Toledo, USA. His current research focuses on: the ethics of war and peace, democracy, human rights and moral/civic education.

Peggy Sotirhos - USA / Greece
Columbia University Teachers College - NYU
Peggy currently lives in NY and has over ten years' professional experience in planning, developing, implementing, and managing various international initiatives, special events, educational programs, and community outreach projects in higher education and non-profit organizations in New York and abroad. She has lived and worked in London, England, and Athens, Greece and traveled on work-related projects extensively throughout Western and Eastern Europe, Latin America, South Africa and Mexico.

Rev. Ananda Sraman - Bangladesh
Buddha's Light Universal Welfare Society (BLUWS)

Slobodan Stojanovic - Serbia and Montenegro
Women in Black

Olena Suslova - Ukraine
Empowering Education
Olena Suslova, Master on International Law, researcher and educator, is founder of the Empowering Education Program based at the non-violence, gender sensitivity and tolerance and addressing first of all to children and youth.

Cabby Tennis - Egypt
Cairo American College
Cabby Tennis has served as teacher or administrator at The Lakeside School in Seattle, Washington, The International School of Tanganyika in Dar Es Salaam, Taipei American School in Taipei, and now teaches grade four in Egypt at Cairo American College. He is a member of CAC's environmental action group, the 'Green Team' and the Peace Education study group. In February he traveled to Sri Lanka with a colleague to deliver portable libraries to tsunami stricken schools.

Cindy Tisdall-McPhee - Japan
Tokai University
Cindy Tisdall-McPhee grew-up on a small island in Northern Ontario, Canada. Upon receiving concurrent degrees in Sociology and Education, she moved to Japan where she began working and traveling. After two and half years,

Cindy returned to Canada to pursue her Masters of Education specializing in Second Language and Global Education. Following graduation, Cindy returned to Japan as the English Coordinator and Literacy Specialist at Katoh English Immersion School. In March of 2004, Cindy was invited to join the faculty at Tokai University. In this role, Cindy strives to integrate second language and global education in an effort to inspire global language learners.

Norma Viale - USA
Fordham University

Sakena Yacoobi - Afghanistan
Afghan Institute of Learning
Sakena Yacoobi founded the Afghan Institute of Learning, an Afghan women's NGO which provides health and education to 350,000 Afghans annually. She received the Women's Rights Prize of the Peter Gruber Foundation and the Democracy Award of the National Endowment for Democracy. She co-founded Creating Hope International, a U.S. non-profit.

Adriana Zaharijević - Serbia & Montenegro
Zene u crnom Beograd (Women in Black Belgrade)

Sami Zaidalkilani - Palestine
An-Najah University
Sami Zaidalkilani is director of the Public Relations Department at An-Najah National University in Nablus, Palestine, and Director of the UNESCO Chair on Human Rights and Democracy. He has an MA in Science Education from An-Najah University and an MSW from McGill University. He has broad experience in education, formal and informal. He was the co-founder and member of the Israeli-Palestinian Dialogue Group in Nablus and West Jerusalem from 1992-1998; and served as a delegate in the Middle East Peace Talks, Madrid Conference in 1991 and Washington D.C. Bilateral Talks from 1991-1993.

Maha Zaru - Jordan
Artist, Designer
Maha Zaru: Interior Designer and Artist, attended art courses in USA, Jordan and study tours and participations in Children's Art Workshops in Egypt, Japan, Canada and Italy. Designer and Quality Control with Swarovski Jewelry. Since 1996, directed Art Workshops for the Arab Children's Congress. Presently manager of Zaru Studio. Solo exhibition at UNESCO, participations at the Jordan National Museum, Tehran Saba Museum and others. Design prizes for Hannoover Expo 2000 and Spanish Cultural Center Cervantis. Art works are in the collection of the Jordan Art Museum

Dr Karmit Zysman - Kosovo
Discovery Center - interactive children's and youth museum project

PARTICIPANT EMAIL LIST

NAME	AFFILIATION	COUNTRY	EMAIL
Dr. Ghassan Abdullah	MECA	Palestine	
Dr. Helen Agathonos-Georgopoulou	Department of Family Relations, Institute of Child Health	Greece	
Muharrem Amcazade		Cyprus	
Charlotta Andersson	Antioch College	Sweden	
Susan Anderson	The ArtReach Foundation	USA	
Nathalie Applewhite	Columbia University, School of International & Public Affairs	USA	
Tammy Arnstein	Teachers College	USA	
Rasa Askinyte-Degesiene	Vilnius Pedagogical University	Lithuania	
Chieko Baba	Human Resource Learning Center	Japan	
Maria Bakari	Association for Community Colleges	Greece	
Barbara Barnes	Educators for Social Responsibility, Labor Chorus, TC Peace Education Center	USA	
Jill Becker	Antioch College	USA	
Benny Birnbaum	EDPD (Education For Peace And Democracy)	Luxembourg	
Doris Brosnan	Teachers College Peace Education	USA	
Christina Clusiau	University of Minnesota Human Rights Center	USA	
Cynthia Croot	Theaters Against War	USA	
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UNIVERSITY
OF THE AEGEAN

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HARBOUR
HOSPITAL
AGORA BUILDING
PAPAGOU
PL. ALEXANDREAS NEORION
PL. ELEFTHERIAS
SOUND & LIGHT
KASTELO
MEDIEVAL MOAT
KOLONA
ARISTOTELOUS
PL. PANAGIAS
ACANDIA
Old Town
UNIVERSITY OF THE AEGEAN
FILELINON
KOLOKOTRONI

CRASH COURSE IN GREEK

(Phonetic pronunciations)

Yia-sou	Hello
Yia–sas	hello (more formal or to a group)
Kalee mera	Good morning
Kalee spera	Good afternoon
Tee kanees	How are you? (in-formal)
Tee kaneteh	How are you? (formal)
Yia (or) Yia sou	Good bye
Harika	a pleasure
Kako	bad
Apo pou eeseh?	Where are you from?
Poso kanee?	How much?
Agorasso	I buy
Neh	Yes
Ochi	No
Edaxi	okay
Pou eeneh X?	Where is X?
Farmakia	Pharmacy
Nosokomio	Hospital
Magazee	Store
Teelefono	Telephone
Toiletta	Toilet
Aero dromio	Airport
Efcharisto	Thank you
Para kalo	You are welcome
Se agapo	I love you.
Pose lene	What is your name?
Me Lene _____	My name is _____

NOTES

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NOTES

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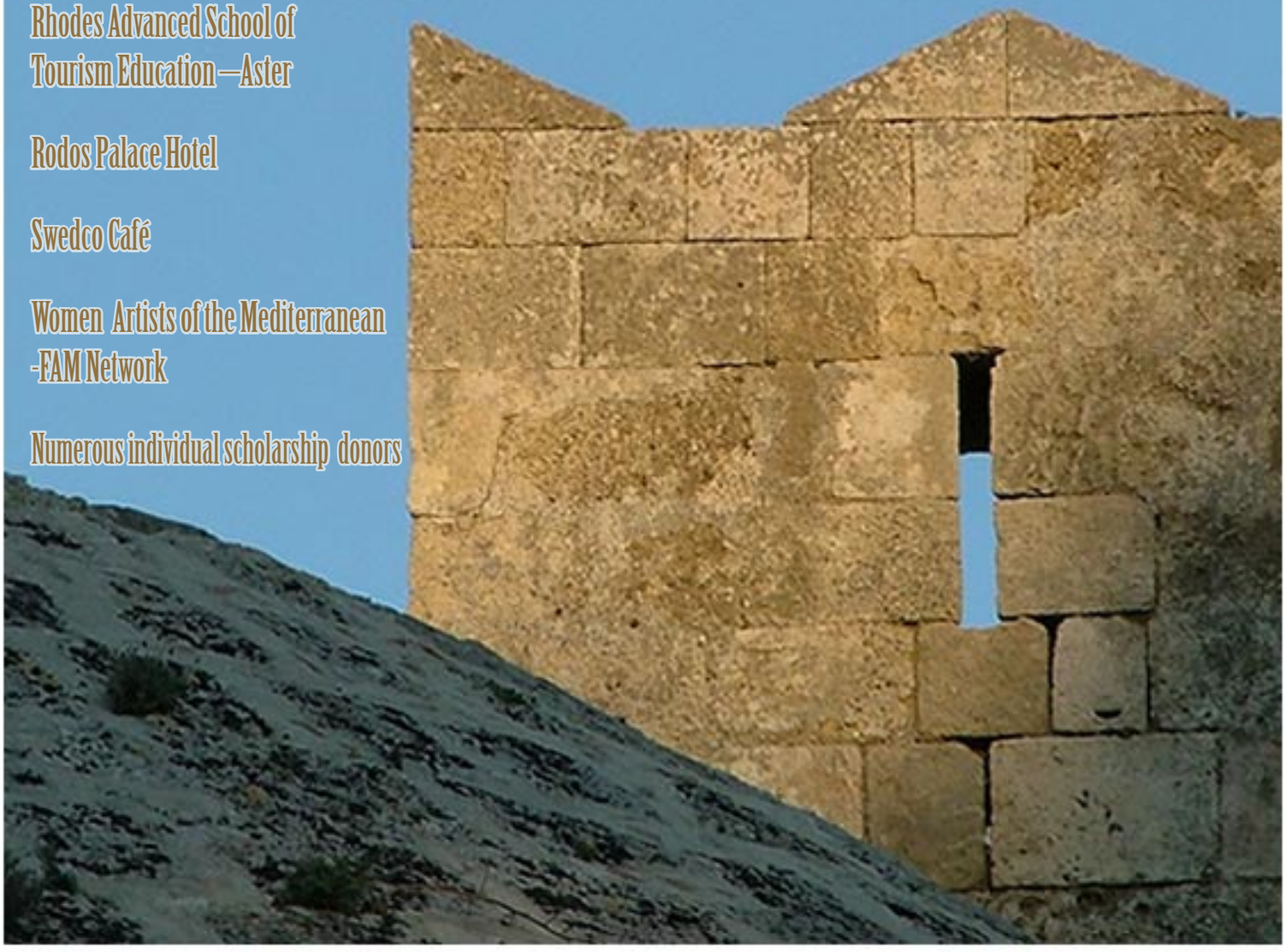
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