“TOWARDS A PLANETARY ETHIC:
SHARED AND INDIVIDUAL RESPONSIBILITY”

I I P E 2 0 0 6

July 30 - August 6, 2006 * University for Peace * San Jose, Costa Rica

Co-Organized by:

University for Peace
Universidad para la Paz

PEACE EDUCATION CENTER
TEACHERS COLLEGE
COLUMBIA UNIVERSITY
2006
INTERNATIONAL INSTITUTE ON PEACE EDUCATION

“TOWARDS A PLANETARY ETHIC:
SHARED AND INDIVIDUAL RESPONSIBILITY”
July 30 - August 6, 2006    *    University for Peace    *    San Jose, Costa Rica

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On behalf of the Peace Education Center at Teachers College, Columbia University we are delighted to welcome all participants to the 2006 International Institute on Peace Education on the spectacularly beautiful campus of the University for Peace!

Our partnership with the University for Peace goes back to the early 1980s when Dr. Betty Reardon, IIPE founder, served as an advisor to the University during its formation. In the past several years we have rekindled our joint ventures in peace education through a series of collaborative events and international consultations that lead to the development of UPEACE’s MA Programme in Peace Education, the only advanced degree granting program in “Peace Education” in the world. The foundations of this program are found in the diverse perspectives and approaches of a global community of peace educators concerned with etching out a space in academia in which the learning and teaching of peace could be fully researched, studied, and further advanced.

Community is a key word that encapsulates the purpose and experience of the IIPE. As a learning community we are held together by issues of common concern and work to address these issues through a process of learning built upon mutual respect, active listening and engaged participation. Community also reflects two of the principle learning objectives embodied in the theme of the institute; understanding we are part of a single human community and seeking support from others in changing ourselves. This process of cooperative and community based learning brings together our multiple capacities, knowledge, and experiences from which new knowledge and possibilities can be formed. From all of our communications leading up to the institute we feel confident that each of you comes prepared and committed to the engaged learning that will make the flourishing of this community a possibility.

As the global coordinators of the IIPE, we too seek to learn from each member of the IIPE community. In 2007 the IIPE will be celebrating its 25th Anniversary – so we have 24 years of experiences and more than 1200 participants’ ideas, visions, and perspectives to reflect upon! The short term multi-cultural and cooperative learning experience of the IIPE is primarily international in scope, providing for unique opportunities to learn from a broad spectrum of perspectives and teaching approaches. The IIPE has been a warm and supportive community, and returning participants often testify it is a place they go to every few years to recharge their batteries. Similarly, many report that they feel alone and unsupported in their peace education work when they return home. As the IIPE network has grown we’ve realized that there is tremendous potential amongst us to create sustainable educational change in our local communities by adapting components of the IIPE model.

These are a few of the reasons why this year we are launching an exciting new and complementary initiative - Community Based Institutes on Peace Education (CIPE). CIPEs are designed as intensive 2-3 day mini IIPEs comprised of local participants, conducted in local languages, addressing locally relevant issues, and demonstrating culturally and contextually relevant teaching approaches. The CIPEs are intended to facilitate learning from and with each other locally as well as globally. In this process we seek to connect local learning communities with the existing IIPE global network of peace educators. You will be hearing much more about the CIPE initiative throughout the week, and we hope each of you will consider ways in which you might get involved.

Our IIPE 2006 community would not have come together without the tremendous support of the University for Peace, its staff, and the peace education student community. We especially wish to thank Abelardo Brenes, whose heart, tireless dedication, vision, insight and wisdom has contributed greatly to the development of the field of peace education and made this IIPE possible. We are also exceedingly grateful to the Biosophical Institute, the Virginia Wellington Cabot Foundation, and many individual donors for their outpouring of contributions to the 2006 IIPE scholarship fund. With their help we have been able to provide more scholarship and travel assistance this year than ever before.

We hope each of you finds a space for growth, reflection and learning within the IIPE 2006 community. This community
Welcome to peaceful Costa Rica, the home nation from which the University for Peace was conceived and which houses its headquarters. The University for Peace was established as a UN treaty organization with its own charter set out in an international agreement specifically approved by the General Assembly of the United Nations in resolution 35/55 of 5 December 1980.

In 1999 the University for Peace was re-organized, to become a more global institution, and new council and new rector began a revitalization programme which has now been successfully completed. UPEACE is the only institution in the UN family authorized to grant degrees at the Master’s and Doctoral levels. For the 2006-07 academic year, eight Master’s degree programmes will be offered to 137 students from 50 countries in International Law and the Settlement of Disputes; International Law and Human Rights; International Peace Studies; Gender and Peacebuilding; a Dual Master’s Degree in Natural Resources and Sustainable Development (with American University, Washington, D.C.); Peace Education; Environmental Security and Peace; and Media, Conflict and Peace Studies.

The Costa Rica campus welcomed 102 students from 37 countries in August 2005 for the academic year 2005—2006. We are now extremely pleased and honored to welcome an equally diverse group of peace educators from all regions of the world to the International Institute for Peace Education 2006, who will gather here to share their experience, practices, recommendations and, more importantly, will have the opportunity to forge partnerships to work together inspired by this year’s theme: Toward a Planetary Ethic: Individual and Shared Responsibility.

This IIPE has been developed jointly by the Peace Education Center at Teachers College, Columbia University and our Master’s Programme in Peace Education. We are very grateful to Betty Reardon, Founding Director of the Center and her team, particularly Janet Gerson and Tony Jenkins, for the support they have given to our M.A. in Peace Education, by first hosting a consultation on its development in November 2002 and now for having chosen UPEACE to host this year’s event. I would also like to recall that Dr. Reardon’s commitment to UPEACE goes back to its early years, when she was a member of its first Council.

We are very proud that you will be able to personally share in the fruits of this effort to develop the M.A. Programme in Peace Education through the participation of the students of the 2005-06 class in the IIPE. This is truly an encounter of generations who share a common commitment to peace in the world through education!

Julia Marton-Lefèvre
Rector
PEACE EDUCATION CENTER STAFF

Janet Gerson, Program Coordination and Development
Tony Jenkins, IIPE Global Coordinator
Betty Reardon, Advisor & Founder
Fuyu Shimomura, General Support

UPEACE STAFF

Antonella Alpizar, Letters of support
Yamileth Alvarado, Office Supplies and Photocopy Operator
Abelardo Brenes, General Coordination of IIPE from UPEACE
Eliana Carvalho, Academic and Logistics Coordination support
Sonia Castro, Housing
Cynthia Díaz, Visas
Leonor Elsner, Assistant to the Rector
Vanessa Granados, Administrative support
Warner Masis, Financial Administration
Adriana Monge, Transportation
Adriana Molina, Graphics Design
Carla Ortiz, Head of Academic Administration
Pablo Richard, Logistics Coordinator

Maribel Muñoz (UPEACE Peace Education alumni), general support

UPEACE STUDENT VOLUNTEERS

Zahid Shahab Ahmed
Mohammad Abul Kalam Azad
Laurel Beth Barton
Brandon Crosland Canady
Arianna Romea Gilbert
Julie Marie Hyde
Soon Jung Kwon
Cara Nihal Mac Adam
Nicholas Carl Martin
Sabrina Carolina Sideris
Geoffrey West
Dody Wibowo
Kazutoshi (Koe) Yoshino

DONORS

Biosophical Institute, scholarship support
Virginia Wellington Cabot Foundation, scholarship support
Several individual donors
Day 1  
**July 30 (Sunday)**

**Welcoming Dinner / Introductions**

**ALL SUNDAY ACTIVITIES TAKE PLACE IN CIUDAD COLON AT LA QUINTA**
Location: from the main entrance to the Cemetery, 50 m. North, 100 m. West, and 50 m. South. There is red brown wall with a black gate, which is the entrance. The telephone number is 249 3696 (See map)

11:00 am - 4:00 pm Informal gathering and community building activities (option of swimming)
12:00 - 3:30 Light Lunch (come when you can)
4:00 - 5:30 Light snack – Cultural Performances
5:30 Welcome and General Introductions
6:00 - 7:00 Reflection Groups – 1st meeting – continued introductions
7:00 - 7:30 Socializing
7:30 - 10:30 Welcoming Dinner

Day 2  
**July 31 (Monday)**

**Toward a Planetary Ethic: Individual and Shared Responsibility**

7:55 am onwards Bus leaves for campus
(consult bus schedule in your program for exact times and locations)
9:00-10:00 Orientation
- Tony Jenkins, IIPE Global Coordinator
10:00 - 10:45 Official Welcomes – University for Peace
- Julia Marton-Lefèvre, Rector – UPEACE
- Leonardo Garnier, Minister of Education of Costa Rica
- Wolfgang Reuther, UNESCO Representative
- Mirian Vilela, The Earth Charter Center at UPEACE
- Abelardo Brenes – Peace Education Program, UPEACE
10:45 - 11:00 Coffee Break
11:00 - 1:00 pm Plenary Panel I
"Toward a Planetary Ethic: Individual and Shared Responsibility"
Moderator: Betty Reardon
- Abelardo Brenes - Costa Rica
TOWARD A PLANETARY ETHIC
- Dale Snauwaert - USA
THE PHILOSOPHICAL FOUNDATIONS OF A PLANETARY ETHIC
- Kirk Lange - USA
HUMAN SECURITY CONCEPTS AND OPERATIONS:
LINKING SUSTAINABLE DEVELOPMENT & PEACE EDUCATION
1:00 - 2:30 Lunch (on campus)
Day 3

August 1 (Tuesday)

Toward a Planetary Ethic: Universal and Differential Responsibility

9:00 - 11:00

Plenary Panel II:

“Toward a Planetary Ethic: Universal and Differential Responsibility”

Moderator: Kirk Lange – USA

Kristin J. Kowalew - USA

HUMAN TRAFFICKING AND GLOBALIZATION

Sakena Yacoobi - Afghanistan

CHALLENGES OF REBUILDING SHARED AND INDIVIDUAL ETHICS IN A POST-WAR SOCIETY—FOCUS ON AFGHANISTAN

Asha Hans - India

RELIGIOUS DIVIDES AND WOMEN’S ROLES

11:00 - 11:20

Break

11:30 - 1:00 pm

Concurrent Workshops B

• ECOLOGICAL LITERACY AND EDUCATION FOR ECO-JUSTICE
  Leonisa Ardizzone (USA)

• NAFTA ROLE PLAY
  Barbara Barnes (USA)

• GENDER EQUALITY AND WATER RESOURCES: THE GENDER AND WATER ALLIANCE (GWA)
  Esther Chepkorir Chelule (Kenya)

• CRITICAL INQUIRY, CONSTRUCTIVIST PEDAGOGY, AND PEACE EDUCATION POSSIBILITIES
  Brandon C Canady (USA)

• PEACETIME FOUNDATION OF TAIWAN AND PEACE EDUCATION
  Chih-kuang Wu (Taiwan)
1:00 - 2:30  
Lunch

2:30 - 4:00

Concurrent Workshops C
- **THE NEEDS OF PEACE EDUCATION LESSON PLANS IN PALESTINE AND ISRAEL TO OBTAIN A POSITIVE CHARACTER IN THE COMING GENERATION (NON VIOLENCE)**  
  Cyrien F Khano (Palestine)
- **FACILITATING CONSENSUS AND SHARED RESPONSIBILITY: NIGERIAN MODEL**  
  Rosemary I Liguyani (Kenya)
- **EMPATHY EDUCATION: PEACE EDUCATING ABOUT THE HIV/AIDS PANDEMIC**  
  Sabrina C Sideris (USA)
- **THE POLITICS OF SOCIAL JUSTICE: VISUAL REPRESENTATIONS OF OVERTY IN THE NEWS MEDIA**  
  Michele Milner (Korea / Canada / Japan)
- **PEACE EDUCATION/EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) IN PAKISTAN**  
  Zahid Shahab Ahmed (Pakistan)
- **INDOCTRINATION VERSUS TRANSFORMATION IN EDUCATION, AND THE ROLE OF NON-NEUTRALITY**  
  Arianna R. Gilbert (England/France)
- **STRATEGIC SEMINAR ON PEACE TRAININGS FOR POLICE AND MILITARY**  
  Carol Brutza (USA) & Alicia Cabezudo (Argentina)

4:00 - 4:20  
Break

4:30 - 6:00  
Reflection Group

6:00 - 7:30  
Dinner

7:45  
Bus returns to Ciudad Colon

**Day 4  August 2 (Wednesday)**

How Can We Foster Human Responsibility?

7:55 am onwards  
Bus leaves for campus (consult bus schedule in your program for exact times and locations)

9:00 - 11:00  
**Plenary Panel III:**  
“How can we Foster Human Responsibility?”
Moderator: Abelardo Brenes – Costa Rica

Patricia Bravo, PhD - Chile  
**LESSONS OF GLOBAL CORPORATE SOCIAL RESPONSIBILITY**

Janel Gerson - USA  
**MORAL INCLUSION AS A GUIDE FOR PARTICIPATORY RESPONSIBILITY**

Paul R. Kimmel - USA  
**BEST PRACTICES FOR PEACE PSYCHOLOGISTS**

11:00 - 11:20  
Break

11:30 - 1:00 pm  
Concurrent Workshops D
- **COMMUNITY BASED INSTITUTES ON PEACE EDUCATION**  
  Tony Jenkins (USA)
• A VALUES-BASED AND PEACE EDUCATION MODULE: A SOUTH AFRICAN PERSPECTIVE  
  Sheila.D. Narsee (South Africa)

• THE ONENESS OF THE SELF AND THE ENVIRONMENT  
  Aaron Bluestein (USA)

• VALUES, APPROACHES AND ACTIVITIES FOR PEACE AND PEACE EDUCATION: DIALOGUE BETWEEN THE PAST AND TODAY  
  Eva Borbelyne Nagy (Hungary)

• EDUCATING FOR YOUTH CIVIC PARTICIPATION AND SOCIAL RESPONSIBILITY  
  Jill Strauss (USA)

• PEACE THROUGH CHARITY & MICRO CREDIT IN BANGLADESH  
  Mohammad Abul Kalam Azad (Bangladesh)

• PEDAGOGICAL APPLICATIONS OF THE EARTH CHARTER: THE VIEW FROM EUROPE, THE UNITED STATES, AND JAPAN  
  John Esposito (USA / Japan), Linda Longmire (USA) & Timothy Smith (USA)

1:00 - 2:30  
Lunch

2:30 - 4:00  
Concurrent Workshops E  
• PEACE EDUCATION AND CULTURAL DIVERSITY  
  Samuel Nii Odoi Abbey (Ghana)

• PEACE EDUCATION AND MULTICULTURALISM FROM ISLAMIC AND ASIAN PERSPECTIVES  
  Ramlee B. Mustapha (Malaysia)

• GLOBAL EDUCATION IN SERVICE LEARNING —A CASE STUDY OF LA CARPIO  
  Kazutoshi Yoshino (Japan)

• NEW SCENARIOS FOR PEACE LEARNING AS A COLLECTIVE RESPONSIBILITY: LOCAL EDUCATION POLICIES TOWARDS DEMOCRACY, PARTICIPATION AND CULTURE OF PEACE  
  Alicia Cabezudo (Argentina)

• TO BE ANNOUNCED  
  Jude Nibo (Nigeria)

• PEACEFUL MEDIA MATTERS: CONNECTING MEDIA LITERACY WITH PEACE EDUCATION  
  Kimberly E. Corrigan (USA) & Pieternel de Bie (USA)

• THE ROLE OF CIVIL SOCIETY IN THE PREVENTION OF ARMED CONFLICT.  
  Chieko Baba (Japan) & Kathy Matsui (Japan)

4:00 - 4:20  
Break

4:30 - 6:00  
Reflection Group

6:00 - 7:30  
Dinner

7:45  
Bus returns to Ciudad Colon

Day 5  
August 3 (Thursday)

Excursion Day

All day excursion with onsite visits to local communities, schools, NGOs and other community activities. Departure information will be provided during IPE orientation.

You will have a choice of 3 sites to visit (see descriptions of each site in the "abstracts" section of the program - page 17):

Option 1: Palmichal de Acosta

Option 2: La Carpio/Rincón Grande de Pavas

Option 3: CEEUNA
7.30 pm  Dinner in Ciudad Colon

??  Bus Leaves for Various Destinations (consult bus schedule in your program for exact times and locations)

Day 6  August 4 (Friday)

**Peace Education Contributions to Fostering Human Responsibility**

7:55 am onwards  Bus leaves for campus
(consult bus schedule in your program for exact times and locations)

9:00 - 11:00  **Plenary Panel IV:**
**THEME:** “Peace Education Contributions to Fostering Human Responsibility”
Moderator: Alicia Cabezudo - Argentina
Byron A. Barahona - Guatemala
**EFFORTS TO END CYCLES OF VIOLENCE IN LATIN AMERICA: THE FUNCTION OF CENTRAL AMERICAN LITERATURE IN BUILDING EGALITARIAN SOCIETIES**
Dale Bryan - USA
**HIGHER EDUCATION INSTITUTIONS AS SITES OF ACTION PROGRAMS AND PRACTICAL CIVIC ENGAGEMENT**
María E. Díaz & Anita Yudkin Puerto Rico
**COLLABORATION TOWARDS A CULTURE OF PEACE: AN INTERDISCIPLINARY PERSPECTIVE**

11:00 - 11:20  Break

11:30 - 1:00 pm  **Concurrent Workshops F**
- **A GREENPRINT FOR A NEW SOCIETY: EDUCATION FOR LIFE, OR LIFE EDUCATION?**
  Geoffrey West (Canada)
- **THE RUBRIC AS ASSESSMENT TOOL FOR PEACE EDUCATORS**
  Doris Brosnan (USA)
- **HUMAN RIGHTS EDUCATION AND CHILDREN’S RIGHTS: CONSTRUCTING A CULTURE OF PEACE**
  Anita Yudkin (Puerto Rico)
- **ANTI-TRAFFICKING EDUCATION WORKSHOP**
  Kristin J. Kowalew (USA)
- **GLOBAL CAMPAIGN FOR PEACE EDUCATION: STRATEGIC SEMINAR**
  Helene C.C. Leneveu (France)
- **GOVERNING OURSELVES IN A CULTURE OF PEACE: SHARED LEADERSHIP AND SHARED RESPONSIBILITY ON THE INDIVIDUAL, LOCAL, NATIONAL AND INTERNATIONAL LEVELS**
  Patricia A. Roeding (USA)
- **PEDAGOGY OF UNIVERSAL AND DIFFERENTIAL RESPONSIBILITY**
  Abelardo Brenes (Costa Rica)

1:00 - 2:30  Lunch

2:30 - 4:00  **Concurrent Workshops G**
- **NV STRATEGIES FOR DEALING WITH SCHOOL VIOLENCE IN NYC**
  Barbara Barnes (USA)
- **GLOBAL EDUCATION THROUGH ROLE PLAY AND SIMULATIONS**
  Kip A. Cates (Japan)
- **CHALLENGING “MORAL IMAGINATION” IN CROSS CULTURAL PEACEBUILDING**
  Markella E. Mantika (Greece)
- **PEACE EDUCATION IN CHINA**
  Nicholas Carl Martin (USA)
• CULTIVATING LEADING SPIRITS: PEACE EDUCATION AND ESD FOR YOUTH LEADERSHIP
  Julie M Hyde (Canada)
• EARTH CHARTER IN EARLY CHILDHOOD
  Eliana Carvahlo (Costa Rica) & Dody Wibowo (Indonesia)

4:00 - 4:20 Break

4:30 - 6:00 Reflection Group

6:00 - 9:00 Dinner & Cultural Festival
  Organizer: TBA

9:00 Bus leaves for Ciudad Colon

Day 7 August 5 (Saturday)
Planning for the Future

7:55 am onwards Bus leaves for campus
(consult bus schedule in your program for exact times and locations)

9:00 - 10:30 Planning for the Future (strategic planning seminar sessions)

9:00 - 9:30 Introductions to strategic partners
  o Alejandra Mata, Vice Minister of Education, Costa Rica
  o Tony Jenkins, CIPE
  o Mirian Vilela, Earth Charter Center at UPEACE
  o Abelardo Brenes, UPEACE

9:30 - 10:30 Discussion breakout sessions

10:30 - 11:00 Break

11:00 - 12:00 Reflection group meetings

12:00 Lunch

1:00 - 3:00 Closing Session / Reflection Group presentations
  Moderator: Janet Gerson

3:00 - 7:00 City tour & Shopping / Free time (Info for City Tour will be provided during orientation)

7:00 pm Closing Dinner at El Establo

10:00 pm Bus returns to Ciudad Colon

Day 8 August 6 (Sunday)
Departure Day

Transportation will be provided to the airport for participants scheduled to leave on the 6th.
(Participants leaving on other days are responsible for their own travel)
## BUS SCHEDULE

### August 5 (Saturday)

NOTES:
- Please consult the housing list to determine your bus stop.
- Please be five minutes early at the bus stop.
- All buses will be marked with an IIPE sign.
- There will be a UPEACE Peace Education student expecting you at your bus stop.

### August 6 (Sunday)

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<thead>
<tr>
<th>Destination</th>
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<tr>
<td><strong>Cortez Amarilla</strong></td>
<td>El Prado</td>
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<td>30-Jul Home &amp; Hotels</td>
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<td>31-Jul UPEACE</td>
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<td>1-Aug UPEACE</td>
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<td>2-Aug UPEACE</td>
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<td>3-Aug La Quinta</td>
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<td>4-Aug UPEACE</td>
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<td>5-Aug San Jose or C. Colon</td>
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<td>5-Aug Home &amp; Hotels</td>
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**Leaves UPEACE at 20:00**

**Leaves La Quinta at 21:30**

**Leaves UPEACE at 20:00**

**Leaves UPEACE at 20:00**

**Leaves UPEACE at 20:00**

**Leaves UPEACE at 20:00**

**Leaves UPEACE at 20:00**

**Leaves UPEACE at 20:00**

**Leaves UPEACE at 15:00**

**Leaves El Establo at 22:00**
Day 2
July 31 (Monday)
Toward a Planetary Ethic: Individual and Shared Responsibility

**Plenary I**

Kirk Lange (USA)
**HUMAN SECURITY CONCEPTS AND OPERATIONS: LINKING SUSTAINABLE DEVELOPMENT & PEACE EDUCATION**
Attendees of IPPE 2006 see clear and concrete linkages between sustainable development and peace education. However, many of our partners in NGO, government, university, or community settings do not perceive them. Whether this is due to lack of awareness, professional territoriality, or disciplinary blenders, the result is lost synergy and often incomplete agendas for action. “Human security” is increasingly used as an organizing framework to link the sustainable development, conflict resolution, humanitarian action, and human rights agendas. This presentation will show how human security concepts can be useful as we work to advance social action and policy priorities. After identifying some of operational challenges the presentation will offer strategies for, and models of, linking agendas. Participants will be encouraged to share their experiences—both challenges and successes—in linking agendas.

Abelardo Brenes (Costa Rica)
**TOWARD A PLANETARY ETHIC**
This address will present the key antecedents, justifications, contexts, and inquiries that shape the rationale for the theme and the flow of the other plenaries of the IPPE-2006, Towards a Planetary Ethic: Individual and Shared Responsibility. A case will be made for why we urgently need a global shift towards fostering human responsibility. The distinctions between individual and shared responsibility, as well as between universal and differential responsibility will given particular attention. It will argue that these issues are of fundamental importance for a holistic peace education that can contribute significantly to meeting our common challenges.

Dale Snaeuwaert (USA)
**THE PHILOSOPHICAL FOUNDATIONS OF A PLANETARY ETHIC**
This plenary address will explore the philosophical assumptions that underlie and shape the conceptualization of a planetary ethic. Such an ethic is necessarily cosmopolitan in the sense that it implies moral rights and duties (as well as values and dispositions) that transcend cultural and national boundaries, and perhaps, even species boundaries. The latter includes the sustainability of the ecological world system as a moral imperative. The paper will include a discussion of a cosmopolitan set of rights and duties, a refutation of cultural relativism grounded in epistemological Positivism, and a exploration of rationality, custom, and relationship as foundations of a planetary ethic.

**Workshop Session A**

Borgny M. Knudsen (Norway)
**TEACHER’S STRATEGIES IN PEACE EDUCATION**
The UN global concerns address shared responsibility to develop an “Education for Sustainable Development” and to create a “Culture of Peace”. The Millennium Goals urge development for equality, solidarity and partnership in different contexts. One of the main obstacles to achieve this is the structural oppression in society. How can peace educators develop a culture for peace and liberate from structural oppression? Which strategies facilitate knowledge systems related to the subjective perspectives on time and space, and how can praxis develop a critical consciousness? This workshop welcomes a comparative discussion of different strategies in peace education, based on our different experiences and contextual rationality.

Mariela Torres (Colombia)
**CORPORALITY AND HUMAN RIGHTS**
The Rights are exercised with the body; the corporality expressed the state of the exercise of them (rights). From this new focus, to look in the expressions of the corporal language is vital to reach better levels of coexistence; this gives the opportunity to look at the changes, some times subtle, some times a little more notorious, of the violent languages of the daily life. It becomes urgent the necessity that our society has for open deliberate spaces to reread the attitudes and to discover the non verbal messages, to enlarge and look with other eyes the encounter points. The intention is to take advantage of the possibilities that offer the human rights seen as a learning experience.

Diane Scanlon (USA)
**RAISING HUMAN RIGHTS CULTURE THROUGH POP MUSIC AND MUSIC VIDEOS**
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 you and the general public globally. It will also explore how collaborations with mainstream media can promote women’s human rights and social justice.

Albie L Sharpe (Australia / Japan)
**HEALTH LITERACY IN PEACE EDUCATION**
Disease and poverty have long been identified as principle underlying causes of conflict. Health problems and health inequalities contribute to creating the social conditions which cause conflict and perpetuate violence once it has started. Peace and health educators can provide a critical role in addressing this through health education in their communities. Using a health literacy approach, educators can develop concepts of disease prevention, an understanding of health and human rights, of how the media represent health, of environmental change, and of how diseases work. It can also help to develop critical thinking skills and an awareness of social responsibility. In this workshop, we will discuss the relationship between peace and health, look at a number of interventions that have been successful, and discuss the role of educators in reducing the effects of health-related problems in conflicts.
**Evrim Ocal Bunn (Turkey)**

**CLASH OF CIVILIZATIONS - UNDERSTANDING ISLAM**

This workshop will address the misinterpretations and misunderstandings about Islam based on lack of true knowledge. The workshop will try to explain some behaviors in the Islamic world towards current world politics of int. community towards Islamic countries. It will also try to explain non violent teachings of Islam as opposed to violent behaviors of some “Islamic” individuals. We will also discuss how Islam can be used as a tool for peace building based on its teachings.

**Mary Lee Morrison (USA)**

**EXAMINING THE IMPACT OF VIOLENCE ON OUR LIVES: HELP INCREASE PEACE QUAKER YOUTH MODEL**

The Help Increase the Peace Program, known as HIPPP, teaches young people and adults communication skills for nonviolence. The training introduces alternatives to violence and allows participants to practice various options by modeling and role playing, through fun, interactive games and serious discussions, together with opportunities for building community. The accumulation of these skills then leads to a focus on community action and social change. HIPPP was introduced in the early 1990s in the U.S. as a program of the American Friends Service Committee, a Quaker service and relief organization. HIPPP is now an international project.

**Mirian Vilela (Brazil) & Mohit Mukherje (India)**

**THE EARTH CHARTER: A VALUE FRAMEWORK FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT**

This workshop will address the key challenges and principles related to education for sustainable development. The Earth Charter will be introduced as an educational framework to help discuss and design ESD experiences. Our rapidly changing world presents profound challenges for educators. How can we create learning experiences to help equip our students for a future that is hard to imagine and to make decisions that help build a better world? This participatory workshop will offer participants space and stimulus to reflect on these and other questions. The workshop will also introduce to participants a few cases of ESD around the world, at different educational levels, and invite a sharing of experiences. We hope that workshop attendees will emerge with a sense of having reflected deeply upon the ‘knowledge, skills, values and perspectives’ that are core to ESD.

**Plenary II**

**Kristin J. Kowalew (USA)**

**HUMAN TRAFFICKING AND GLOBALIZATION**

Approximately 800,000 people are trafficked each year for purposes of labor and sexual exploitation. As the global community becomes increasingly more interconnected, criminal activities, such as human trafficking, are more easily facilitated. Every country represented at this conference serves as a source, transit, or destination country for victims of trafficking. While globalization facilitates this problem, it can also facilitate its solution. As peace practitioners, we must engage our individual communities in partnership with one another to combat trafficking by raising awareness about the scope and immediacy of the issue, examining the root causes of trafficking, evaluating the implementation and efficacy of legal and law enforcement mechanisms to stop trafficking and effectively prosecute traffickers, and providing survivors the chance for new life.

**Sakena Yacoobi (Afghanistan)**

**CHALLENGES OF REBUILDING SHARED AND INDIVIDUAL ETHICS IN A POST-WAR SOCIETY—FOCUS ON AFGHANISTAN.**

This plenary presentation will focus on the challenges of rebuilding individual and shared ethics in a society where the culture and country has been greatly damaged by years of war. The focus will be on Afghanistan and what the Afghan Institute of Learning is doing in this regards through its educational programs.

**Asha Hans (India)**

**RELIGIOUS DIVIDES AND WOMEN’S ROLES**

Since partition of India and Pakistan in 1947, religion has continued to be a source of community-based violence. In 2000 in the state of Gujarat, there was mass violence perpetuated by the Hindus against Muslims. Especially troubling was the participation in the rapes and killing of Muslim women by Hindu women. In addition, the “enemy” today is not only the Muslim but also the Christian following large scale conversions of indigenous populations. This presentation will look at the increasing Hinduuta policy and its impact upon women, raise issues of religion and its links to capital and other right wing forces, and women’s increasing role in violence. Above all, it will raise issues of responsibility of the community in stopping this violence and how can we turn the violent space into one of non-violence.

**Workshop Session B**

**Leonisa Ardizzone (USA)**

**ECOLOGICAL LITERACY AND EDUCATION FOR ECO-JUSTICE**

This workshop will address ecological literacy locally and globally and its place in education. Starting with a comparative perspective discussion/activity addressing what ecological footprints and eco-literacy look like in different parts of the world, the workshop will then move into a discussion of natural resources, resource use, mindful practices, spiritual and/or ethical foundations of environmental responsibility. As a group, we will then move into creating a theoretical framework for eco-literacy and eco-justice pedagogy based on these discussions and relevant readings (i.e. Chet Bowers, the Earth Charter). Finally, we will develop a) some curricular ideas and b) methods for conducting research in this area.
ABSTRACTS

Barbara Barnes (USA)
NAFTA ROLE PLAY
NAFTA was heralded as a giant step toward eliminating all barriers between the United States and Mexico. Yet its borders are increasingly fortified and policed. Just what barriers are being pulled down, who benefits, and who’s paying the cost? This role play activity invites participants to question, reflect, and gain understanding of trade and migration as they relate to wealth and poverty in the world today. Questions such as who are the winners and losers in the so-called free trade debate and how is all this connected to issues of migration will be raised.

Esther Chepkorir Cheulu (Kenya)
GENDER EQUALITY AND WATER RESOURCES: THE GENDER AND WATER ALLIANCE (GWA)
Gender inequality is a culturally entrenched problem in many countries of the world. The workshop will identify ways in which water resource is a cause of conflicts. The case of GWA will be looked at, especially the efforts it has made in mainstreaming gender in the context of integrated water resource management leading to some equality in decision making. The workshop will also explore ways of strengthening gender equality. It will also give suggestions on what GWA should do to further reduce the inequality in water supply and often a source of conflicts.

Brandon C Canady (USA)
CRITICAL INQUIRY, CONSTRUCTIVIST PEDAGOGY, AND PEACE EDUCATION POSSIBILITIES
This interactive, participatory workshop hopes to explore the possibilities for peace education in various settings. Drawing from our own personal experiences in the field, participants will be asked to think critically about the state of peace education in their respective contexts, as well as the subsequent challenges that lie ahead. The workshop aims to provide a space for inquiry and construction of thoughts, ideas, and actions believed necessary to improve and strengthen our capacity to educate toward peace in the 21st century and the reality entailed by those aspirations.

Chih-kuang Wu (Taiwan)
PEACETIME FOUNDATION OF TAIWAN AND PEACE EDUCATION
This interactive participatory workshop will explore civil dialogue of ethnic and cross strait (between China and Taiwan) issue in Taiwan. I will also discuss the chance and difficult of peace movement in Taiwan. Although locating in one of the most tense conflict flash points of the world, Taiwan is falling behind in peace movement and peace issues to Europe, United States and Japan. When established in 2000, PeaceTime Foundation of Taiwan aimed to set peace education as our important goal. We cooperated with teachers from universities in northern Taiwan to found an inter-school organization, Developing Alliance for Human Rights, Peace and Education; and sponsored annual “Peace Study Seminar” from 2001. We invited experts and scholars from diverse field, such like women’s study, human rights, education to present academic papers to accumulate and the extent of peace study systematically.

Amada Benavides (Colombia)
PEACE EDUCATION: THEORY THROUGH ACTION
In our work with teachers so many times they are reluctant about peace education. There are so many causes for this reaction; they consider that the current Colombia situation it’s very hard and the peace education don’t give changes in the social structure they consider the first cause of the violence. In other hand they look for speed changes in the school climate of conflict resolution, and they are very sceptical about process. How to motivate teachers in peace education? How to show results? How to evaluate this changes? How to create new hope through peace education? We will share with participants our experience with schools in Bogota and with the Colombiam Teachers Federation.

Patti B. Baille (USA)
IGNITE THE PEACE WITHIN YOURSELF: AN INTRODUCTION TO BIOSOPHY
If you want to work for a more peaceful world, think globally, act locally, look internally. This session introduces Biosophy – the doctrine of intelligent living based on spiritual values, ethical-social principles and character qualities essential to individual freedom and social harmony, developed by Frederick Kettner, inspired by Spinoza. This approach emphasizes the aspect of individual responsibility for creating a more peaceful world. Biosophical concepts are introduced using a discussion format encouraging interaction among participants.

Workshop Session C

Cyrien F Khano (Palestine)
THE NEEDS OF PEACE EDUCATION LESSON PLANS IN PALESTINE AND ISRAEL TO OBTAIN A POSITIVE CHARACTER IN THE COMING GENERATION (NON VIOLENCE)
As a Palestinian woman and Peace Educator who lives in a 50 years plus conflict, I had to find the best key for publishing and teaching peace education in the Palestinian and Israeli education system. Education for peace is the best vehicle to ensure that the next generation of Israelis and Palestinians will have the skills, the knowledge and the motivation to create a truly peaceful Middle East. Many analysts believe that one of the reasons for the failure of the Oslo Peace Process can be found in the continuation of a culture of hatred that exists in the region and that has not been translated into a culture of peace. Creating a culture of peace necessitate not only evaluating text books, as has been done until now, it must also include the development of new learning materials – curricula, text books, lesson plans, activities and teacher’s guides.

Rosemary I Liguayani (Kenya)
FACILITATING CONSENSUS AND SHARED RESPONSIBILITY: NIGERIAN MODEL
This workshop will examine and discuss various informal activities through which peace attributes can be build in informal learning institutions. This discussion will look at learning institutions from lower level to tertiary. That in order to build a peaceful nation, there is need to start nurturing peace in its citizen from childhood. And to nurture peace it requires the participation of an individual and the group as whole. One way in which every individual’s contribution can be manifested is through informal activities within learning institutions. Team playing is an important aspect in peace building within learning institutions.

Sabrina C Sideris (USA)
EMPATHY EDUCATION: PEACE EDUCATING ABOUT THE HIV/AIDS PANDEMIC
According to UNAIDS about 38 million people have HIV; 25 million of them in Sub-Saharan Africa. Botswana and Swaziland have prevalence rates above 35% of their populations. Only about 7% of HIV+ people in developing countries have access to antiretroviral drugs. Globally each year, at least 3 million people die of AIDS. HIV/AIDS education helps students understand the pandemic as an obstacle to global peace, inclusive of intersecting oppressions and inequalities. Participants will consider teaching about the pandemic as an indicator of peacelessness at various levels; explore interdisciplinary possibilities by reviewing sample syllabi; and develop a teaching manual of activities and resources collectively.
Michele Milner (Korea / Canada / Japan)
**THE POLITICS OF SOCIAL JUSTICE: VISUAL REPRESENTATIONS OF POVERTY IN THE NEWS MEDIA**
In 2005, the Make Poverty History campaign gained media attention as an attempt to articulate the possibility of ending a form of structural and economic violence: poverty. This workshop looks at how poverty was represented in the media from a human rights perspective. Participants will examine how the issue of poverty was constructed and problematized by looking at the discursive strategies used in the images to create meaning. Next, these strategies will be related to the characteristics of peace journalism and the discourse of human rights. Finally, we will explore how these media analysis techniques can be used by peace educators.

Zahid Shahab Ahmed (Pakistan)
**PEACE EDUCATION/EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) IN PAKISTAN**
This workshop is aimed at exploring and analyzing the existence of peace education/education for sustainable development in Pakistan. This context is relevant to many others due to many similar challenges, such as conflict, socio-economic disparities, bad governance etc., therefore participants will have much to contribute in it through their diverse experience, yet relevant. Later, the workshop will lean towards ESD by using the Earth Charter document as a key normative framework for a project on Youth for Sustainable Development (YSD). This will be highly engaging workshop, which is demanding participants’ inputs on practical interventions for the implementation of ESD in Pakistan, especially by considering the possible socio-cultural, religious and political challenges. Moreover, this workshop will be looking for a long lasting association at each stage of YSD implementation in Pakistan, which will facilitate changing project pedagogies under diverse conditions.

Arianna R. Gilbert (England/France)
**INDOCTRINATION VERSUS TRANSFORMATION IN EDUCATION, AND THE ROLE OF NON-NEUTRALITY**
Given that no form of education is neutral, a central challenge for peace education is to be transformative rather than indoctrinating. This entails that the values, beliefs, and actions underlying it are open to dialogue and critical reflection, in order to ensure that the freedom of all participants (learners and educators) is fostered. Freire expressed that freedom requires autonomy and responsibility; in order to be an autonomous learner one needs critical analytical skills; and the sense of responsibility needs to be strengthened by enriching humane-values, through praxis (reflection-action). These themes will be explored through activities, dialogue, and decoding of resources.

Carol Brutza (USA) & Alicia Cabezudo (Argentina)
**STRATEGIC SEMINAR ON PEACE TRAININGS FOR POLICE AND MILITARY**
This interactive participatory workshop will explore the role of peace education in police and military training programs. Drawing on participants professional experiences, we will discuss successful local and global programs. Then we will analyze what strategic goals have been met in these programs and what more needs to be accomplished.

**Day 4 August 2 (Wednesday)**

**How Can We Foster Human Responsibility?**

**Day 4 Plenary III**

Patricia Bravo, PhD (Chile)
**LESSONS OF GLOBAL CORPORATE SOCIAL RESPONSIBILITY**
Corporate responsibility and the lack thereof have worldwide consequences. The Enron case is one of the largest scandals of corruption and lack of social responsibility. Some of the lessons we can take from this scandal are the need for a work-related attitudes and culture that foster integrity, communication and transparency. We need to learn how to discern when those characteristics are not present in the workplace. In recognition of our interdependence and the necessity for shared responsibility as a fundamental principle for building a culture of peace, this presentation will illuminate these important lessons for peace education.

Janet Gerson (USA)
**MORAL INCLUSION AS A GUIDE FOR PARTICIPATORY RESPONSIBILITY**
Moral inclusion is a dynamic process for expanding the scope of justice underlying peace building as constructive social change. The theory of moral inclusion emphasizes universal responsibility for fairness, resource sharing, and concern for the well-being for all including the Earth. For moral inclusion to be effective, it needs to be substantial and sustained through all levels of society from grass-roots to state-level and in all populations. Differentiated responsibility will be considered in four inter-related social problems as represented by key areas of peace education: education for coexistence, education for human rights, education for gender equality and education for environmentalism.

Paul R. Kimmel (USA)
**BEST PRACTICES FOR PEACE PSYCHOLOGISTS**
This plenary presentation proposes an aspirational ethic for peace psychologists. They should strive to: (1) develop and evaluate educational programs enabling people to negotiate differences; (2) mobilize people to change discourses of intolerance to solidarity; (3) develop and provide training in cultural awareness; (4) gather data for sustainability and cultural understanding indices to assess policy decisions; (5) emphasize social justice in policy interventions; (6) mentor the helpless, helping them participate in the above steps. Given enough citizens with cultural understanding and pluralistic institutions, we can have cultures of peace. Peace psychologists should be rewarded for promoting these goals.
ABSTRACTS

Workshop Session D

Tony Jenkins (USA)
COMMUNITY BASED INSTITUTES ON PEACE EDUCATION (CIPE): EDUCATIONAL PLANNING IN A LEARNING MODE
The CIPE, adapted from the IIPE model, is intentionally designed to engage all participants in a short term learning community in an experience of participatory learning in which all can learn from each other. The training is made as participatory as possible, where all are requested to make every effort to create an inclusive, highly interactive climate in all parts of the program. CIPEs are designed to address locally relevant issues and concerns, drawing upon local human resources, toward nurturing sustainable practices and locally based support networks. In this interactive workshop we will engage in some introductory educational planning exercises, conducted in a “learning mode,” toward considering the issues, possible outcomes, and community building strategies each of us might use in our local contexts. Participants interested in hosting a CIPE are strongly encouraged to attend.

Sheila D. Narsee (South Africa)
A VALUES-BASED AND PEACE EDUCATION MODULE: A SOUTH AFRICAN PERSPECTIVE
This initiative is motivated by a need to achieve a better balance between academic excellence and human values and moral perceptions. the module strives to produce in learners learning outcomes oriented to knowledge, skills, values and attitudes through an integrated approach. Principles, which are essential cornerstones on which an education for a humanistic and international society must be built, are incorporated. In this workshop/roundtable I will discuss this module that proposes to help students think about and reflect on different values and the practical implications of expressing them in relation to themselves, the community and the world at large.

Aaron Bluestein (USA)
THE ONENESS OF THE SELF AND THE ENVIRONMENT
A fundamental aspect of peace education is the interconnectedness of all people. While theoretically accessible, truly perceiving it must come through personal experience. This workshop includes group discussions on interconnectedness and an explanation of the Buddhist concept of Esho Funi (the oneness of the self and the environment). Participants will discuss other main concepts (Karma, The Ten Worlds, Cause and Effect) of Mahayana Buddhism and through practice, will have the opportunity to begin to physically experience the oneness of each human and his/her surroundings. Participants will gain further insight into developing true compassion for the suffering of others near and far.

Eva Borbelyne Nagy (Hungary)
VALUES, APPROACHES AND ACTIVITIES FOR PEACE AND PEACE EDUCATION: DIALOGUE BETWEEN THE PAST AND TODAY
This interactive participatory workshop will explore commonalities and differences among values, approaches and activities for peace in 1896 and 2006 based on original documents and a small exhibition of historical photos. Among these documents will be ones from the VII Universal Peace Congress held in Budapest in September 1896. Through group work analyzing some documents and creating visual presentations, a number of key peace concepts will be explored. Among these are peace, non-violence, peace day, teaching materials as a tool of peace education and teacher responsibility.

Jill Strauss (USA)
EDUCATING FOR YOUTH CIVIC PARTICIPATION AND SOCIAL RESPONSIBILITY
This interactive participatory workshop will explore qualities and behaviors of nonviolence as compared to direct and indirect violence and degrees of violence. Through expressing opinions and practicing good listening and perspective taking participants will develop their analytical skills as they discuss various situations. We will also discuss the role and responsibility of the by-stander to a conflict.

Mohammad Abul Kalam Azad (Bangladesh)
PEACE THROUGH CHARITY & MICRO CREDIT IN BANGLADESH
Bangladesh is a Muslim Majority people’s country where about 85 % people are Muslim out of about140 million people of the country and Islam is the sate religion recognized by the constitution of the Peoples’ Republic of Bangladesh. Muslim people, who have certain amount of money, give Zakat (Obligatory religious charity) each and every year to the poor people. They give 2.50% of their total property as Zakat money. Bangladesh Grameen Bank has taken a new initiative for human development and women empowerment which very popular all over the world that is Micro Credit .They give finance to the poor, unemployed rural people.

John Esposito (USA / Japan), Linda Longmire (USA) & Timothy Smith (USA)
PEDAGOGICAL APPLICATIONS OF THE EARTH CHARTER: THE VIEW FROM EUROPE, THE UNITED STATES, AND JAPAN
This workshop concerns the pedagogical applications of the Earth Charter from a cross-cultural perspective. Our focus is to explore the ways in which the principles and values espoused in the Earth Charter can be incorporated into a variety of academic contexts. In this way, we hope to highlight the Earth Charter’s universal appeal as a holistic guide to peace education in the twenty-first century.

Workshop Session E

Samuel Nii Odoi Abbey (Ghana)
PEACE EDUCATION AND CULTURAL DIVERSITY
The workshop will further civil society empowerment and cultural understanding by first, providing participants with examples from the African experience. Second, the workshop will elicit participants’ experiences in order to focus on shared issues in the global community. Specifically, the workshop will structure discussions to: (i) Identify the key factors each participant can contribute toward the global culture and community, (ii) Provide guidance for the collection and dissemination of testimonies and case studies on how civil society, government and NGO’s are involved in development and as well as (iii) how to make quantum leap in development by using cultural diversity. The said session aims to launch a comprehensive campaign for civil society empowerment and cultural understanding between and among nationalities.

Ramlee B. Mustapha (Malaysia)
PEACE EDUCATION AND MULTICULTURALISM FROM ISLAMIC AND ASIAN PERSPECTIVES
The Malay society used Islamic and Asian values of Ad-din, adat and budi together to maintain order and group harmony in solving conflicts among peoples. At a larger scale, educators should play a crucial role in educating the masses about peace. Using value-based peace epistemology, educators can integrate in their pedagogy “intercultural dialogues” to encourage social harmony and peace. An overall understanding of the significant role of cultural variables in cross-cultural interaction may act as a bridge to mutual understanding and acceptance in situations of cultural conflict. Intercultural understanding, however, involves
more than knowledge of how and why other people think and behave as they do. Understanding someone from another culture also involves adjusting one’s own world-view. Thus, the purpose of this workshop is to raise awareness of the global community regarding peace epistemology and multiculturalism from Islamic and Asian Perspectives in promoting intercultural understanding.

Kazutoshi Yoshino (Japan)
GLOBAL EDUCATION IN SERVICE LEARNING — A CASE STUDY OF LA CARPIO
This seminar discusses a potential role of global education particularly for human empowerment based upon my fieldwork in Costa Rica. In March 2006, I conducted the multilingual dialogue between the children of La Carpio and the students of University for Peace. La Carpio at the outskirts of San Jose faces a severe social and economical instability. The children in the town observe violence, shooting, maltreatment, robbery and so on. In the workshop, 24 children in La Carpio had dialogues with 30 students who represented 23 countries. My initial intention was to foster hope of the children in meeting with global cultures, but their reflections indicated mutual empowerment for both the children and the students through the dialogue. First, I introduce the video of the workshop. Then, we will have a discussion on the possibility of dialogical global education that facilitates human empowerment.

Alicia Cabezudo (Argentina)
NEW SCENARIOS FOR PEACE LEARNING AS A COLLECTIVE RESPONSIBILITY: LOCAL EDUCATION POLICIES TOWARDS DEMOCRACY, PARTICIPATION AND CULTURE OF PEACE
This workshop will open with a presentation that will enable participants to reflect on and assess the theories, concepts and pedagogies developed in some Latin American countries through a range of approaches to Democratic, Peace and Human Rights Education themes, including issues of power, rank and education as roots of inter-group conflicts within institutions and in society at large. The experiential section will propose three themes and goals: 1. Identification of sites and potential resources for Peace Education given by non formal and informal settings and practices. 2. Formulation of educational rationales and criteria for Peace Education infusion in formal and informal settings. 3. Exchange of experiences and practical models of integration and infusion all over the world, with particular emphasis in the Latin American context.

Jude Nibo (Nigeria)
TO BE ANNOUNCED
(details coming)

Kimberly E. Corrigan (USA) & Pieterem de Bie (USA)
PEACEFUL MEDIA MATTERS: CONNECTING MEDIA LITERACY WITH PEACE EDUCATION
Teaching media literacy is essential for creating social change. Over the last two decades there’s been a profound consolidation of mass mediaownership by multinational corporations pushing the commercialization of almost every realm of public life. And in the U.S. and other countries, government control and influence on the media create tough obstacles for advocates of change. Yet there is hope. Global grassroots movements are emerging to claim the media as a public commons through indSites for visits on August 3rd.

Chieko Baba (Japan) & Kathy Matsui (Japan)
THE ROLE OF CIVIL SOCIETY IN THE PREVENTION OF ARMED CONFLICT.
This workshop will introduce a regional process of network-building and the development of a regional action agenda on conflict prevention. We will also explore ways to develop regional partnerships with GPPAC (Global Partnership for Prevention of Armed Conflict) and projects for peace building in our region and the planet we live in. Projects of GPPAC member organizations in Japan will be introduced. They include movements to educate for conflict prevention and to protect the Japanese Constitution which is in danger of a major amendment. The constitution is unique as it states renunciation of war and a state army.

Day 5  August 3 (Thursday)  Excursion Day

Option 1: Nacientes de Palmichal

This visit will provide an opportunity to learn about the efforts of the community of Palmichael, through a local organization (ADESARU), to rescue the water quality of the Negro and Tabarcia rivers and also to learn about their non formal education strategies in sustainable development. The strategic plan of the Palmichal wells includes widening of the protection area of the rivers, plant nurseries, a center for environmental education, bio-digestors, a housing plan, rural tourism, sustainable development training, and strengthening of the organizations. The stations in the field trip will be guided by the Women’s Entrepreneur Initiative and include: a Goat Cheese production company; sustainable agriculture on a small scale; handicrafts production; a ‘campesino’ lunch at Nacientes where the methods of water shed protection will be explained; and a visit to Fuentes del Paraíso, a beautiful farm.

Option 2: La Carpio and Rincon Grandes de Pavas

La Carpio is an intensely populated slum situated in the west part of San José. It is located at the end of a narrow natural bridge bordered by two precipices. Some 30,000 Nicaraguans and Costa Ricans are crowded in 62 hectares, surrounded by the canyons of the rivers Virilla and Torres, under the high voltage electric cables that feed San José and next to its landfill, which receives 700 tons of garbage per day. The M.A. in Peace Education Programme has been collaborating with the local public school and the community organization, CODECA, since October 2004 and it has been one of its service learning sites. The visit will be in the morning and will include an exchange with teachers and community leaders at the school, with the participation of an official from the Ministry of Education, and a walk through the community.

Lunch will be had at the Rincón Grande de Pavas School, a community which is located across from the Torres River. UPEACE engaged in an outreach programme in this community from 1996-2001 within the framework of its Culture of Peace and Democracy in Central America Programme. Its population is also of low socioeconomic status and there are a significant proportion of Nicaraguan immigrants living a difficult conditions. The public school of Rincón Grande de Pavas has developed a reputation as a leading peace education institution in Costa Rica. The visit will allow an exchange with the teachers of this school.
Peace Education Contributions to Fostering Human Responsibility

**Plenary IV**

Byron A. Barahona (Guatemala)

**EFFORTS TO END CYCLES OF VIOLENCE IN LATIN AMERICA: THE FUNCTION OF CENTRAL AMERICAN LITERATURE IN BUILDING EGALITARIAN SOCIETIES**

It is argued that there is a strong relationship between literature and politics in Latin America. This talk engages with this premise to specifically examine the implications of literature as a conduit to achieve socio-political change. Through an examination of the intersection of ethnography, history, politics, and literature, I will discuss how Central American writers reinsert the most important political questions of our time into their works to advance emancipatory claims, notions of nationhood, and ethical principles to build equitable and humane societies.

Dale Bryan (USA)

**HIGHER EDUCATION INSTITUTIONS AS SITES OF ACTION PROGRAMS AND PRACTICAL CIVIC ENGAGEMENT**

The trend of higher education civic engagement (HECE) may embody a reinvigorated ethos of education and signal what specific institutions stand for. Yet, HECE might also be considered a means by which the status quo misdirects struggle over conflicts and hegemony is reconstructed. If the latter is of concern, then university in all its forms and locations should be a target of change agents. I make the case it is a both-and situation, and that our pursuit of shared and individual responsibility should be considered strategic nonviolence.

Maria E. Díaz & Anita Yudkin (Puerto Rico)

**COLLABORATION TOWARDS A CULTURE OF PEACE: AN INTERDISCIPLINARY PERSPECTIVE**

Promoting a Culture of Peace through education, and respect for human rights are central domains of action of the UN Decade for a Culture of Peace. At the same time, constructing a Culture of Peace requires participation from civil society through partnerships and collaborations. This presentation focuses on collaboration and interdisciplinarity as a key characteristics of the UNESCO Chair for Peace Education at the University of Puerto Rico. The interdisciplinary nature of educating for human rights and peace is emphasized as key in promoting a Culture of Peace within and from the University.

**Workshop Session F**

Geoffrey West (Canada)

**A GREENPRINT FOR A NEW SOCIETY – EDUCATION FOR LIFE, OR LIFE EDUCATION?**

This 90-minute, interactive participatory workshop will explore a possibility of deconstructing various elements or frames of reference that have led to separation within different societies, and have served as justifications for negatively-based energies. Within that same space of exploration, perhaps a step by step process for rebuilding different societies may be envisioned from a deconstructed space of ONENESS, into a new society that has a greater appreciation for those differences, based in conscious choices that honour ALL that is a part of LIFE. What is LIFE? Given this possible reality, where are the spaces for intervention for educators and for education?

Doris Brosnan (USA)

**THE RUBRIC AS ASSESSMENT TOOL FOR PEACE EDUCATORS**

How do we know that our programs, organizations and colleagues are moving toward the goals of peace as we have outlined them? Authentic assessment of our tasks and processes is a critical component of well-articulated programs. In this workshop, through an enjoyable “hands-on” activity, participants will learn about the basic concepts and application of the rubric as an assessment tool. Participants will then collaborate as they reflect upon what they have learned at the conference, and draft a rubric of their own. References will include Betty Reardon’s Educating for a Culture of Peace in the Gender Perspective.

Anita Yudkin & María Díaz (Puerto Rico)

**HUMAN RIGHTS EDUCATION AND CHILDREN’S RIGHTS: CONSTRUCTING A CULTURE OF PEACE**

Children’s rights and human rights education are starting points for this workshop that aims to encourage participants to think about the promotion of children’s rights in their respective professional practices. It is based on pedagogical conceptual and curricular principles for the promotion of children’s rights.

Kristin J. Kowalew (USA)

**ANTI-TRAFFICKING EDUCATION WORKSHOP**

Human trafficking is a global human rights abuse that demands universal responsibility to effectively combat it. Anti-trafficking education programs raise awareness about a pervasive issue that touches every corner of the world but fails to reach the consciousness of average global citizens, particularly those living in affluent societies who may have the best access to resources to combat trafficking. The workshop will serve not only to educate participants about trafficking and ways to combat trafficking, but will empower them to implement anti-trafficking education programs in formal and non-formal educational settings. The workshop itself will model one approach to anti-trafficking education and will provide the opportunity for participants to engage in hands-on activities, including role play, case study, and development of anti-trafficking curricula.
Helene C.C. Leneveu (France)
GLOBAL CAMPAIGN FOR PEACE EDUCATION: STRATEGIC SEMINAR
What is the Global Campaign for Peace Education launched at the 1999 Hague Appeal for Peace conference? This participatory workshop will provide background information and explore some of the GCPE achievements in order to discuss its legitimacy. Through concrete examples, participants will be invited to reflect on the necessity of such campaign and share their own visions and expectations. From lobbying to publishing, there are many ways to advance the campaign but how do we evaluate its effectiveness or ineffectiveness? What role could each of us play?

Patricia A. Roedling (USA)
GOVERNING OURSELVES IN A CULTURE OF PEACE: SHARED LEADERSHIP AND SHARED RESPONSIBILITY ON THE INDIVIDUAL, LOCAL, NATIONAL AND INTERNATIONAL LEVELS
In emerging culture of peace, we observe the principles and processes of peace beginning to express in all aspects of life. One of the indicators of this growth is evident in the call for Ministries and Departments of Peace. Unique to this movement is the demonstration of a shared leadership and shared responsibility model of organization and mobilization. This model is shaping the involvement of individuals and groups in the US Campaign for a Department of Peace through the Peace Alliance and Student Peace Alliance as well as internationally through the International People's Initiative for Departments of Peace.

Abelardo Brenes (Costa Rica)
PEDAGOGY OF UNIVERSAL AND DIFFERENTIAL RESPONSIBILITY
We will share a Service Learning Model in Peace Education. Several of the issues to be given particular attention, both cognitively and experientially, include examining from a psychological perspective 'non-violence' and love/compassion/tolerance as core concepts within a holistic approach to peace. These will then be explored as the basis of a virtues based ethics and pedagogy. Finally, the notion of Service Learning as a pedagogical operationalization of these will be presented. A space will be provided for participants to reflect and share on the possibilities of building upon these approaches in their own contexts of action.

Workshop Session G

Barbara Barnes (USA)
NY STRATEGIES FOR DEALING WITH SCHOOL VIOLENCE IN NYC
Young people work hard to establish identities and to survive the violence which comprises much of their world. However, their personas and stances are often destructive to self, others, and the environment. How can we understand and critique both the dominant cultures of violence and the students' own often destructive and violent responses so that students are encourage to seek out alternative, peaceful ways of being and engaging? This seminar discussion will begin with the context of New York City public schools and broaden to consider the participants' contexts.

Kip A. Cates (Japan)
GLOBAL EDUCATION THROUGH ROLE PLAY AND SIMULATIONS
Experiencing global issues such as war, peace and human rights through role plays and simulations can result in more powerful learning than by traditional teaching methods such as reading or lectures. This workshop will give participants the chance to experience a variety of role plays and simulations on global education themes designed for English language learners in Japan. Participants will analyze the design of the activities, share thoughts about their impact, talk about their own work in this area and discuss the pros and cons of role plays, simulations and experiential learning as means of promoting peace.

Markella E. Mantika (Greece)
CHALLENGING “MORAL IMAGINATION” IN CROSS CULTURAL PEACEBUILDING
What is “Moral Imagination” and how can it effectively contribute to the Peacebuilding process? Using as a stepping stone John Paul Lederach's work on Moral Imagination, in this workshop we will constructively debate, criticize, but mainly share with each other how transcending of violence and conflict can be made possible through creativity. Looking at the notions of space & time, peace versus justice first, and truth & humility from a cross cultural perspective we will interactively explore in which way both each of us as an individual peacemaker and the group as a whole share the responsibility for the creation and promotion of the planetary ethic we seek to develop in this conference. Participants will exchange personal experiences, and contribute by bringing in their ethical values, beliefs, and considerations in the simulations to be carried out.

Nicholas Carl Martin (USA)
PEACE EDUCATION IN CHINA
This workshop will consider Peace Education in the Chinese context, with a specific focus on higher education. Through participatory activities and interactive dialogues, participants will develop a more holistic understanding of some of the challenges facing the Peace Education movement in China. The workshop will also share some of the inspiring efforts of Chinese universities, organizations, and individuals working in the fields of peace and education and identify some potential areas for collaboration with international professionals.

Julie M Hyde (Canada)
CULTIVATING LEADING SPIRITS: PEACE EDUCATION AND ESD FOR YOUTH LEADERSHIP
This interactive workshop will draw upon participants' Excursion Day experiences and explore frameworks, guidelines and practical strategies for utilizing Peace Education. Education for Sustainable Development and planetary ethics to promote youth leadership (particularly for urban school-community development projects). The workshop will utilize an original pedagogical model and creative activities (that draw upon ecological principles and the Earth Charter) that are directed towards the cultivation of cultures of peace within formal schools and their surrounding communities. The applicability of ESD in urban settings may also be explored.

Eliana Carvalho (Costa Rica) & Dody Wibowo (Indonesia)
EARTH CHARTER IN EARLY CHILDHOOD
Countries around the world are recognizing that Early Childhood Education (ECE) benefits students in multiple ways, and support for ECE programs is increasing. There is tremendous opportunity for peace-oriented themes to be infused in ECE programs, but the challenge is to know HOW to do it. Through dialogue, presentations and small group discussions, this participatory workshop aims to generate suggestions and recommendations for incorporating the principles of the Earth Charter into ECE curriculum. We will consider child development theories while exploring the issues of adaptation, pedagogy, classroom environment, and parental/community support.
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<td>3. Maria Edith Díaz (Puerto Rico)</td>
<td>8. Diane Scanlon (USA)*</td>
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<td>4. John Esposito (Japan)</td>
<td>9. Mohit Mukherje (India)</td>
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<td>5. Soon Jung Kwon (S. Korea)</td>
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<th>Group</th>
<th>1. Zahid Shahab Ahmed (Pakistan)</th>
<th>6. Paul Kimmel (USA)</th>
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<td>2. Amada Benavides de Pérez (Colombia)</td>
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<td>5. Asha Hans (India)</td>
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Sammy Jacobs Abbey
International Centre for Conflict and Human Rights Analysis (www.icchra.org) (Ghana)
Sammy Jacobs Abbey is currently a Conflict Analyst and International Director of ICCRA (International Centre for Conflict & Human Rights Analysis) is a non-profit, organization with international affiliations and representation. ICCRA is a research, teaching, and training centre that critically examines the policies and actions of governments, international organizations and independent actors that affect the realization of human rights around the world. ICCRA Countries: Ghana, Togo, Nigeria, Cameroon, Ethiopia, Liberia, Uganda, Zimbabwe, The Gambia, Sierra Leone, Ivory Coast, Senegal, Guinea, Burundi, Congo DR, Italy and Geneva

Zahid Shahab Ahmed
University for Peace (Pakistan)
Zahid Shahab Ahmed is currently a student of MA Peace Education at the UPEACE. Prior to coming to UPEACE, Zahid worked with Sahil (Pakistan), WISCOMP (India) and Overseas Development Institute (UK) on various research projects. Furthermore, he has also worked for the American Center for International Labor Solidarityand National Institute of Health in Pakistan. Foundation for Universal Responsibility of His Holiness The Dalai Lama (India) awarded him with a conflict transformation award-2005. Zahid wishes to use Peace Education frameworks for sustainable development in Pakistan and South Asia.

Leonisa Ardizzzone
The Salvadori Center (USA)
A former science teacher, Leonisa has been a university professor for the past five years. She holds a doctorate in International Educational Development/Peace Education. Her primary area of interest is in teaching peace through science. Leonisa is currently the executive director of the Salvadori Center – a non-profit that supports science and math education based on the built environment.

Mohammad Abul Kalam Azad
University for Peace (Bangladesh)
Mohammad Abul Kalam Azad is citizen of Bangladesh and currently a student of the M.A program in Peace Education at the University for Peace. Peace Education through charity with special emphasis on the Zakat system in Islam is his area of interest, and his central theme for his thesis. Mr Azad has a Master’s and honours degree in Islamic Studies from the University of Dhaka, Bangladesh. During his Master’s program, he worked as a Research Assistant for USAID where his research topic was “Primary Madrasah Education in Bangladesh”. In May 2006, he joined in a Peace Education Curriculum Development in Islamic context at Toronto in Canada.

Chieko Baba
Human resource Learning Centre (Japan)
Chieko Baba presently works for the graduate program on Global Citizenship Studies at Seisen University in Tokyo. She was a facilitator and project manager for interactive participatory workshops for 9 years in an NGO that promotes education in international understanding in Tokyo. She still continues working as a facilitator occasionally.

Patti Bailie
The Biosophical Institute (USA)
Patti Bailie is a trustee of The Biosophical Institute, a private foundation working toward the unity of individuals to create a peace-minded society. She is also director of The Schiltz Audubon Nature Center Preschool, a nature-based preschool in Wisconsin. She has a Master of Education degree and is working on a PhD in early childhood and science education. She has been involved in early childhood environmental education for the past 14 years as a teacher/naturalist at The Nature Center at Shaker Lakes in Cleveland, Ohio, as director of the Early Childhood Outdoors Institute and co-director of education at Fontenelle Nature Association in Omaha, Nebraska. She has traveled extensively throughout the United States providing early childhood environmental education workshops for teachers and naturalists, and also to Azerbaijan to start a nature program for preschool children with the Children’s Ecological Organization in Baku.

Byron A. Barahona
Universidad Rafael Landivar/CIRMA (Guatemala)
Byron Barahona has a Ph.D. in Romance Languages and Literatures from the University of California, Berkeley. He has taught Latin American Studies and Humanities at Stanford University. He now teaches critical theory at Universidad Rafael Landivar in Guatemala City and Central American literature at the Center for Mesoamerican Research’s study abroad program in Antigua, Guatemala. His research centers on the interface of fiction and ethnography, History, politics and aesthetics. Most recently, Byron co-founded the IGDS (Guastatoya Institute for Sustainable Development) in Guatemala.

Barbara Barnes
Educators for Social Responsibility: New York Metro and City University (USA)
Barbara Barnes, a long time social justice activist, has been involved with peace education, conflict resolution training, popular economics, and anti-racist work for many years. She received her Ed. D from Teachers College Columbia, taught high school in Kenya and in Mozambique, and has worked at several colleges, including Teachers College. She has long been associated with Educators for Social Responsibility, working in the New York City schools where she teaches conflict resolution concepts and skills and assists in violence prevention.

Laurel Barton
University for Peace (USA)
Laurel is a student in the UPEACE MA Programme in Peace Education

Amada Benavides De Pérez
President, Schools of Peace Foundation (Colombia)
AMADA BENAVIDES DE PÉREZ is the Chairperson of the Working Group on the use of mercenaries as a means of violating human rights and impeding the exercise of the right of peoples to self-determination, Office High Commissioner Human Rights, Geneva, and President of Schools of Peace Foundation, Colombia. Licentiate in Education, with a Master degree in International Relations. Member Advisory Board Global Campaign for Peace Education Hague Appeal for Peace, Coordinator Lecture Guillermo Gaviria Correa for the promotion and establishment of a Peace and Nonviolence Culture. Former Dean Postgraduate Department. Escuela Superior de Administración Pública.
Aaron Bluestein  
**Teachers College (USA)**

An M.A. candidate in International Educational Development with a Peace Education concentration at Columbia’s Teachers College, Aaron has taught ESL, Spanish and Italian in the U.S. and Italy. A practicing Buddhist for over ten years, he continues to research links between faith and caring for those suffering near and far.

Patricia Bravo  
**Facultad de Psicología, Area Psicología Organizacional, universidad Adolfo Ibáñez (Chile)**

Patricia Bravo, PhD, teaches Organizational, Social and Group Psychology, and Negotiation and Conflict Resolution at Adolfo Ibáñez University (uai), Chile. Her research includes Chilean Labor and Organizational Culture: Problems and opportunities and The individual-leader in 21st Century Network Organizations: An exploratory study, and projects on Intellectual Property in Cisco Systems and Strategic Change Organization at Hewlett Packard Co. A current member of Consortium of Emotional Intelligence applied to Organizations (CREIO), she previously consulted for CODELCO, CORFO, Banco del Estado, Banco de Chile, DOMOS: Centro de Desarrollo de la Mujer, Transbank, Universidad Diego Portales, among others.

Abelardo Brenes  
**University for Peace (Costa Rica)**

Abelardo Brenes is a doctoral candidate in Peace Education at Teachers College Columbia University. Her interest area is Ideology in Education and institutional hindrances to creating peaceable schools. Doris has served in public education for over 20 years, focusing on holistic literacy instruction and quality teaching. She is currently interested in teacher education as an educational consultant for the New York City Public Schools and as an instructor at the City University of New York.

Doris Brosnan  
**Teachers College (USA)**

Doris Brosnan is a doctoral candidate in Peace Education at Teachers College Columbia University. Her interest area is Ideology in Education and institutional hindrances to creating peaceable schools. Doris has served in public education for over 20 years, focusing on holistic literacy instruction and quality teaching. She is currently interested in teacher education as an educational consultant for the New York City Public Schools and as an instructor at the City University of New York.

Carol Brutza  
**Gateway Community College (USA)**

Carol Brutza has a Master of Education in TESOL from New York University and is currently completing her Peace Education Certificate at Teachers College, Columbia University. She has been actively involved in literacy training and developing peace education curriculum at Gateway Community College in New Haven, CT, where she is the ESL Coordinator. She presents at national and international conferences, this past spring at the TESOL Conference “Integrating the Language of Peace and Security into the ESL Community College Writing Classroom.” In her community she has coordinated/facilitated literacy programs, most recently “Weeds & Seeds”, which opens neighborhood resource rooms in police substations, staffed by volunteers and police officers.

Dale Bryan  
**Tufts University (USA)**

Dale Bryan, an administrator and lecturer in Peace and Justice Studies at Tufts University, teaches about nonviolent social movements through experiential learning and community-based partnerships. He believes peace education cannot be just about nonviolent social change; it must also be for learning that enables such practices and narratives.

Evrim Ocal Bunn  
**American University (Turkey)**

Evrim has a bachelor degree of Journalism from Marmara State University in Istanbul/ Turkey. As a conflict and political correspondent Evrim covered various conflicts such as the war in Chechnya, Israel, Palestine, Northern Iraq, Balkans. Her news coverage so far includes September 11 attacks and devastating earthquakes in Turkey and Greece. She has been working as Washington Dc Correspondent for Ihtlas News Agency for the last 5 years. Evrim is married since 2004.

Alicia Cabezudo  
**Department of Education, University of Rosario (Argentina)**

Alicia Cabezudo is a professor at the UNESCO Chair for Culture of Peace, University of Buenos Aires; at the University of Rosario, Argentina; a Faculty Member of the Fundación Cultura de Paz, Madrid; and Visiting Professor at the UPEACE, Costa Rica; Universidad Monsenor Romero, El Salvador; Earlham College, USA; and Universidad de Castellón, Spain. In her role as activist for Education for Democracy, Culture of Peace and Human Right, she is the Latin American representative of the International Association of Teachers for Peace in South America; the International Peace Bureau; the Advisory Board for the Global Campaign of Peace Education, Hague Appeal for Peace; and International Consultant for Educating Cities.

Brandon Canady  
**University for Peace (USA)**

Brandon Canady has B.A. in Sociology from the University of North Carolina at Chapel Hill, and is currently a M.A. candidate in Peace Education at the University for Peace in Costa Rica. Previously, Brandon worked as a high school social studies teacher in Jacksonville, North Carolina.

Eliana Carvalho  
**University for Peace (Costa Rica)**

Mrs. Carvalho has over 10 years of work experience in all aspects of education. She was the Director of the American International School of Costa Rica for two years, and she taught elementary school in the U.S. for five years. She has worked on research projects for the World Bank on school improvement and for Harvard University on early language and literacy development. Mrs. Carvalho earned her B.S. in Mass Communications from Emerson College and her Ed.M. from Harvard University. She currently works as an assistant professor at the University for Peace in the Peace Education M.A. programme.
Kip A. Cates  
**Global Issues in Language Education (Japan)**

Kip Cates works at Tottori University, Japan and teaches courses on global education for Teachers College Columbia University (Tokyo). He publishes a “Global Issues in Language Education Newsletter” and is chair of the Asian Youth Forum (AYF). He has worked, lived or traveled in 50 countries and speaks 9 languages.

Esther Chepkorir Chelule  
**Egerton University (Kenya)**

Dr. Mrs. Esther Chelule is a lecturer at Egerton University, where she teaches Peace Education, Sociology of Education, among other subjects in the Department of Education. She is a Gender and Water Alliance (GWA) Ambassador, Africa, where she advocates for gender mainstreaming in water and sanitation as well as peace advocate in our region of Africa where there is no peace. She has also worked in various managerial capacities, as Manager, Investment Promotion, and Research and Policy Departments at IPC, Kenya; in –charge of Women’s Desk and HIV/AIDS Control (ACU). She is currently developing a Peace Education Programme for her University.

Kim Corrigan  
**Positive Futures Network / YES! Magazine (USA)**

Kim directs the education program for ad-free YES! Magazine, a journal of positive and practical solutions for building a just and sustainable world. The education program supports thousands of teachers in the U.S. with materials, and serves hundreds in Washington State with on-site teacher training. YES! stories and educational resources are at http://www.yesmagazine.org (some YES! issues are available in Spanish).

Kim spent 7 years on Cyprus developing educational materials for use in Eastern Europe, China, Russia and the Ukraine. Prior to that, she taught at Washington State University. She’s passionate about Mother Nature, photography, kayaking, and good books.

Pietermol de Bie  
**Teachers College (USA)**

Pietermol is a nearly-graduated Ed.M. student at Teachers College, Columbia University. She is also co-founder and international advisor for Educators for Nonviolence (www.efnv.org). A Dutch native, she is passionate about critical pedagogy, education for peace and nonviolence, empowering youth, and curriculum development. She has been involved in work related to the Israeli-Palestinian conflict, mainstreaming nonviolence education, and teaching elementary and middle school students in Oakland and New York City about alternatives to violence. She loves cooking with friends, reading a good book, and going to the movies.

Maria Edith Díaz  
**Facultad de Estudios Generales, Universidad de Puerto Rico (Puerto Rico)**

María Edith Díaz is a Counselor at the Faculty of General Studies and member of the UNESCO Chair for Peace Education, University of Puerto Rico. She coordinates and offers workshops on human rights education, peace education, and counseling. With Amnesty International (PR) works against the death penalty and violence towards women.

John Esposito  
**Kwansei Gakuin University (Japan)**

John Esposito is an assistant professor of English at Kwansei Gakuin University in Nishinomiya, Japan, where he teaches courses in Critical Discourse Analysis, Curriculum Development, and Language, Communication, and Culture.

Janet Gerson  
**Peace Education Center (USA)**

Janet Gerson is Co-Director and Director of Training, Peace Education Center. As a coordinator of IPE, she worked in South Korea, Turkey, Greece, Lebanon, India, Canada and El Salvador. She has developed courses, trainings and taught in Tokyo, New York, for the Afghan Institute of Learning, and consulted for UNIFEM, UPeace Costa Rica; and Theater of the Oppressed Laboratory, NYC. Her current research concerns peoples tribunals, international law and the peace movement.

Arianna Gilbert  
**University for Peace (England/France)**

Arianna Gilbert was born in France, and received her BSc in Psychology in England. where she also worked as a learning support assistant in a high school. She is currently a student in the Peace Education Masters program at the University for Peace and is an aspiring teacher for transformative learning.

Asha Hans  
**Sansristi (India)**

Asha Hans has been working in the field of women’s rights for the last three decades. She has been involved in peace and conflict issues and their influence on women. Her other academic interests include issue of gender and disability.

Julie Hyde  
**University for Peace (Canada)**

Julie Marie Hyde has recently completed her MA in Peace Education at UPEACE and also holds a Peace Studies/Women’s Studies BA from McMaster University. Next year Julie will be interning at the UPEACE center in Toronto and she eventually hopes to develop her own Peace Education-oriented social enterprise.
Tony Jenkins
Peace Education Center (USA)

Tony Jenkins is the Co-Director of the Peace Education Center at Teachers College, Columbia University, and the Global Coordinator of the International Institutes on Peace Education (IIPE), planning and coordinating institutes around the world since 2002. Tony has extensive consultative experience, including work with several UN agencies and with the UN University of Peace on the development of their MA Programme in Peace Education. His current work focuses on pedagogical research and educational design and development with special interest in alternative security systems, disarmament and gender.

Cyrien Khano
IPCRI - Israel Palestine Center for Research and Information (Palestine)

Cyrien F. J. Khano is the director of Peace Education Department at IPCRI. (Israel/Palestine Center for research and information). Cyrien Khano has a BA degree in Mass Media studies from Stockholm college of Mass Media, and a Diploma degree in Business. In 2007 Ms. Khano will start an MA program in international law in Dublin. Cyrien Khano has been a peace activist since 1993 (15 years old) and worked as a coordinator for youth peace groups in the Rapprochement Center since then until 2000.

Paul Kimmel
Saybrook Graduate School and Research Center (USA)

Paul Kimmel is Chair of the American Psychological Association’s Task Force on the Psychological Effects of Efforts to Prevent Terrorism. He is past President of Psychologists for Social Responsibility and the Division of Peace Psychology and a professor in the peace studies program at the Saybrook Graduate School and Research Center.

Borgny Knudsen
Department of Education, Norwegian University of Science and Technology – NTNU (Norway)

Borgny Marianne Knudsen has a Master of Education in Peace Education and School Development from Norwegian University of Science and Technology (NTNU). She has her experience about peace education from a primary school in Buenos Aires, Argentina, where she did a field work observing teachers’ strategies in different projects intended to develop peace and conflict resolution among teachers, parents and pupils. She has been working in different NGOs in projects for human rights and solidarity in school and society. Most recently, Borgny was University Teacher at NTNU in Educational sociology and philosophy.

Kristin Kowalew
American University (USA)

Kristin Kowalew is a graduate student in the International Peace and Conflict Resolution program at American University and in the Theological Studies program at Wesley Theological Seminary. She also works at the Transnational Crime and Corruption Center (TraCCC). She has lived and worked in Moscow with the Student and Refugee Ministry of the Moscow Protestant Chaplaincy, and the UNHCR evaluating basic education programs for refugee children.

Soon Jung Kwon
University for Peace (S. Korea)

Soon Jung Kwon is a student in the UPEACE MA Programme in Peace Education

Kirk Lange
Tufts University, International Relations (USA)

Kirk Lange is the Assistant Director of the International Relations Program at Tufts University

Hélène Leneveu
Global Campaign for Peace Education (France)

Hélène Leneveu has a Master of Geography majored in Environmental Studies (La Sorbonne University, Paris) and a Master of International Relations focused on Human Rights (City University of New York). She also learnt an indigenous language, Quechua. Through the past decade, she has been involved in various NGOs projects around the globe. Most recently, Hélène was coordinating the Global Campaign for Peace Education at Hague Appeal for Peace, a New York-based and UN-affiliated NGO.

Ms Rosemary Liguyani
Egerton University (Kenya)

Rosemary Liguyani has a Masters of Arts in languages and Linguistics (Kiswahili language). She lectures at Egerton University in Kenya. Rosemary’s interest cut across children’s literature, sociolinguistics and language education. She is one of the coordinators for college of distant education at the university. She has attended some conferences on peace education.
* Kiswahili language is the national and official language in Kenya.

Linda Longmire
Hofstra University (USA)

Linda Longmire, Ph.D. is Associate Professor of Political Science at Hofstra University, where she teaches Women’s Studies, International Politics, and Political Theory. She also teaches undergraduate courses in the Hofstra Honors Program as well as several unique study abroad programs in Europe, Sorrento, Italy and Mexico. She is also the Co-chair of the Long Island Alliance, a coalition of peace groups on Long Island.

Cara MacAdam
University for Peace (USA)

Cara MacAdam is a student in the UPEACE MA Programme in Peace Education

Markella Mantika
Joan B. Kroc Institute for Peace & Justice (Greece)

Markella-Eleonora Mantika is a graduate in Peace & Justice Studies. As Vice President of the European Student’s Forum in Brussels, she explored the engagement of grassroots civil society into the EU Integration process. Markella now researches how the International Olympic Committee and the UN Environment Program can mutually apply Truce & Peace ideals to promote global environmental justice and sustainable development.
Jude C. Nibo
Ronald V. Dellums Center For Violence Prevention and Conflict Resolution (Nigeria)
Jude Nibo is the Director of the Ronald V. Dellums Center for Violence Prevention and Conflict Resolution at Nnamdi Azikiwe University in Nigeria.

Nick Martin
University for Peace (USA)
Nick Martin is currently a master’s candidate in the Peace Education programme at the United Nations affiliated University for Peace. Nick graduated from Swarthmore College with honors degrees in both English Literature and Education. He also earned his secondary teaching certificate to teach English Literature at the high school level in the United States. Nick taught at Xian Teachers College last summer in China and has written his thesis on exploring possibilities for a UPEACE programme in China.

Kathy R. Matsui
Global Citizenship Dept., Seisen University (Japan)
Kathy Matsui teaches at the Global Citizenship Department, Seisen University, Tokyo. She is a board member of Oxfam International, Japan, Society for Educating Parents, and Peace Boat USA. She is also an advisory board member of Global Campaign for Peace Education and regional steering committee member of GPPAC in Japan.

Michele Milner
Peace Education Center (Korea/Canada/Japan)
Michele Milner is the Peace Program Coordinator at Teachers College Tokyo campus and a lecturer in the TESOL program at Dankook University in Korea. She gives trainings and workshops on areas related to language, peace journalism, the media, multi-modal discourse, global issues and arts-based teaching strategies.

Mary Lee Morrison
Pax Education, Inc. (USA)
Dr. Mary Lee Morrison is the president and founding director of Pax Education, Inc., the Connecticut Center for Peace Education, located in Hartford, CT. Pax Education provides resources, consulting, research and community dialoguing in promoting the philosophy, processes and skills necessary to build a more peaceful world. Dr. Morrison is an adjunct faculty member at Saint Joseph College and Central Connecticut State University. She is the co-author (with Ian Harris) of Peace Education (McFarland and Co. 2003) and of Elise Boulding: a Life in the Cause of Peace (McFarland and Co. 2005).

Mohit Mukherje
Earth Charter Center on Education for Sustainable Development (India)
As Education Programme Manager of the Earth Charter Initiative, Mohit has been working to advance the use of the Earth Charter as an educational framework in both the formal and non-formal sectors since 2002. He has represented the Earth Charter Initiative at several international meetings and is currently leading the development of resources to facilitate the educational usage of the Charter. Prior to his work with the Earth Charter, Mohit worked in both the private sector as well as in education. After graduating in Industrial Engineering from Stanford University, he worked as a management consultant in the U.S. for 3 years before making the switch to education. He subsequently spent three years as a high school teacher in Ecuador before going back for his Master’s degree with a concentration in Administration, Planning and Social Policy from Harvard’s Graduate School of Education.

Maribel Munoz
University for Peace (Costa Rica)
Maribel Munoz is a graduate of the UPEACE MA Programme in Peace Education.

Ramlee B. Mustapha
Faculty of Education, The National University of Malaysia (Malaysia)
Dr. Ramlee Mustapha is a senior lecturer at the Centre for Human Diversity, Faculty of Education, the National University of Malaysia. His research focuses on diverse workforce development, multicultural training, human resource development, and diverse learners. He has written over 50 articles and 5 books and serves on several editorial boards for International Journals, such as International Journal for Vocational Education and Training (IJVET) and VrTEC Journal. He is an active member in professional associations such as International Vocational Education and Training Association (IVETA), Pi Delta Kappa, ACTE (American Career and Technical Education), and Malaysian Vocational Association.

Eva Borbelyne Nagy
Foundation for Human Rights and Peace Education (Hungary)
Eva B. Nagy, as Director of Foundation for Human Rights and Peace Education, has organized conferences, seminars and published teaching guides against racism, discrimination, and for human rights and peace. She previously taught secondary school, did research and trainings on organizational development and pedagogy, and has an expertise in cultural conflict and intercultural education. She is a staff member of the EURED European Peace Education Curriculum Development Programme and an expert advisor for the National Educational Development Programme for Social Competencies.

Sheila Narsee
Durban Institute of Technology (South Africa)
Sheila is Senior Lecturer in the Department of English & Communication at the Durban University of Technology (DUT), South Africa. She holds a Masters in Technology (Education). Sheila’s field of research is multidisciplinary in nature, and thus covers a wide spectrum of interest areas: workplace communication, lifelong learning, managing diversity in higher education and value-based education. Sheila is widely published both locally and internationally. Her international presentations and exploratory research visits include: USA, Australia, New Zealand, Singapore, Thailand, Malaysia, Greece, China and Cuba. She was invited to present and participate in the UNESCO Seminar on Promoting a Culture of Peace in Finland in 2003 and the IAU Experts Seminar on Intercultural Learning and Dialogue in Budapest in 2005.

Jude C. Nibo
Ronald V. Dellums Center For Violence Prevention and Conflict Resolution (Nigeria)
Jude Nibo is the Director of the Ronald V. Dellums Center for Violence Prevention and Conflict Resolution at Nnamdi Azikiwe University in Nigeria.
David Ragland  
University of Toledo (USA)  
David Ragland is studying Philosophy and Education and Peace Education at Teachers College Columbia University. David graduated in May of 2002 with his Masters in International Educational Development in the Peace Education Concentration. David has taught Philosophy and Education at Hofstra University. David has also taught in the International Affairs Program at Washington University in St. Louis MO.

Betty Reardon  
Peace Education Center (USA)  
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; several 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.

Patricia Roeding  
Center for Cooperative Principles (USA)  
Patty Roeding, M.A., is the founder and Executive Director of the Center for Cooperative Principles and consulting Education Director for the Peace Alliance Foundation. She is the president of Transpersonal Educational Resources, LLC. Patty served as the Director of Children’s Programs at the Institute for Visionary Leadership and created a children's spiritual education program with a focus on service, shared leadership and peace education. An educator at the elementary through college level, Patty also works with youth and adults in conflict transformation education and is also an ordained minister.

Diane Scanlon  
Musician / Peace Educator - Teachers College (USA)  
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 International and Transcultural studies from Teachers College, Columbia University and is an active member of the International Institute on Peace Education network. Diane has used Breakthrough's videos extensively to promote peace education in the US.

Albie Sharpe  
Kyoto University of Foreign Studies (Japan)  
Albie Sharpe is a recent graduate of the Peace Education Certificate at Teacher’s College, Tokyo. He has been involved in university-level public health education for many years, and more recently, peace studies and social welfare. He has also been an organizer of peace-related events, such as the Peace as a Global Language Conferences and the Kyoto-based PEACEworks photo project, which explores concepts of positive peace through photography.

Sabrina Sideris  
UPEACE (USA)  
Sabrina Sideris has a Master’s in Peace Education from UPEACE. She has worked with activist and educational organizations in Boulder, CO and Baltimore, MD and with the Peace Army of Costa Rica, which teaches emotional intelligence and nonviolent communication in primary schools. Her areas of interest include pedagogy, civic engagement, nonviolent direct action, and literature and poetics for social change.

Timothy Smith  
Hofstra University (USA)  
Timothy H. Smith is Professor Emeritus of the Foundations, Leadership and Policy Studies Department at the School of Education and Allied Human Services at Hofstra University, where he teaches Educational Psychology, Cross-Cultural Education, and Ethics for Educators. He also teaches in the European Odyssey and Summer in Sorrento programs for undergraduates at Hofstra.

Dale Snauwaert  
University of Toledo, Ohio (USA)  
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. His research interests focus on moral and political philosophy as they pertain to educational theory, especially the ethics of war and peace, democracy, and human rights.

Jill Strauss  
(USA)  
Jill Strauss has a Master of Education in Peace Education and Conflict Resolution from Teachers College, Columbia University. Most recently, Jill was Program Director at the Temple of Understanding, a global interfaith NGO. Jill also presents workshops for Educators for Social Responsibility National, Operation Respect, Peace Boat and other NGO's.

Mariela Torres  
Fundación Escuelas de Paz de Colombia (Colombia)  
Mariela Torres has a degree in educational science, she is specialist in Human Rights. She made and has valid de pedagogical proposal “The corporal semiotic: the language of peace, as an investigation in the didactics of the education of the peace culture”. She has wide experience in the design and set-up of experiential pedagogical work shops, to form and capacitate children, teenagers and adults, especially in the enactment of the Human Rights and the culture of peace. She also works in the practice, design, implementation and evaluation of pedagogical projects meant or assign to vulnerable population with emphasis in the formation and the training of agents that can be factors -multipliers- (teachers, military troupes, employees etc.) of the knowledge in human rights, international human rights and culture of peace.
Mireia Uranga Arakistain  
**ARANTZAZU BAKETIK – BASQUE COUNTRY (Spain)**

Mireia Uranga Arakistain was born in Eibar, Basque Country, Spain. She has been a collaborator and researcher of the Gernika Gogoratuz Peace Research Center since 1990, and responsible for Peace Education Department there through an agreement with the Ministry of Education of the Basque Government from 1997 to 2003. She was a free-lance trainer and researcher on Peace Education from 2003 to 2006 collaborating mainly with Basque Ministry of Education, Human Rights Department of the Basque Government, EURED (European Network on Peace Education) and Gernika Gogoratuz. She has developed a model for conflict management and mediation that has been spread all over Spain and in South America and has conducted training of multipliers in Peace Education in 15 international courses in Gernika. She is the Co-director of EURED courses, training participants from 17 European Countries from 2004 to 2006.

**Mirian Vilela**  
**Earth Charter Center on Education for Sustainable Development (Brazil)**

Director, Earth Charter Center on Education for Sustainable Development at UPEACE, has been promoting the Earth Charter Initiative internationally since 1996. She has lead and facilitated numerous international workshops and seminars on values and principles for sustainability. She has also dealt with a number of governments’ officials participating at the United Nations Commission on Sustainable Development and the Preparatory Conferences to the World Summit on Sustainable Development and during the Johannesburg Summit itself. Prior to her work with the Earth Charter, Mirian worked for the United Nations Conference on Environment and Development (UNCED) for two years in preparation of the 1992 UN Earth Summit. She moved from Geneva to Costa Rica in 1993 to join in the establishment of the Earth Council. Mirian holds a Master Degree in Public Administration from the Harvard Kennedy School of Government, where she was a Edward Mason Fellow.

**Geoffrey West**  
**UPEACE (Canada)**

Geoffrey is a Masters Candidate in Peace Education at UPEACE, with an undergrad in Radio/TV. His broadcasting, travel, computer reservations systems and life experiences have contributed to his spiritual awareness and purpose. He writes and speaks, seeking to empower diversity within the singularity of ONENESS, instead of diversity as being a justification for continued separation from all that is LIFE.

**Dody Wibowo**  
**UPEACE (Indonesia)**

Dody Wibowo is a student in the UPEACE MA Programme in Peace Education. He has conducted several trainings in peace and conflict resolution for teachers, including teacher volunteers working in Aceh after the Tsunami tragedy.

**Chih-kuang Wu**  
**John Paul II Peace Institute, Fu Jen Catholic University (Taiwan)**

Chih-kuang Wu is Doctor of Law in University of Hamburg, Germany. He has been actively involved abolish of death penalty, judicial reform, legal aid and peace education in Taiwan for many years. He has many Publications about international human rights law. Now WU is associate professor, school of law, and also director of John Paul II peace institute, Fu Jen Catholic University, Taiwan.

**Sakena Yacoobi**  
**Afghan Institute of Learning (AIL) (Afghanistan)**

Professor Sakena Yacoobi is Executive Director of the Afghan Institute of Learning (AIL), an Afghan women-led NGO she founded in 1995. Established to provide education and health services to Afghan women and children, AIL has grown into an organization that now serves 350,000 women and children annually in both Afghanistan and Pakistan. Internationally recognized for their work, Sakena and AIL have received the 2005 NED Democracy Award, the 2004 Women’s Rights Prize from the Peter Gruber Foundation and numerous other awards. Sakena is among the 1,000 women nominated to jointly receive the 2005 Nobel Peace Prize. In 2006, Sakena received the Citizen Leader Award from the University of the Pacific and the Skoll Award for Social Entrepreneurship.

**Kazutoshi Yoshino**  
**UPEACE (Japan)**

Kazutoshi Yoshino (Japan) is a masters degree candidate of the Peace Education programme at University for Peace. He received B.A. in Philosophy with high honors and Peace Studies (special major) from State University of New York at Buffalo. While an undergraduate he formed a student club for peace, Value Creation Club, and held the club presidency for 3 semesters. After the graduation, he had an internship at UNFPA Tokyo Office, and then traveled to Nepal, Kenya, and Mongolia for his volunteer work to support the children. At University for Peace, he initiates student activities through exhibitions and meetings for peace.

**Anita Yudkin**  
**Universidad de Puerto Rico (Puerto Rico)**

Anita Yudkin is Professor at the School of Education and Coordinator of the UNESCO Chair for Peace Education at the University of Puerto Rico. Member and collaborator of Amnesty International, Puerto Rico, in the areas of Human Rights Education and Children’s Rights.
<table>
<thead>
<tr>
<th><strong>ENGLISH</strong></th>
<th><strong>SPANISH</strong></th>
<th><strong>PRONUNCIATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s your name?</td>
<td>¿Cómo te llamas?</td>
<td>COH-moh teh YAH-mahs</td>
</tr>
<tr>
<td>My name is ____.</td>
<td>Me llamo ____.</td>
<td>may YAH-moh</td>
</tr>
<tr>
<td>Where are you from?</td>
<td>¿De dónde eres?</td>
<td>day DOHN-day AIR-ehs</td>
</tr>
<tr>
<td>Good morning.</td>
<td>Buenos días.</td>
<td>BWAY-nohs DEE-ahs</td>
</tr>
<tr>
<td>Good afternoon.</td>
<td>Buenas tardes.</td>
<td>BWAY-nohs TAR-days</td>
</tr>
<tr>
<td>Hello.</td>
<td>Hola.</td>
<td>OH-lah</td>
</tr>
<tr>
<td>Goodbye.</td>
<td>Adiós.</td>
<td>a-dee-OHS</td>
</tr>
<tr>
<td>How are you?</td>
<td>¿Cómo estás?</td>
<td>COH-moh eh-STAHS</td>
</tr>
<tr>
<td>Please.</td>
<td>Por favor.</td>
<td>por fah-VOHR</td>
</tr>
<tr>
<td>Fine.</td>
<td>Bien.</td>
<td>Bee-YEN</td>
</tr>
<tr>
<td>Thank you.</td>
<td>Gracias.</td>
<td>GRAH-see-ahs</td>
</tr>
<tr>
<td>You’re welcome.</td>
<td>De nada.</td>
<td>day NAH-dah</td>
</tr>
<tr>
<td>Excuse me.</td>
<td>Permiso.</td>
<td>pair-MEE-soh</td>
</tr>
<tr>
<td>I’m sorry.</td>
<td>Lo siento.</td>
<td>loh see-YEN-toh</td>
</tr>
<tr>
<td>I don’t know.</td>
<td>No sé.</td>
<td>no SAY</td>
</tr>
<tr>
<td>I don’t understand.</td>
<td>No entiendo.</td>
<td>no ehn-tee-YEN-doh</td>
</tr>
<tr>
<td>Nice to meet you.</td>
<td>Mucho gusto.</td>
<td>MOO-choh GOO-stoh</td>
</tr>
<tr>
<td>Do you speak English?</td>
<td>¿Habla ingles?</td>
<td>AH-blah een-GLAYS</td>
</tr>
<tr>
<td>Have a nice day.</td>
<td>Que le vaya bien</td>
<td>kay lay VIE-ah bee-YEN</td>
</tr>
</tbody>
</table>
Cómo llegar a la Universidad para la Paz?

De la Iglesia de Ciudad Colón 300 sur y 50 este se encuentra la pulpería la Estrella del Sur. De esta pulpería, 7 km al oeste.
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Hacia Puriscal

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Multiplaza

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Hacia San José

Hacia Santa Ana
1 Council Room
2 Vice Rector's Office
3 Rector's Office
4 Dean of African Studies
5 Dean of Academic Programmes
6 Dean for Latin America and the Caribbean Programme
7 Classroom 1
8 Classroom 2
9 Library
10 Computer Lab
11 General Services/Head of International Law
12 Infirmary
13 Public Information Office
14 Audio-visual Studio
15 Classroom 3
16 CEIT
17 Earth Charter
18 Academic Administration
19 Classroom 4
20 Environment, Security and Peace
21 Gender and Peace Studies
22 International Peace Studies
23 International Law and Human Rights
24 Peace Education
25 Classroom 5
26 Classroom 6
27 Finance Department (Casita)