“IDENTITY, INTERDEPENDENCE & NONVIOLENT TRANSFORMATIONS”

Practical Priorities of Education in Transitions to Peace

IIPE 2007

Baketik, the Peace Centre at Arantzazu * Basque Country, Spain
July 14 -22, 2007
2007
INTERNATIONAL INSTITUTE ON PEACE EDUCATION
“Identity, Interdependence & Nonviolent Transformations”

July 14 -22, 2007 * Baketik, the Peace Centre at Arantzazu * Basque Country, Spain

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On behalf of the IIPE community we are privileged and honored to welcome you to Arantzazu in the beautiful mountains of the Basque Country of Spain.

Our partnership with Baketik, and our principal organizing partner Mireia Uranga, began somewhat serendipitously a little more than a year and-a-half ago. While deciding among various host venues we contacted Mireia who at the time was working with EURED (European Peace Education) helping to complete their first Europe-wide in-service teacher training program on “Human Rights and Peace Education in Europe.” EURED seemed an ideal partner that could provide the IIPE an opportunity to learn from the European experience in peace education. Somewhat unfortunately for us EURED is run by a consortium of university partners – none of which had the necessary facilitates to host an IIPE. Then along came Mireia with the suggestion that the IIPE could be hosted by Baketik. At this time Baketik was still an incubating idea waiting to be born.

A day after Mireia suggested Baketik we received a phone call from a colleague at Columbia University who extended a last minute invitation to us to host a discussion with the visiting Mr. Tontxu Campos Granados, Minister of Education, Universities and Research Department of the Basque Country of Spain. We told Mr. Campos of our pending choice of Baketik as our host partner for IIPE 2007 and he expressed immediate interest and a willingness to provide support and sponsorship. After meeting with Mr. Campos it took very little to convince us that Baketik would be the perfect partner for IIPE 2007.

This experience encapsulates much of what the IIPE community is about – although typically slightly less serendipitous. As most of you are likely aware 2007 is the 25th Anniversary year of the IIPE. Over the past ¼ century the IIPE has brought people together from around the world in community to learn with, from and for each other in peace education. The hard work of building relationships and community is what has sustained the IIPE as a truly unique learning experience. The IIPE community thrives year round in different forms; through collaborative projects, educational initiatives and friendships. To complement these non-formal activities, in 2006 the IIPE launched a new initiative, Community-based Institutes on Peace Education (CIPE). CIPEs are intended as sustainable, community-based, learning communities built upon the general guiding principles of the IIPE. We extend our sincerest gratitude to those who are coordinating these CIPEs and helping to nurture the IIPE community beyond the once a year international gathering.

Serendipity is how we might describe the beginnings of our relationship with Baketik, but friendship and partnership is what sustains us. We are very proud to be working Jonan Fernández and the staff of Baketik and we are especially grateful to Mireia who has brought great vision and joy to the intense planning process of the IIPE.

We hope each of you will take a piece of the IIPE community with you this summer and help plant the seeds of peace education in your own communities. With great hope we look to the future; to another 25 years of the IIPE; to a diverse community of dedicated and active peace educators working and learning together in nurturing and sustaining a culture of peace.

Tony Jenkins  
Global Coordinator, IIPE  

Janet Gerson  
Education Director, IIPE
To find yourself in Arantzazu is to be in a place that allows you to be above the everyday world, to observe and experience the power of the peaks that transcend us in their grandeur. Here we gain a broad visual perspective, above and below, that brings us closer to the depth of the cliffs that surround this corner of the world. Perhaps because of this, Arantzazu is a place that provokes noticeable feelings in those who visit: a feeling of comfort, respect, hope, and meditation... Its height offers us comfort in a way that is more harmonious with reality, our insignificance in this environment makes us feel respect for what exceeds us. Its perspective gives us the hope of a more human look at problems, and its depth invites us to look within ourselves and pick ourselves up.

It is probably due to these, and many other reasons, that the Franciscans have been in Arantzazu for more than 500 years, and because of these reasons it has become an important point of reference for all of Basque society, and in particular for the citizens of Gipuzkoa. In the search for peace, Arantzazu has also been a place of comfort, respect, hope and meditation. To achieve that it might also become an ethical reference for active contributions towards peace and reconciliation in social relations, in conflict, in politics and also in the international sphere, is an old dream of the Franciscan province of Arantzazu. Peace, the development of non violent approaches to conflict, human reconciliation, or the primacy of the human being, among others, form part of the inspiring principles of the Franciscan ethos.

Since the conversion of Arantzazu’s old seminary into the new cultural centre, Gandiaga Topangunea, this dream has begun to take shape, little by little. On the 10th April 2006, Arantzazu Baketik Foundation was created, with the unique aim of promoting the Arantzazu Peace Centre, in Gandiaga Topagunea.

It is a honour for us to host IIPE 2007, where peoples that are seriously committed with peace in so many places will see their work enriched and will for sure give an impulse to ours.

The IIPE 2007 has been built through the close collaboration between Baketik and the Peace Education Center at Teachers College, Columbia University. We are proud to participate of the immense work for promoting a culture of peace that Betty Reardon is doing and that with enormous enthusiasm and professionalism her collaborators, especially Tony Jenkins and Janet Gerson, are enhancing.

We wish you an intense and fruitful stay among us, and we are sure the seeds of this meeting will contribute to the consolidation of a strong and lasting peace both in our closer environment and in the world.

Jonan Fernández
Director, Baketik
STAFF & ACKNOWLEDGEMENTS

PEACE EDUCATION CENTER STAFF

Tony Jenkins, IIPE/CIPE Global Coordinator
Janet Gerson, IIPE Education Director
Betty Reardon, IIPE Founder Emeritus
Q’Jette (Becky) Whitworth, Project Coordinator
Tiffany Hunter, Global Campaign for Peace Education newsletter editor
Emma Groetzinger, CIPE Support

BAKETIK STAFF

Jolan Fernández, Director
Mireia Uranga, Independent Consultant
Marina Goikoetxea
Begoña Gomez

DONORS

Basque Government:
Ministry of Education, Universities and Research Department
Department of Human Rights

Biosophical Institute

Several Individual Donors
July 14 (Saturday)

Welcoming Dinner / Introductions

Times to be announced
- Informal gathering and community building (waiting for people to arrive)
- Light lunch and snacks will be served throughout the day
- Welcoming Dinner (time to be announced)

Day 1

July 15 (Sunday)

Identity, Interdependence & Nonviolent Transformations

8:30  Breakfast

9:30-10:15  Official Welcoming
- Mireia Uranga
- Tony Jenkins; IIPE Global Coordinator
- Jonan Fernandez; Director, Baketik
- Tonbou Campos Granados; Minister of Education (Basque Country, Spain)
- Jon-Mirena Landa Gorostiza; Director, Department of Human Rights (Basque Country, Spain)

10:15 – 11:00  Orientation to the IIPE: Purpose, Process, and Community
- Tony Jenkins, IIPE Global Coordinator

11:00 – 11:30  Coffee Break

11:30–1:30 pm  Opening Plenary Panel
- “Identity, Interdependence and Nonviolent Transformations”
  - Moderator: Betty Reardon
  - Janet Gerson (USA)
  - IIPE: ACTIVATING OUR CAPACITIES FOR TRANSITIONS TO PEACE
  - Juan Gutierrez (Spain)
  - THE BASQUE CONFLICT: IDENTITY, INTERDEPENDENCE, MEMORIES AND EFFORTS FOR NONVIOLENT TRANSFORMATIONS
  - Jasmin Nario-Galace (Philippines)
  - NONVIOLENT DIRECT ACTION: THE PHILIPPINE EXPERIENCE

1:30–3:00  Lunch (at the hostel dining room)

3:00–4:30  Concurrent Workshops A
- HUMAN RIGHTS EDUCATION: AN INTERACTIVE WORKSHOP ON RIGHTS AND SOCIAL INEQUALITY
  - Monisha I. Bajaj (USA)
- COMMUNITY TREASURE OF PEACE
  - Eva Borbelyne Nagy (HUNGARY)
Day 2 | July 16 (Monday)

Intellectual Capacities and Practices for Peace Education

8:30  Breakfast

9:30 – 11:30  Plenary Panel II:
“Intellectual Capacities and Practices for Peace Education”
Moderator: Dale Snauwaert

Abraham Magendzo (Chile)
ALTERITY, IDENTITY, DIVERSITY, HUMAN RIGHTS COMPONENTS FOR
INTERCULTURAL DIALOGUE

Patti Baillie (USA)
TRANSFORMING THE INDIVIDUAL FROM A BIOSOPHICAL PHILOSOPHICAL
PERSPECTIVE

Manuela Gomez (Spain)
CONTRIBUTIONS OF “PHILOSOPHY FOR CHILDREN” TO EDUCATION FOR PEACE

11:30 – 12:00  Break

12:00 – 1:30 pm  Concurrent Workshops B

SUBJECTIVE AND OBJECTIVE PLACE IN THE WORLD AND PEACE EDUCATION
Rasa Askinyte - Degesiene (LITHUANIA)

ENGAGING CONFLICT WITH LOGIC AND COMPASSION - A PRACTICAL SKILLS
APPROACH IN FACILITATING DIFFICULT DIALOGUE
Danny Mallonga (Philippines)

4:30–5:00  Coffee Break

5:00–6:30  Reflection Groups

6:30–7:30  Free-time

7:30  Dinner (at the hostel dining room)
Day 3  July 17 (Tuesday)
Memory, Identity and Transformation

8:30  Breakfast

9:30 – 11:30  Plenary Panel III: “Memory, Identity and Transformation”
Moderator: Tara Hopkins

Jill Strauss (USA)
CONTESTED HISTORIES AND LAYERS OF TRUTH: THE MULTIPLE NARRATIVES OF NORTHERN IRELAND IN A TIME OF TRANSITION

BIOSOPHICAL MODEL FOR TRANSFORMING THE INDIVIDUAL
Patti Bailie (USA)

THE BASQUE MINISTRY OF EDUCATION PLAN FOR PEACE EDUCATION
Neli Zaitegi (Spain)

1:30 – 3:00  Lunch

3:00 – 4:30  Concurrent Workshops C

TRANSFORMING GRIEF INTO PEACE ACTION: CONTRIBUTIONS TO PEACE AND PEACE EDUCATION
Juan Gutierrez (Spain)

HANDS-ON HUMAN RIGHTS EDUCATION: BUILDING A PRACTICAL BASE
Tara Hopkins (Turkey)

EDUCATION FOR DEMOCRATIC PEACE, EXPERIENCE AND PRACTICE
David Ragland (USA)

TEACHING NONVIOLENCE THROUGH STUDENT-CENTERED DISCUSSIONS
Jonathan Smith (Lebanon)

THEATRE OF THE OPRESSED TOOLS FOR EDUCATING FOR PEACE
Cécile Barbeito Marina Caireta (SPAIN)

4:30 – 4:50  Break

5:00 – 6:30  Reflection Group

6:30 – 7:30  Free-time

7:30  Dinner
Mireia Uranga (Spain)
BASQUE, SPAIN, MEMORIES, IDENTITIES, PEACE: A PERSONAL NARRATIVE

Haggith Gor Ziv (Israel)
COUNTER-NARRATIVES AS OBSTACLES AND POSSIBILITIES IN THE ISRAELI-PALESTINIAN CONFLICT

11:30 – 11:50
Break

12:00 – 1:30 pm
Concurrent Workshops D

THE “EDUCATION IS A HUMAN RIGHT” CAMPAIGN IN NEW YORK CITY
Barbara Barnes (USA)

IDENTITY, POWER AND THE NEED FOR ANTI-OPPRESSION PERSPECTIVES IN CONFLICT TRANSFORMATION
Dana Brown (ARGENTINA)

MEMORIALS AND MUSEUMS AS PEACE AGENTS
Jill Strauss, Mireia Uranga and Idoia Orbe (Spain)

WOMEN, MEN, AND CHILDREN CREATING NONVIOLENT FUTURES: FROM BULLY CULTURE TO PARTNERSHIP CULTURE
Donna McInnis (Japan)

THE ART OF DIALOGUE
Khader Abu Alia (Palestine)

1:30 – 3:00
Lunch

3:00 – 4:30
Concurrent Workshops E

INTEGRATING THE INNER AND OUTER JOURNEY OF THE PEACE EDUCATOR
Patricia Roeding (USA)

GENDER PERSPECTIVES ON PEACE EDUCATION
Gal Harmat (Israel)

EXPLORING IDENTITY AND IMMIGRATION USING MEDIA AND POPULAR CULTURE
Diane Scanlon (USA)

A STRATEGIC DIALOGUE ON FINDING NEW APPROACHES TO POST-WAR COMMUNITY PROBLEMS OF INDIFFERENCE AND TRAUMA
Anna Petrovic (Serbia)

THEATRE OF OPPRESSED METHODOLOGIES
Orla Hasson (Spain)

4:30 – 4:50
Break

5:00 – 6:30
Reflection Groups

6:30 – 7:30
Free-time

7:30
Dinner
July 18 (Wednesday)

Excursion Day

time to be announced

8:45
Breakfast

Bus Departs Arantzazu

Morning:
Visit to Gernika Peace Museum / tour of historical sites in Gernika
Presentation by Gernika Gogoratuz Peace Research Center and Gernika as Town for Peace

1:00 (approx)
Lunch at “Lezika” restaurant
(next to Santimamiñe Caves where first inhabitants of the region lived 33,000 years ago)

Afternoon
We will finish the day at the sea where people can swim or walk
Option to visit Bilbao

Evening
Return to Arantzazu for Dinner

July 19 (Thursday)

Day 5

Building Bridges

8:30
Breakfast

9:30 – 11:30
Plenary Panel IV:
“Building Bridges”
Moderator: Donna McInnis

Gaudence Nyirabikali (Northern Ireland)
BUILDING BRIDGES FOR RECONCILIATION: THEORETICAL PERSPECTIVES AND PRACTICES

Loreta Castro (Philippines)
BUILDING BRIDGES OF UNDERSTANDING BETWEEN CHRISTIAN AND MUSLIM STUDENTS

Francisco Pistolato (Italy)
BUILDING A PEACE RESEARCH AND PEACE EDUCATION COMMUNITY IN THE ALPE-ADRIA REGION

11:30 – 11:50
Break
Day 6  July 20 (Friday)

Practical Priorities of Education in Transitions to Peace

8:30  Breakfast

12:00 – 1:30 pm  Concurrent Workshops F

- CINEMA: OPEN THE EYES AND TALK TO, AND WITH THE HEART
  Blanca Zaragüeta (Spain)

- COMMUNITY EDUCATION IN NEW YORK CITY
  Kathryn Crawford (USA)

- SYMBIOSIS OF DIFFERENT RELIGIONS THROUGH THE EDUCATION SYSTEM
  Areti Demosthenous (CYPRUS)

- PEACE EDUCATION IN CHINA
  Yun Lu (China)

- DEVELOPING A PERSONAL PEACE EDUCATION PEDAGOGY
  Q’Jette Whitworth (USA)

1:30 – 3:00  Lunch

3:00 – 4:30  Concurrent Workshops G

- SENSITIZATION MEETINGS WITH COMMUNITY LEADERS: SIERRA LEONE EXPERIENCE
  Amadu Sidi Bah (Sierra Leone)

- RECONCILING OUR EXPERIENCES OF ASIA MINOR (TURKEY): MY FATHER’S AND MINE
  Irene Banias (Turkey)

- THE POWER OF MUSIC FOR VALIDATING MUTUAL AND VARIOUS IDENTITIES
  Maria Elena Lopez Vinader (Argentina)

- METHODS OF SELF-TRANSFORMATION
  Dale Snauwaert (USA)

- INTERNATIONAL SOLIDARITY AND NON-VIOLENT DIRECT ACTION IN VIOLENT CONFLICTS
  Saif AbuKeshek (Palestine)

4:30 – 4:50  Break

5:00 – 6:30  Reflection Group

6:30 – 7:30  Break

7:30 – 10:00  Dinner & Cultural Festival
  Organizer: to be announced
9:30 – 11:00

Concurrent Workshop Session H

“CREATING A SPIRITUAL SPACE: THE CLASSROOM AND BEYOND”
Elizabeth McKenna (USA)

SERVICE LEARNING AS A GATEWAY FOR PEACE EDUCATION
Laura Hilger (USA)

EDUCATING FOR WOMEN’S ROLE IN THE PEACE BUILDING PROCESS
Salome Lomadze (Georgia)

A GLOBAL PLAN FOR PEACE AND HUMAN RIGHTS EDUCATION IN THE BASQUE COUNTRY
Susana Harillo (Spain)

11:00 – 11:30

Break – Greeting Guests

11:30 – 1:00pm

Public Plenary Panel:
“Practical Priorities of Education in Transitions to Peace”
Moderator: Mireia Uranga

Clare Magill (Northern Ireland)
RESEARCHING EDUCATION IN TRANSITIONS TO PEACE: EDUCATION AND
RECONCILIATION IN NORTHERN IRELAND, THE BASQUE COUNTRY, AND
BOSNIA AND HERZEGOVINA

Faisel Azaiza (Israel)
IDENTITY IN THE CONTEXT OF JEWISH-ARAB RELATIONS ON CAMPUS: DIALOGUE
BETWEEN RELIGIONS AND IDENTITITES AT THE UNIVERSITY OF HAIFA AS
A MICROCOSMOS OF ISRAELI SOCIETY

Olena Suslova (Ukraine)
THE ROLE OF CIVIC EDUCATION IN BRINGING VALUES OF IDENTITY,
INTERDEPENDENCE AND NON-VIOLENT TRANSFORMATIONS

1:30 – 3:00

Lunch

3:00 – 4:30

Concurrent Workshops I

ONE STEP TOWARDS PEACE (EDUCATION THROUGH COMBINING THE USE OF 3
METHODS OF ANALYZING CONFLICT)
Alias Ezugbaya (Abkhazia - autonomous Republic of Georgia)

FULLFILMENT OF A DREAM
Galia Zalmanson Levi (Israel)

THE ART OF COMMUNITY CONVERSATION: AN EXPLORATION BETWEEN THE
INTERFACE OF RESEARCH, EDUCATION AND ACTION..FALSE TRICHOTOMIES?
Mary Lee Morrison (USA)

CIPE: INTRODUCTORY WORKSHOP FOR POTENTIAL HOSTS
Tony Jenkins (USA)

4:30 – 4:50

Break
Day 7  July 21 (Saturday)

Planning for the Future

8:30  Breakfast

9:30 – 11:30  Planning for the Future: strategic planning seminar sessions

Sharing of Strategies by Strategic Partners
Tony Jenkins, IIPE Global Coordinator
Ministry of Education Representative (Basque)
Jon Landa – Dept of Human Rights (Basque)

Strategic Planning for our Own Communities / Contexts
Discussion breakout sessions

11:30-12:00  Break

12:00 – 1:30  Reflection group meetings

1:30  Lunch

3:00 – 5:30  Closing Session / Reflection Group presentations
(Including group activity; passing certificates, group photos)
Moderator: Eva Nagy

5:30 – 8:00  Free time

8:30pm (approx)  Closing Dinner at “Aburuza” - a traditional “Sidreria”

TBD  Bus returns to Arantzazu

July 22 (Sunday)

Living the Future!

Transportation will be provided to the airport or back to Bilbao for participants staying in Spain
Identity, Interdependence & Nonviolent Transformations

Plenary I

Janet Gerson (USA)
IIPE: ACTIVATING OUR CAPACITIES FOR TRANSITIONS TO PEACE
This presentation takes the for:
deepe ning our sense of inte:
our identities and our experi:
and awaken in ourselves? As a peace learning community, what will be the newly discovered, the creative, the bridge-building capacities to bring back to our particular relational spheres?

Juan Gutierrez (Spain)
THE BASQUE CONFLICT: IDENTITY, INTERDEPENDENCE, MEMORIES AND EFFORTS FOR NONVIOLENT TRANSFORMATIONS
Among the issues addressed in the Basque Conflict are links with violence since 1979 and the memories it is producing, as well as memories of the Spanish Civil War. Efforts toward n:
identities as well as problems with acceptance-rejection of interdependence from opposite memories.

Jasmin Nario-Galace (Philippines)
NONVIOLENT DIRECT ACTION: THE PHILIPPINE EXPERIENCE
When Marcos declared Martial Law, many Filipinos joined the armed movement to overthrow the repressive regime. But others used an alternative -- “People Power” -- when candidate Corazon Aquino was perceived to have been cheated in the presidential elections. Inspired by the success of People Power I, Filipinos have used nonviolenc:
Estrada. This p:fective alternative
to effect change.

Workshop Session A

Monisha I. Bajaj (USA)
HUMAN RIGHTS EDUCATION: AN INTERACTIVE WORKSHOP ON RIGHTS AND SOCIAL INEQUALITY
In this workshop, participants w:
between human rights and privilege; and (3) the need for systems to mediate how rights’ protection tends to favor those with greater access to resources, power, and information in the glob:
awareness about global inequities and human rights.

Eva Borbelyne Nagy (Hungary)
COMMUNITY TREASURE OF PEACE
This workshop will look:
members. Mutual learning and common efforts to build a place for joy and peaceful life for all. How we can create a village/town of peace? Approaches, methods and ideas for:
and which kind of future we wish for our children, grandchildren, the next generations? Workshop will be interactive. Exercises will be based on positive group interaction and offer some tools how to build a Community Tresor of Peace together.

Liutauras Degesys (Lithuania)
CONFLICTS OF IDENTITIES BETWEEN EASTERN AND WESTERN EUROPE
This workshop will be prin:
creative thinking:
derent cultural backgrounds and different mentalities. This workshop is an application of a principle of intercultural dialogue. This application is based on the idea of reciprocity as an attempt to see the things from different, often opposing, points of view. It is based on the idea that each person’s point of view becomes richer and more comprehensive when it is seen in the context of many points of view. It will be extended to dialogue about similarities and differences, to dialogue what separates cultures and populations. The aim should be to engage those who might see themselves as parts in a conflict of identities. In the process of dialogue the:
derent perspectives of different identities.

Maria Mendez (Spain)
BASQUE COUNTRY MODEL FOR GLOBAL COEXISTENCE MODEL IN SCHOOLS SETTINGS IN BASQUE COUNTRY
This workshop will look at how the Global Coexistence Model Settings

Najla Osseiran (Turkey)
‘THE WOUNDED PANTHER’
This workshop will further explore the idea of identity put forth in Amin Maalouf’s book, ‘On Identity’ (The Harvill Press, 2000). In the workshop participants will look into the various identities within themselves and go further and discuss their hurt/degraded/suppressed identities. The idea is to provide an opportunity for participants to look at their ‘wounded’ identity/identities and illicit suggestions on how to deal with and/or heal the wound.
Intellectual Capacities and Practices for Peace Education

**Plenary II**

Abraham Magendzo (CHILE)

**ALTERITY, IDENTITY, DIVERSITY, HUMAN RIGHTS COMPONENT FOR INTERCULTURAL DIALOGUE**

The presentation deals with an experience (workshop) aimed to prepare young professionals of Arab and Jewish origin in Chile to became facilitators/ mediators of intercultural dialogue. The experience is been analyzed under four categories: a) Alterity: how the young professional relates each to the other; b) Identity: how their identity is confront; during the workshop; d) Human Rights: how the experience of intercultural dialogue is related to human rights.

Patti Bailie (USA)

**TRANSFORMING THE INDIVIDUAL FROM A BIOSOPHICAL PHILOSOPHICAL PERSPECTIVE**

Overcoming, Otherness, Peace Nature to develop them in a healthy manner. There is the primal nature which humanity needed to survive, and the civilized nature humanity developed to keep order. But there is also the peace nature to be developed that will transcend all of humanity’s actions. This transformation is accomplished through overcoming the rule of the ego, recognizing that others are as important to the universe as one’s self and developing the peace nature of one’s own soul.

Manuela Gómez (Spain)

**CONTRIBUTIONS OF PHILOSOPHY FOR CHILDREN TO EDUCATION FOR PEACE**

The “Philosophy for Children” learn one from another through philosophical inquiry. Philosophy provides readiness to reason, mutual respect and the absence of indoctrination. In doing philosophy with children we aim to convert the classroom into a community of inquiry, where students listen to one another with respect, build on one another’s ideas and supply reasons for otherwise unsupported opinions. The spirit of fallibilism that prevails in a community of inquiry is an invitation to self-correction. Such a spirit helps to defuse the contentiousness that absolutism and fanaticism inspire.

**Workshop Session B**

Rasa Askinyte - Degesiene (LITHUANIA)

**SUBJECTIVE AND OBJECTIVE PLACE IN THE WORLD AND PEACE EDUCATION**

This workshop will explore a method called Moral Imagination. It aims to inquire into the problem of improving relations between people of different cultural backgrounds and different mentalities. The approaches will include intercultural dialogue and reciprocity. The aim will be to engage participants as we see ourselves as parts in a conflict of identities. In the process of exploring the behavioral model follows, emphasizing the difference between one’s intent and impact, & reasons behind different perspectives of different identities.

Danny Mallonga (Philippines)

**ENGAGING CONFLICT WITH LOGIC AND COMPASSION - A PRACTICAL SKILLS APPROACH IN FACILITATING DIFFICULT DIALOGUE**

This high: various reactions to conflict. The distinction between competitive and collaborative approaches to conflict will be made. It is a basic belief of the field that as people are grounded in an understanding of conflict, along with the accompanying collaborative behaviors, promotes cultures of peace. A presentation on the behavioral model follows, emphasizing the difference between one’s intent and impact, & psychology of dealing with anger or strong emotions.

Patti Bailie (USA)

**BIOSOPHICAL MODEL FOR TRANSFORMING THE INDIVIDUAL**

To work for a more peaceful world, we need to think globally, act locally, and look internally. Biosophy or life wisdom, founded by Dr. Frederick Kettner and based on the phi: Through small group discussion and exercises we will explore Biosophy, its concepts, and how each of us can transform from warring, battling creatures to generous and loving friends through the development of our own inner peace nature.

Neli Zaitegi (Spain)

**THE BASQUE MINISTRY OF EDUCATION PLAN FOR PEACE EDUCATION**

The Basque Ministry of Education has recently developed a Plan for peace education that will be implemented till 2010. As designer and promoter of this plan I will facilitate feedback and dis: international richness.
**Workshop Session C**

Juan Gutierrez (Spain)
**TRANSFORMING GRIEF INTO PEACE ACTION: CONTRIBUTIONS TO PEACE AND PEACE EDUCATION**
How does memory enter school education? This workshop will explore the impact of memories transmitted through cultural artifacts, sustained by scientific research, supported by the hegemonic policy on memory, through vivid personal memories generated by direct personal experience, and transmission coming from close people with second-hand experiences.

Tara Hopkins (Turkey)
**HANDS-ON HUMAN RIGHTS EDUCATION: BUILDING A PRACTICAL BASE**
Human Rights Education implementation and realization of the concept of human dignity as a basis for human rights education (and vice-versa), go through several activities and discuss different ways to incorporate rights-based education.

David Ragland (USA)
**EDUCATION FOR DEMOCRATIC PEACE, EXPERIENCE AND PRACTICE.**
Most analysis of Kant's Essay Toward Perpetual Peace often miss the article guaranteeing perpetual peace through the education of citizenry in these liberal states. Kant's description of education for peace is radical referring to a moral formation through reflection and public discourse on matters of war and peace. Education in this sense is authentically democratic, yet it is difficult to engage in and gain support for education of this manner. This topic will share with participants how to articulate the importance of democratic education to their students. The workshop will consist of discussion of participants personal experience and an exercise showing the importance and difficulty of authentic democratic education, and its moral and peaceful dimensions through questioning and discussion at the completion of the exercise.

Jonathan Smith (Lebanon)
**TEACHING NONVIOLENCE THROUGH STUDENT-CENTERED DISCUSSIONS**
Students are often disempowered in situations of brutal conflict. Teachers of nonviolence should thus strive to challenge not only the cycle of violence, but also the power imbalances that exist in the classroom as in the larger conflict. Fostering student-centered dialogue on nonviolence can be a method of such empowerment. Workshop participants will look at the concept of nonviolence through sharing perspectives.

Cécile Barbeito Marina Caireta (Spain)
**THEATRE OF THE OPRESSED TOOLS FOR EDUCATING FOR PEACE**
The workshop is focused on Image Theatre techniques, one of the Theatre of the Oppressed methods. Theatre of the Oppressed is a powerful tool invented by the Brazilian drama director Augusto Boal. In the workshop we will experience some exercises that can be useful to reflect on peace education concepts and to analyse conflict. It is a very practical workshop targeted to actors and non actors.

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**Day 3**
**July 17 (Tuesday)**

**Memory, Identity and Transformation**

**Plenary III**

Jill Strauss (USA)
**CONTESTED HISTORIES AND LAYERS OF TRUTH: THE MULTIPLE NARRATIVES OF NORTHERN IRELAND IN A TIME OF TRANSITION**
As Northern Ireland continues its journey from violence to relative peace, some who lived through "the Troubles" feel let down and left behind while some others--especially children who were born after the 1994 ceasefire or the 1998 Good Friday Agreement-- do not see why they should have to know people different from themselves. I will reflect on the topic narrating fragments of my life.

Mireia Uranga (Spain)
**BASQUE, SPAIN, MEMORIES, IDENTITIES, PEACE: A PERSONAL NARRATIVE**
National identity is something especial for most Basque people whose ancestors were Basque too. We have somehow the pride of indigenous people who have a cultural treasure but have also adapted successfully to the modern world together with a sense of victimism. This is a potential and challenge for having a rich and peaceful coexistence inside the Basque Country and with the Spanish and French Estates. I’ll reflect on the topic narrating fragments of my life.

Haggith Gor Ziv (Israel)
**COUNTER-NARRATIVES AS OBSTACLES AND POSSIBILITIES IN THE ISRAELI-PALESTINIAN CONFLICT**
(see program supplement)
Workshop Session D

Barbara Barnes (USA)
THE “EDUCATION IS A HUMAN RIGHT” CAMPAIGN IN NEW YORK CITY
What would it mean to strive what would its goals? In New York City there are campaign in progress to create a vision and plan for this new kind of school system. This workshop will present the example of a city York City educational experience. security, and accountability from a human rights perspective.

Dana Brown (Argentina)
IDENTITY, POWER AND THE NEED FOR ANTI-OPPRESSION PERSPECTIVES IN CONFLICT TRANSFORMATION
Is conflict inevitable due to the innate diversity of society? What does identity formation and articulation have to do with conflict? How are certain identitiesict transformation? In this workshop we will explore these questions collectively and attempt to construct not only a working-definition of anti-oppression perspectives and techniques but methods for their use in conflict transformation processes.

Jill Strauss, Mireia Uranga and Idoia Orbe (Spain)
MEMORIALS AND MUSEUMS AS PEACE AGENTS
This workshop will provide museums and their mission viewers/audience. She will also share Visual Thinking Practices as an approach that can be used in any museum to teach attitudes and skills of peace and conflict resolution. Mireia U: an introduction to the Gernika Peace Museum and practical examples of how it is being used as a pedagogical tool.

Donna McInnis (Japan)
WOMEN, MEN, AND CHILDREN CREATING NONVIOLENT FUTURES: FROM BULLY CULTURE TO PARTNERSHIP CULTURE
Bully mentality is pervasive and manifests on many levels from international relations (economic sanctions, “pre-emptive” war, terror), to national relations (persecution, torture, ethnic violence) home, to intrapersonal (self-de: partners and family members, the world, its peoples and nature. This workshop will address the need to intentionally equip people with the necessary skills to make their own wise choices about how to ACT with empathy and caring to create and insure nonviolent futures on all these levels.

Khader Abu Alia (Palestine)
THE ART OF DIALOGUE
The aim of the presentation is to contribute to the literature on handling difficult conversations and solving tough problems. The presentation will focus on how people can discuss or negotiate their disputes with an open mind and a peaceful manner. It concentrates on how to discuss what matters most and with an open way of talking, listening: the apartheid syndrome in our homes, workplaces, communities, countries and globally. The presentation recommends that universities should take the leading role in implementing these ideas. Israeli and Palestinian universities should cooperate in this field. For example, they should seriously consider teaching the Art of Dialogue.

Workshop Session E

Patricia Roeding (USA)
INTEGRATING THE INNER AND OUTER JOURNEY OF THE PEACE EDUCATOR
Peace Education at its heart is a multidimensional journey. It is an expanding awareness of self to other and an increasing awareness and integrity between inner beliefs, values and behavior. In describing this inner and outer integration, we often refer to Gandhi’s call “to be the change you want to see in the world.” Through presentation, dialogue, reflection and sharing, this workshop explores: How do we understand our inner and outer life as peace educators? What is the relationship of our journey to our work? How do we consciously engage in this process of transformation?

Gal Harmat (Israel)
GENDER PERSPECTIVES ON PEACE EDUCATION
To demonstrate: This workshop will examine Palestinian Israeli students and teacher’s dialogue encounters through gender analysis. The workshop aims to concentrate on women–men power relationship in the encounter groups and among dialogue groups’ facilitators.

Diane Scanlon (USA)
EXPLORING IDENTITY AND IMMIGRATION USING MEDIA AND POPULAR CULTURE
Human rights must reflect breaking apart of families highlighted: discrimination, assimilation and the conflicts arising by the influx of migrant workers both in the USA and Europe. The viewing of music videos and interviews of detainees in the US will inspire discussion of cultural identity and immigration as human rights issues. The material we’ll be using was developed by: , equality and justice.
Anna Petrovic (Serbia)
FINDING NEW APPROACHES TO POST-WAR COMMUNITY PROBLEMS OF INDIFFERENCE AND TRAUMA
A strategic discussion (see program supplement)

Orla Hasson (Spain)
THEATRE OF OPPRESSED METHODOLOGIES
An informative and interactive workshop addressing bullying and racism for primary school children through forum theatre. This workshop is based on a collaborative project between Baketik and DesertFish Productions, a Northern Irish Educational Theatre company. Using this programme and other methodologies of the Theatre of the Oppressed as a base, the workshop will explore the various ways to approach positive change.

**Day 4 July 18 (Wednesday)**

**Excursion Day**

The Gernika Peace Museum –formerly known as the Gernika Museum-- was founded on 7th April 1998 by the Gernika-Lumo Town Hall in a building, designed by Manuel M Smith--after the reconstruction of the city – that is located in Los Fueros Square. This building was previously been used by the Courts and the post office and Telegraph service.

The mission of the Gernika Peace Museum Foundation is to preserve, display, publicise, conduct research and educate visitors in the basic ideas of the culture of peace, and the past and present!

Lumo, the province of Bizkaia.

**Day 5 July 19 (Thursday)**

**Building Bridges**

**Plenary IV**

Gaudence Nyirabikali (Northern Ireland)
BUILDING BRIDGES FOR RECONCILIATION - THEORETICAL PERSPECTIVES AND PRACTICES
Whether communal or political, conflicts in intrastate/domestic context oppose groups and opponents living in the same setting. Whereas scholars identify healthy relationships as one of the core components in conflict transformation, they (relationships) constitute a cornerstone for a non violent resolution of conflict and an important goal in rebuilding society in the aftermath of violent conflict. John Paul Lederach refers to reconciliation as a process of encounter and a social space for the acceptance of Truth, Mercy, Justice, and Peace constitute core concepts in reconciliation. This paper will focus on sharing understanding of this process and concepts involved as well as a look at some practical cases.

Loreta Castro (PHILIPPINES)
BUILDING BRIDGES OF UNDERSTANDING BETWEEN CHRISTIAN AND MUSLIM STUDENTS
Armed conflict has disrupted people’s lives in conflict areas in Mindanao, Philippines. Formal peace talks have been attempted by the parties in conflict, but there is a challenge for: Although the roots of armed conflict and Muslims throughout the country. It is against this backdrop that the Center for Peace Education initiated a “twinning project” between Christian and Muslim students, aimed at building bridges of understanding between them.

Francesco Pistolato (Italy)
BUILDING A PEACE RESEARCH AND PEACE EDUCATION COMMUNITY IN THE ALPE-ADRIA REGION
The Alpe-Adria Region is a working community, including areas of 5 different countries: Italy, Slovenia, Hungary, Croatia, Austria. The presentation mostly refers to the building the work started in 2004 and is currently expanding with encouraging results. The presentation outlines the basic ideas of the work, indicates the different actors, the strategies, the goals reached and the ones envisaged.
**Workshop Session F**

**Blanca Zaragüeta (Spain)**  
**CINEMA: OPEN THE EYES AND TALK TO, AND WITH THE HEART**

The cinema is art, the cinema borns from a creative moment-idea. The cinema makes us feel. Let’s watch a film (35´) with open ears and talk about what we see and feel. Films will make us feel in different ways. We will talk about this. Space cinema will help to create community, to know and respect each other. Learn to respect差异.

**Kathryn Crawford (USA)**  
**COMMUNITY EDUCATION IN NEW YORK CITY**

I’m constantly asking myself several questions about my role as an educator. In my search for answers and understanding, I’ve encountered other community workers who are asking the same thoughts and experiences of the group. Some of the questions are: How does educating differ from facilitating or organizing? How does one work with persons or communities that do not share your race, nationality, gender, sexual orientation, culture, skin color, etc.? How do you know when to interject your “expertise” and when to yield to the groups’ expertise and creativity? What are the benefits and losses of educating communities rather than individuals?

**Areti Demosthenous (CYPRUS)**  
**SYMBIOSIS OF DIFFERENT RELIGIONS THROUGH THE EDUCATION SYSTEM**

A possible symbiosis of different religions is hidden by historiography. Children at school usually learn about religious wars, their own religion’s superiority, and ignore positive elements of each. The Abrahamic family “myth” could become a critical means of organizing the world and making sense of one’s history, one’s origins, and even one’s future. Starting from the daily education, we could educate our children towards religious coexistence. God is nothing else but God of Peace (Letter to Romans 15:33).

**Yun Lu (China)**  
**PEACE EDUCATION IN CHINA**

Encouraging that some of them have achieved a lot. However, much more still needs to be done to call on more Chinese to realize its importance to continue the Peace Education for All and to bring Education on Peace to every corner of the country. Therefore, it is very necessary to build a team of Peace Educators with more teachers to apply practice in peace education in China.

**Q’Jette Whitworth (USA)**  
**DEVELOPING A PERSONAL PEACE EDUCATION PEDAGOGY**

This discussion workshop will encourage participants’ practices that will then be shared and built upon.

**Workshop Session G**

**Amadu Sidi Bah (Sierra Leone)**  
**SENSITIZATION MEETINGS WITH COMMUNITY LEADERS: SIERRA LEONE EXPERIENCE**

Sensitization meetings with community leaders are the preliminary steps for any meaningful social change. Community leaders’ involvement in identifying, designing and implementing the sensitization meetings enhances projects’ local ownership and feasibility. For change to be sustainable, community leadership needs to be made aware of the project activities and be involved in seeking change to social phenomena.

**Irene Banias (Turkey)**  
**RECONCILING OUR EXPERIENCES OF ASIA MINOR (TURKEY): MY FATHER’S AND MINE**

The land that my father fled as a young refugee in 1921 is the same land that by chance or destiny has become my professional and personal home. The stories and events as well as their meanings, shifting perspectives and filling-in gaps, a process that is gradually taking me to a deeper understanding and embracing of my father’s experience and mine.

**Maria Elena Lopez Vinader (Argentina)**  
**THE POWER OF MUSIC FOR VALIDATING MUTUAL AND VARIOUS IDENTITIES**

(see program supplement)
Dale Snauwaert (USA)
METHODS OF SELF-TRANSFORMATION
This workshop will explore ways of self, thereby enlarging our self-awareness. This workshop offers an exploration and rediscovery of our inner life and our multidimensionality. Participants will acquire knowledge of a number of techniques of inner exploration that they can utilize to expand and enhance their consciousness and sense of self. This increased and deepened awareness will help participants live a more conscious life and become agents of nonviolent social transformation.

Saif AbuKeshek (Palestine)
INTERNATIONAL SOLIDARITY AND NON-VIOLENT DIRECT ACTION IN VIOLENT CONFLICTS
This workshop will give a brief presentation on the role played in this violent conflict, how such intervention can help in building peace, and what is the role of international solidarity in conflict resolution. Is the civil society able to make powerful interventions in armed conflicts?

Elizabeth McKenna (USA)
“CREATING A SPIRITUAL SPACE: THE CLASSROOM AND BEYOND”
Space can be transformative. It is essential to the development of the “whole child”. The formation of individual identity depends on the level of trust and respect that is shared by those that coexist within the community. As we work to establish these communities, we must attend to our self. Are we present and mindful of the moment? Do we find purpose and meaning from our work? Do we create a similar environment for others? An awareness of and appreciation for the aesthetics of space will be considered along with the importance of personal narrative. We will journey into an Early Childhood setting as a foundation from which to reflect and reconnect with the pureness of our own inner child.

Laura Hilger (USA)
SERVICE LEARNING AS A GATEWAY FOR PEACE EDUCATION
In order to promote peace, peace educators must be more able to create effective tools. Outcomes report an increase in positive social behaviors (2005). In this workshop, we will explore the different types of service learning, and the results that can be achieved when strong integrative components of effective service lea/ing tools are taken into account.

Salome Lomadze (Georgia)
EDUCATING FOR WOMEN’S ROLE IN THE PEACE BUILDING PROCESS
Building of sustainable peace and democracy for the society which suffered from the conflict is the major priority. But it will be impossible to achieve without inclusion of women in the processes. Despite the fact that most of the countries agree with the statement women’s potential in the peace building process is not used at all or not enough, the situation is opposite. Therefore, this workshop through role-plays/simulations/discussions will try to show the importance of women’s participation in the peace building process.

Susana Harillo (Spain)
A GLOBAL PLAN FOR PEACE AND HUMAN RIGHTS EDUCATION IN THE BASQUE COUNTRY
The Department of Human Rights Education at the University of the Basque Country implements a comprehensive and inclusive approach to human rights education at all levels of formal education, media and other implementation from the international group.
Plenary V (Public Plenary)

Faisal Azaiza (Israel)
IDENTITY IN THE CONTEXT OF JEWISH-ARAB RELATIONS ON CAMPUS: DIALOGUE BETWEEN RELIGION AND IDENTITIES AT THE UNIVERSITY OF HAIFA AS A MICROCOSMOS OF ISRAELI SOCIETY
The University of Haifa is a natural setting for a social laboratory to study the interactions between Jews and Arabs. It is a multicultural place of learning, where faculty, staff and students from different backgrounds, nationalities and cultures can interact. The diverse faculty and student body is relatively representative of Israeli society as a whole. Over the course of Haifa campus as related to positive (coexistence, equality, and acceptance) and negative (conflict, political tension, and discrimination) dynamics between Jews and Arabs. The presentation will be related to a microcosm of Israeli society.

Clare Magill (Northern Ireland)
RESEARCHING EDUCATION IN TRANSITIONS TO PEACE: EDUCATION AND RECONCILIATION IN NORTHERN IRELAND, THE BASQUE COUNTRY, AND BOSNIA AND HERZEGOVINA
This talk will focus on an 18-month research project, funded by the European Union's Peace and Reconciliation Programme, looking at education and reconciliation in Northern Ireland, the Basque Country, and Bosnia and Herzegovina. The project aims to investigate: children’s, young people’s and educators’ awareness and understanding of the conflict/war in their region; their concepts of reconciliation; and the implications for education in promoting reconciliation in different age groups. This will include work with primary, post-primary and non-formal educators. The project is being coordinated by the UNESCO Centre (N. Ireland), as well as Baketik in the Basque Country and Education For Peace in Bosnia and Herzegovina.

Olena Suslova (Ukraine)
THE ROLE OF CIVIC EDUCATION IN BRINGING VALUES OF IDENTITY, INTERDEPENDENCE AND NON-VIOLENT TRANSFORMATIONS
The presentation aims to find out the role of civic education in bringing values of identity, interdependence and non-violent transformations using the example of the Empowering Education – program promoting awareness about women’s human rights and gender equality by integrating new gender sensitive teaching models and methods into educational systems. It explores particularly Ukrainian experience of women’s involvement and increase of civic competencies after evaluation of about ten years of implementation of the program in the country.

Workshop Session I

Galina Zalmanson Levi (Israel)
FULLFILMENT OF A DREAM
In this workshop (with Gal Harmat) we will deal with a new and unique Teacher’s Preparation Program for social and environmental justice, and peace education. The program takes place at the Kibbutzim College for Education in Tel Aviv, and is based on the principles of Critical Pedagogy: dialog, context and relevancy, empowerment, group knowledge development, critical perception of reality etc. The students in our program are social change and peace activists who represent various conflicting groups in the Israeli society: Jews and Arabs, European Jews and Asian/African Jews, new migrants and old timers, women and men. The class’s format: theory and practice...

Mary Lee Morrison (USA)
THE ART OF COMMUNITY CONVERSATION: AN EXPLORATION BETWEEN THE INTERFACE OF RESEARCH, EDUCATION AND ACTION. FALSE TRICHOTOMIES?
As peace educators, many of us face educational settings- the rest of the world- in order to engage in social change? In an experiential format we will develop a working model.

Tony Jenkins (New York City)
CIPE: INTRODUCTORY WORKSHOP FOR POTENTIAL HOSTS
This workshop will provide an introduction to the concepts of CIPE: integrative conflict education. Participants will also be introduced to the goals, purposes, and hosting criteria of the CIPE.

Alias Ezugbaya (Abkhazia (autonomous Republic of Georgia))
ONE STEP TOWARDS PEACE (EDUCATION THROUGH COMBINING THE USE OF 3 METHODS OF ANALYZING CONFLICT)
My workshop includes well known methods of analyzing conflicts as a way of education for peace. Combining them help us to look at problem from another side. Stages of conflict understanding: their analyses formed in small groups. I think examples on the basis of ethno-political conflicts will be interesting. I hope all Participants will know enough about basque conflict to take part in practical-interstaining game. If not I can with help of someone reflect Abkhazian-Georgian relationship and conflict itself as an example.
Day 7  July 21 (Saturday)
Planning for the Future

Strategic Planning Seminar Sessions

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Khader Abu Alia  
Al Quds University (Palestine)  
Khader Abu Alia has been working at Al Quds University since 1998; teaching legal studies in English and the American Judicial system in the Law School. He has been involved in peace education for the last seven years. Khader Abu Alia has been invited to show the presentation (Art of Dialogue) in Italy, U.S.A., Turkey, and France.

Saif AbuKeshek  
International Solidarity Movement (Palestine)  
Saif AbuKeshek is an activist in the field of non-violent direct action in Palestine. He has participated in many events and trainings on this issue. He has been a trainer for the International Solidarity Movement and arrested several times but still believes that this is the main method to resolve the Palestinian-Israeli conflict.

Rasa Askinyte - Degesiene  
Vilnius Pedagogical University, Department of Moral Education (Lithuania)  
Rasa Askinyte Degesiene is a lecturer at Vilnius Pedagogical University, teacher expert in secondary school, in-service trainer, and is an author of more than ten textbooks and manuals for teachers. Her fields of interest and work are moral education, logics, and philosophy.

Faisal Azaiza  
Jewish Arab Center, the University of Haifa (Israel)  
Faisal Azaiza, Ph.D., Senior lecturer and Head of the MA program, School of Social Work, Faculty of Social Welfare and Health Sciences, University of Haifa. Head of the Jewish-Arab Center at the University of Haifa. Member of the Council for Higher Education in Israel.

Amadu Sidi Bah  
Campaign for Good Governance (Sierra Leone)  
Before joining the academic program in Spain, Amadu Sidi Bah has worked with national and international NGOs in various capacities as researcher and training coordinator. He has done much work in the area of strengthening civil society participation in governance and development. Amadu has also done voluntary work.

Patti Bailie  
The Biosophical Institute (USA)  
Patti Bailie is the Education Director of The Biosophical Institute, a private foundation working toward the unity of individuals to create a peace-minded society. Working in the field of early childhood environmental education for the past 15 years (at three different nature centers) she has provided numerous early childhood environmental education workshops in Wisconsin with her husband Bob.

Monisha I. Bajaj  
Teachers College (USA)  
Monisha Bajaj, Ed.D., is an Assistant Professor at Teachers College, Columbia University where she teaches courses on International Education and Development as well as a rights education (UNESCO, 2003) which she wrote while carrying out research as a Fulbright scholar.

Irene Banias  
Bogazici University, Dept. of Political Science & International Relations (Turkey)  
Irene Banias is a member of the Department of Political Science & International Relations at Bogazici University. She teaches Human Rights, International Law and European Union law in the context of European Court of Human Rights Jurisprudence. She is an American educated lawyer with varied experience, including law practice in criminal defense, asylum and child trafficking in the US, legal reform work in Central and Eastern Europe and peace and reconciliation work on Greek-Turkish issues. Irene was legal advisor for “Access to Justice,” a human rights training program in Turkey for judges, prosecutors, lawyers, police and civil society.

Cécile Barbeito  
Escola de Cultura de Pau- School for a Culture of Peace, Peace Education Programme (Spain)  
Cécile Barbeito has been actively involved in peacebuilding issues since the end of the 90's, as a peace education trainer in the School for Peace Education and as a volunteer activist (Small arms campaign, Conscience Objection with the International War Resistance, etc.). Ms. Barbeito graduated in Political Science in 2001, and has specialized in non-formal education methods.

Barbara Barnes  
Brooklyn College (USA)  
Barbara Barnes is a long time peace activist: US Peace Corp in Kenya, anti-Vietnam War practicing non-violent action, solidarity work in Southern Africa, including two years teaching: violent approaches to handling conflicts for two decades in the NYC public schools. Barbara teaches educational foundations and peace education at CUNY.
Eva Borbelyne Nagy  
Foundation for Human Rights and Peace Education (Hungary)  
Eva B. Nagy, director  
included: research, culture and intercultural, teachers on how to work in t  
seminars as well as participated in international and regional projects. She is a staff member of the EURED European Peace Education curriculum development program and an Expert of the National Educational Development Program for Social Competencies.

Dana Brown  
Universidad del Salvador (Argentina)  
Dana Brown is an activist and graduate student at Argentina’s Universidad del Salvador. She is pursuing a Masters degree in International Relations and Peace Studies and is focused on years experience in popular education in non-violence, power analysis and the role of identity and oppression in conflict analysis and transformation.

Marina Caireta  
Escola de Cultura de Pau- School for a Culture of Peace, Peace Education Programme (Spain)  
Marina Caireta Sampere began environmental education pro  
took a postgraduate course currently working in the education program.

Tontxu Campos Granados  
Ministry of Education, Basque Government (Spain)

Loreta Castro  
Center for Peace Education (Philippines)  
Loreta Castro is Director currently working in the education program. (GPPAC)-Southeast Asia and an IAC member of the Global Campaign for Peace Education.

Kathryn Crawford  
ICCCR, Teachers College (address above) (USA)  
Kathryn Crawford currently works at the International Center for Cooperation and Conflict Resolution (ICCCR) at Teachers College in New York City. She also works with an after-school program out of the Continuing Education program in City College of New York (CUNY) teaching latina/o immigrant parents beginning English.

Liutauras Degesys  
Vilnius Pedagogical University, Faculty of Social Sciences, Department of Philosophy (Lithuania)  
(see program supplement)

Areti Demosthenous  
University of Athens (Cyprus)  
Areti Demosthenous teaches Comparative Religious Law with emphasis on its Socio-Political Dimensions at the University of Athens. She is Director of the Institute of Historical Research for Peace and a member of the Central Committee of Democratic Party in Cyprus.

Alias Ezugbaya  
Abkhazian State University (Abkhazia (autonomous Republic of Georgia))  
Alias Ezugbaya was born in 1984 in USA, town Tkvarcstal. Her father was killed during the Abkhazian-Georgian war. She did well at school and left it in 2003. Now Alias is a 4th year student of ASU(Abkhazian State University)-English Department. She is also a 3rd year student of the economic faculty. She finished business school coordinated by World Vision and is now preparing for a business plan and grant in small business.

Janet Fernandez  
Baketik (Spain)

Janet Gerson  
IIPE / Peace Education Center (USA)  
Janet Gerson, Co-Director of Peace Education Center, Teachers College, Columbia University, and Education Director, IIPE, works on programming, trainings, and research and development of substantive themes. Her teaching focuses are conflict processes, creative approaches, and pedagogy of peace education. Her research concerns are international law and the peace movement; civil society tribunals; and gender, human security and demilitarization.
Marina Goikoetxea  
(Spain)  

Begoña Gomez  
(Spain)  

Manuela Gómez  
CRP Ciutat de Santa Coloma de Gramenet (Spain)  
Manuela Gómez Pérez is a teacher of philosophy in high schools. She is a member of GrupIREF (Institute of Research for the Teaching of Philosophy). Manuela is a coordinator and teacher’s trainer of Philosophy for Children.  

Haggith Gor Ziv  
Center of Critical Pedagogy, Kibbutzim College of Education (Israel)  
Haggith Gor Ziv is the fo: Peace Education program at Kibbutzim College of Education, T.A, Israel. Haggith is also an author of peace education, human rights and gender equality curricula. She has been teaching critical feminist pedagogy in various countries in South East Asia and Africa and is the editor of a book on Militarism in Education.  

Juan Gutierrez  
Asociacion 11-M Afectados Terrorismo + International Network for Peace (Spain)  
Juan Gutierrez holds an Engineering PhD and a Philosophy PhD. Actively involved in Peace and Ecology in Europe since the sixties, he is Founder and was Director of Gernika Gogoratuz Peace Research Center, 1987-2001. Juan currently works globally with victims who want to turn their grief into action for peace including Families for Peaceful Tomorrows, Victims of March 11th in Madrid, and many other groups linked by an international network.  

Susana Harillo  
Peace Education, Department of Human Rights; Basque Government (Spain)  
Susana Harillo has been a teac: years. She is an active member of its Peace Education section and director of Peace Education of the Department of Human Rights of the Basque Government since 2003.  

Gal Harmat  
The Center of Critical Pedagogy, Tel Aviv (Israel)  
Gal Harmat is a Gender Specialist. She has extensive experience in conflict analysis, dialogue facilitation and gender empowerment practice and research. Gal is teaching Peace Education and gender at the Critical Pedagogy Center at the Kibbutzim Teachers College and facilitating Peace Dialogue between Jews and Arabs in the Middle East.  

Orla Hasson  
Baketik/DesertFish Productions (Spain)  
Orla Hasson: As co-director of Desi: people those issues affect. She is currently working with Baketik to develop forum theatre projects.  

Laura Hilger  
Highland Tech High School (USA)  
Laura has taught in schools for eight years and currently teaches at a charter school in Anchorage, Alaska. Her interests in education involve language arts, leadership, curriculum building, social justice, peace education, and history. She hopes to continue to be a life long learner to further develop her skills as an educator, and believes that peace education is a key element for improving the educational systems of the world.  

Tara Hopkins  
Civic Involvement Projects of Sabanci University (Turkey)  
(see program supplement)  

Tony Jenkins  
International Institute on Peace Education (USA)  
Tony Jenkins is Co-Director of the Peace Education Center at Teachers College, Columbia University; Global Coordinator of the International Institutes on Peace Education; and Coordinator of the Hague Appeal for Peace Global Campaign for Peace Education. He has extensive consultative experience working with universities, NGOs: interest in alternative security, disarmament and gender.  

Jon Landa  
Department of Human Rights, Basque Government (Spain)
Galia Zalmanson Levi  
Critical Pedagogy Center, Kibuthim College (Israel)  
Galia Zalmanson Levi is a critic of The Social Justice and Peace Education Teacher Preparation Program. Galia has worked at the Ministry of Education, Division of Education of Youth at Risk as a director of graduate learning department.

Salome Lomadze  
Fund “Sukhumi” (Georgia)  
Since 2002 Salome Lomadze has been working for the IDPs of Abkhazia. Therefore, the work she is doing is connected with IDP women’s rights. At present Salome works in the Ministry of Environment Protection and Natural Resources of Georgia.

Maria Elena Lopez Vinader  
Musictherapists for Peace / Center for the Rehabilitation of the Blind (Argentina)  
(see program supplement)

Yun Lu  
NO. 1 Middle School, Huhhot, Inner Mongolia (China)  
Since first participating in the World Women’s Conference in Beijing in 1995, Lu Yun has become aware that peace educators have already been fighting for peace for all the races of the world. This has been an open window that let the sunshine of peace education into her heart. Lu feels so fortunate and excited for what she can and should do: responsibility for teaching language but the duty of being a peace educator. Additionally, in Lu’s spare time, she tries to take part in the activities organized by the local Women Association in training the women educators from all the levels in her local area of Inner Mongolia, China.

Abraham Magendzo  
Universidad Academia de Humanismo Cristiano (Chile)  
Abraham Magendzo, holder of the Doctoral Degree Program in Education at the Academia de Humanismo Cristiano, Santiago-Chile. Abraham Magendzo is also an educational researcher at the Fundacion IDEAS (an NGO dedicated to the issues related to tolerance, discrimination, human rights and citizenship.)

Clare Magill  
UNESCO Centre, School of Education, University of Ulster (Northern Ireland)  
Clare Magill has been a Research Assistant at the UNESCO Centre, University of Ulster since 2005, assisting with research around the broad theme of education and conflict. Currently she is Project Coordinator of an EU Peace and Reconciliation Programme-funded project looking at education and reconciliation in Northern Ireland, the Basque Country, and Bosnia and Herzegovina. Clare graduated in 2002 with an M.A. in Modern History and Spanish.

Danny Mallonga  
Teachers College, Columbia University (Philippines)  
Danny Mallonga, originally from Manila, is an OD consultant specializing in group process & conflict resolution. He worked, until recently, at Columbia University’s International Center for Cooperation & Conflict Resolution (ICCCR) where he was the Senior Program Administrator & Marketing Director. He holds graduate degrees from the Jesuit-run Ateneo de Manila University (M.A.) and from Teachers College, Columbia University (Ed.M., Ed.D.).

Donna McInnis  
Soka University/Soka University Peace Research Institute (Japan)  
Donna McInnis is a Professor at Soka University outside of Tokyo, Japan. She has been a member of the Soka University Peace Research Institute since 1993. She teaches and develops courses in Peace and Nonviolence Education with particular focus on Nonviolent Communication, Peace Action, Human Rights Education, and Building Partnership Cultures.

Elizabeth McKenna  
New Canaan Country School (USA)  
Betsy McKenna recently completed her Childhood education field for a School. Currently developing curriculum centered on “Spirituality in the Classroom” and “Environmental Sustainability”.

Maria Mendez  
GEIZ. University Center for Conflict Trasformation (Spain)  
(see program supplement)

Mary Lee Morrison  
Pax Educare, Inc. (USA)  
Dr. Mary Lee Morrison, USA.  
Pax Educare, a 501 (c) (3) organ. Connecticut State University, teaching the social and cultural foundations of education.
Jasmin Nario-Galace  
Center for Peace Education, Miriam College (Philippines)  
Jasmin Nario-Galace is Associate Director of the Center for Peace Education, Miriam College where she also teaches International Peace and Security, Peace Studies and Peace Education. She is currently Coordinator of the Philippine Action Network on Small Arms and is Steering Committee Member of Sulong CARHRiHL, a third pillar agreement on the respect for human rights and international humanitarian law.

Gaudence Nyirabikali  
UNESCO Centre - School of Education; University of Ulster (Northern Ireland)  
Gaudence Nyirabikali is currently on doctoral research at the University of Ulster, in Northern Ireland, working on a project focusing on Education as a medium in Conflict Transformation, and looking at Angola as a case study. Her professional experience includes working with NGOs in developmental projects and a Master’s degree in International and European Relations, from Linköping University, Sweden.

Idoia Orbe  
Gernika Peace Museum Foundation (Spain)  
Idoia Orbe is from the Basque Country, Spain and has a degree in Basque Language from the University of Deusto (Bilbao) and a Teaching Qualification Course. Idoia has been working as a French and Basque language teacher in Secondary Schools, and a tour guide in The Gernika Peace Museum, and is currently head of the Education Department there. Idoia has also participated in different courses in peace studies, conflict resolution and educational issues.

Najla Osseiran  
Bogazici University (Turkey)  
Najla Osseiran was born in Bern, 1960. She lived in Beirut-Lebanon until 1976, when she fled the Civil War with her family and settled in Ankara-Turkey where she graduated from the Psychology department at METU. Najla has been teaching English at the Boğaziçi University, School of Foreign Languages in Istanbul since 1989 and part-time at Getronagan Armenian high school since 2001.

Josep-Andreu Pérez i Mingorance  
AEDEA (Asociación Española para el Desarrollo de una Educación Armónica) (Spain)  
Josep-Andreu Pérez-Mingorance is a specialist in edition of medieval text, world of the education and the organization of educational processes. Collaborator in the program SAT with Dr. Claudio Naranjo.

Ana Petrovic  
Esperanca (Serbia)  
Education: Senior student  
Yugoslavia “Architecture of peace” (Nov. 2005.); Coordinator of a voluntary project “For a smile from a child” that consisted in giving psycho-social support to hospitalized children. Activist of the Women in Black network in Serbia.

Francesco Pistolato  
Università di Udine (Italy)  
Francesco Pistolato studied first Law and then Foreign Languages at the University of Rome. After some years in the financial sector, he became a teacher and a translator. In Udine (North-East of Italy) he has been working as an organizer of cultural events for the local Austrian Library and as a teacher trainer for teachers.

Olatz Prat  
Baketik (Spain)  

David Ragland  
University of Toledo - Center for Nonviolence and Democratic Education (USA)  
David J. Ragland received his MA in International Educational Development specializing in Peace Education from Teachers College, Columbia University in May 2002. David has also studied at The University of Toledo and The University of Peace in Costa Rica. He is now teaching Philosophy, Ethics and Teaching at Eastern Michigan University. David has also taught at Washington University in St. Louis and Philosophy of Education at Hofstra University. David studied Philosophy and Education at Teachers College, Columbia University and is now at the University of Toledo finishing his Ph.D. in Philosophy of Education focusing on Peace Education.

Betty Reardon  
IIPE (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 different parts of the world each year. She has published widely, various of her works in peace education have been translated into many languages. In 1999 she was participant in the Hague Appeal for Peace Civil Society Conference, where she convened the meeting that launched the Global Campaign for Peace Education.
Patricia Roeding  
*Center for Cooperative Principles (USA)*  
Patty Roeding, M.A., is the President and Executive Director of the Center for Cooperative Principles, which educates for unity, freedom and goodwill. She is the founder and President of Transpersonal Educational Resources, LLC. Patty works with youth and adults in the areas of conflict transformation, peace education, transpersonal education and inner leadership.

Diane Scanlon  
*Musician/peace educator (USA)*  
Diane Dwyer Scanlon is a Grammy Award winning producer and composer. She has a BA in Cultural Studies with a concentration in American blues music, an MA in International T:
learning units using popular music and music videos to raise conversations on Human Rights.

Jonathan Smith  
*Lebanese American University (Lebanon)*  
Jonathan Smith holds an MA in Applied Linguistics and an MA in International Peace Studies. He served an English Instructor at Arab American University-Jenin in the Palestinian Territories from 2002-2004, co-developing and teaching four academic English courses with a content of peace and conflict resolution. He is currently an English Instructor at Lebanese American University in Beirut.

Dale Snauwaert  
*The University of Toledo (USA)*  
Dale T. Snauwaert, Ph.D. is A:
Herb College of Education at the University of Toledo.

Jill Strauss  
*University of Ulster, Academy for Irish Cultural Heritages (USA)*  
Jill Strauss is currently a PhD student at the Academy for Irish Cultural Heritages, University of Ulster, Northern Ireland. She has an EdM in Peace Education from Teachers College. Her P:
Derry where she lives and writes, and presents internationally on diversity, conflict resolution and peace education.

Olena Suslova  
*Women's Information Consultative Center (Ukraine)*  
Olena Suslova is Chair of the Board and founder of the Women's Information Consultative Center, Gender Coordinator for the Parliamentary Development Program and co-author of Empowering Education Program (a grassroots women's human rights and gender sensitive educational movement that is active in more than 10 countries).

Mireia Uranga  
*Baketik / Peace Education Consultant (Spain)*  
Mireia Uranga was born in Eibar in 1966, Basque Country, Spain. She has a MA in Philosophy and has been a teacher in Secondary Schools, researcher, teacher trainer and promoter of Peace i:
cats and a dog in a beautiful area:
and joy.

Q'Jette Whitworth  
*Peace Education Center, Teachers College (USA)*  
Q’Jette Whitworth is a recent M.A. graduate from Teachers College, with a degree in International Educational Development with a concentration in Peace Education. Her cur:
system. Her other research interests include women’s and children’s issues in India. Q’Jette’s educational philosophy is rooted in Freirian practice. She has always sought to learn from and communicate with others. Henna art, puppetry, Middle Eastern dance, languages, and conversations about social issues with every person willing to talk with her are just a glimpse of her various hobbies.

Neli Zaitegi  
*Department of Peace Education; Basque Ministry of Education (Spain)*  
Neli Zaitegi has been involved in education for the last 35 years as teacher, director, inspector, consultant and researcher. Since the year 2000 She has been the director of the programme on Peace Education and Co-existence of the Basque Department of Education.

Blanca Zaragüeta  
*Asociación Cultural IKERTZE (Spain)*  
Born in San Sebastian i
Currently she is a film and TV program producer with Ikertz, an educational non-profit organization, creating educational programs using artistic languages to express and philosophy to learn thinking, for schools and different social groups including children and adults. She has two children, 13 and 10 years old.
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The Peace Education Online Community is an interactive website designed to enable members of the global community to communicate and interact through online discussions, collaborative working spaces, a calendar of events, member profiles, conference reports, the sharing of files and papers including curricula and best practices from local communities, and much more. This initiative was developed to support the members and participants of the International Institute on Peace Education, Community-based Institutes on Peace Education, and the Global Campaign for Peace Education, and other concerned educators. Please visit and sign-up for a new account at the Peace Education Online Community today!

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www.tc.edu/PeaceEd/newsletter

The monthly newsletter of the Global Campaign for Peace Education features articles and news from around the world where peace education is active and growing. It includes a monthly introductory letter from a member of the Campaign; reports from the field chronicling successes and challenges; profiles of peace educators; listing of events, conferences, and trainings in peace education; new publications; job postings; and occasional action alerts. The newsletter also features updates, events and activities of the Peace Education Center.

Do you have news or an event to share with the GCPE community? We welcome contributions of all kinds (news, reports, activities and events). Contact the newsletter editor at peace-ed@tc.edu.
<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>SPANISH</th>
<th>PRONUNCIATION</th>
<th>BASQUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s your name?</td>
<td>¿Cómo te llamas?</td>
<td>COH-moh teh YAH-mahs</td>
<td>Nola duzu izena?</td>
</tr>
<tr>
<td>My name is ______.</td>
<td>Me llamo ______.</td>
<td>may YAH-moh</td>
<td>Nire izena _______ da</td>
</tr>
<tr>
<td>Where are you from?</td>
<td>¿De dónde eres?</td>
<td>day DOHN-day AIR-ehs</td>
<td>Nongoa zara?</td>
</tr>
<tr>
<td>Good morning.</td>
<td>Buenos días.</td>
<td>BWAY-nohs DEE-ahs</td>
<td>Egunon</td>
</tr>
<tr>
<td>Good afternoon.</td>
<td>Buenas tardes.</td>
<td>BWAY-nohs TAR-days</td>
<td>Arratsaldeon</td>
</tr>
<tr>
<td>Hello.</td>
<td>Hola.</td>
<td>OH-lah</td>
<td>Kaixo</td>
</tr>
<tr>
<td>Goodbye.</td>
<td>Adiós.</td>
<td>a-dee-OHS</td>
<td>Agur</td>
</tr>
<tr>
<td>How are you?</td>
<td>¿Cómo estás?</td>
<td>COH-moh eh-STAH  S</td>
<td>Zer moduz?</td>
</tr>
<tr>
<td>Please.</td>
<td>Por favor.</td>
<td>por fah-VOHR</td>
<td>Mesedez</td>
</tr>
<tr>
<td>Fine.</td>
<td>Bien.</td>
<td>Bee-YEN</td>
<td>Ongi</td>
</tr>
<tr>
<td>Thank you.</td>
<td>Gracias.</td>
<td>GRAH-see-ahs</td>
<td>Eskerrik asko</td>
</tr>
<tr>
<td>You’re welcome.</td>
<td>De nada.</td>
<td>day NAH-dah</td>
<td>Ez horregaitik</td>
</tr>
<tr>
<td>Excuse me.</td>
<td>Permiso.</td>
<td>pair-MEE-soh</td>
<td>Barkatu</td>
</tr>
<tr>
<td>I’m sorry.</td>
<td>Lo siento.</td>
<td>loh see-YEN-toh</td>
<td>Sentitzen dut</td>
</tr>
<tr>
<td>I don’t know.</td>
<td>No sé.</td>
<td>no SAY</td>
<td>Ez dakit</td>
</tr>
<tr>
<td>I don’t understand.</td>
<td>No entiendo.</td>
<td>no ehn-tee-YEN-doh</td>
<td>Ez dut ulertzten</td>
</tr>
<tr>
<td>Nice to meet you.</td>
<td>Mucho gusto.</td>
<td>MOO-choh GOO-stoh</td>
<td>Pozten naiz zu ezagutzeaz</td>
</tr>
<tr>
<td>Do you speak English?</td>
<td>¿Habla ingles?</td>
<td>AH-blah een-GLAYS</td>
<td>Hitzegiten duzu ingelesez?</td>
</tr>
<tr>
<td>Have a nice day.</td>
<td>Que le vaya bien</td>
<td>kay lay VIE-ah bee-YEN</td>
<td>Egun ona izan</td>
</tr>
</tbody>
</table>