Critical Pedagogy: Educating for Justice and Peace

IIPE 2008

University of Haifa * Haifa, Israel
July 28 - August 4, 2008

Co-Organized by:

University of Haifa

המרכז היהודי־ערבי
المركز اليهودي - العربي

המרכז לחקר החינוך לשלום
المركز لأبحاث التربية للسلام

סמינר הקיבוצים
סימן שאתה מצוין
המכללה לחינוך לטכנולוגיה ולאמנויות

PEACE EDUCATION CENTER
TEACHERS COLLEGE
COLUMBIA UNIVERSITY

Global Education Associates

2008
INTERNATIONAL INSTITUTE ON PEACE EDUCATION
"Critical Pedagogy: Educating for Justice and Peace"

July 28 - August 4, 2008 * University of Haifa * Haifa, Israel

CONTENTS

Welcomes 2-3

Acknowledgements (staff, volunteers, funders) 4

Schedule 5-13

Program Abstracts 14-25

Participant List (with emails) 26-28

Reflection Group List 29

Participant Biographies 30-36

Memorial Scholarships 37-38

Getting Involved in the Global Peace Education Community 39

Invite to Publish (IIPE 2008 Proceedings) 40

Map - University of Haifa 41

WELCOME

FROM THE NYC PLANNING TEAM

Tony Jenkins

Janet Gerson

On behalf of the IIPE community we are honored to welcome you to Haifa, Israel. Over the next several days we have the pleasure and responsibility of cooperatively engaging each other as a community of learners. In doing so, we will contemplate the importance of critical pedagogy and peace education methodologies for facilitating both personal and social learnings and transformations that might lead toward nurturing a culture of peace and justice.

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

We invite each of you to do your part in "walking the talk." As former IIPE participants will attest, the IIPE is first and foremost a community; a community built upon the principles of learning with and from one another working toward a common cause. In this sense we emphasize that every participants´ experience, knowledge, and questions are equally relevant. As a community experience it is extremely important that we recognize that we all have something to contribute and that we all have something to learn from one another. It is through this spirit of community that the IIPE has sustained itself for the past 26 years.

We are fortunate that the host institutions for IIPE 2008 - the Jewish-Arab Center and the Center for Research on Peace Education (CERPE) of the University of Haifa and the Center of Critical Pedagogy of Kibbutzim College of Education - have each conducted significant work and research in the area of critical pedagogy and peace education. Each of these institutions has sought to address and transform peacelessness in the region by redirecting education toward addressing and transforming "racism, sexism, classism, body ablism (discrimination against people with disabilities) and other forms of prejudice as portrayed and learned through traditional forms of education."

We have learned more than we could have ever imagined in the planning of this IIPE with our Israeli colleagues. More importantly, we have been blessed with the development of beautiful friendships nurtured through our common struggles and shared visions for peace. No amount of thanks or appreciation can fully express our gratitude for the hard work and joy we shared with the key members of the Israeli planning team: Faisal Azaiza, Haggith Gor Ziv, Gal Harmat, and Galia Zalmonson Levi. We also wish to extend our perpetual gratitude to Dr. Betty A. Reardon, our mentor, and founder of the IIPE. Although Betty is unable to join us this year we are certain to feel her spirit and enthusiasm in all that we do.

We hope that the learning and sharing that will take place at the 2008 IIPE will contribute to the emergence of new possibilities for peace education contributing to social change in the region and abroad.

Tony Jenkins
Global Coordinator, IIPE

Janet Gerson
Education Director, IIPE

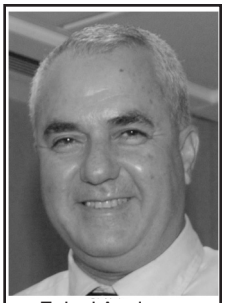
FROM the ISRAEL PLANNING TEAM

WELCOME

We welcome you to the IIPE in Israel. We chose the city of Haifa as the venue for our IIPE since more than other places Haifa symbolizes the complicated reality of Jews and Arabs living together. With a historical meaning for both populations, Haifa is struggling with daily joint life of three major religions, two nationalities, and different immigrant populations. It is also the world center of the Baha'i religion which claims to be egalitarian. The site of the Baha'i temple is a UNESCO world heritage sight (which we will visit). Issues of diversity, prejudice, multiculturalism and inequality, are part of the everyday situation in Haifa.

Gal Harmat, Haggith Gor Ziv, Galia Zalmonson Levi

The University of Haifa is home to six faculties of studies at which over 16,000 students are working towards their degrees in a variety of fields. It is a diverse campus, with a higher rate of Arab students than any other Israeli university. Because of its multicultural character, the university faces the daily challenge of creating a tolerant, pluralistic campus; it has a unique character which is often more political, active and vibrant than other Israeli campuses.



Faisal Azaiza

In the early 1970s, the fledgling University of Haifa realized the potential for either conflict or cooperation between Jews and Arabs on campus. It was therefore decided to establish a center specifically for dealing with this issue. The Jewish Arab Center at the university is an interdisciplinary research institute, internationally renowned for its work in promoting Jewish-Arab cooperation. The JAC supports and publishes research on Middle East affairs such as conflicts and conflict resolution, social change, culture, economic aspects of the region, and the complexity of Jewish-Arab relations. It also provides a forum where students from different backgrounds can find new ways of living together and understanding each other better.

The Center for Research on Peace education (CERPE) was established in the spring of 1998 to serve as an interdisciplinary and international forum for the scholarly study of peace education. CERPE is designed to address this topic by bringing together scholars from different disciplines - education psychology, sociology, political science, economics and history and from different parts of the world, to develop the scholarly field of peace education.

Seminar HaKibutzim is the largest college for teacher education in Israel, located in Tel Aviv. It is known for its humanistic approach and different programs for social involvement. For the past three years, it has offered a leading, innovative program of teacher's education focusing on Social Justice, Environmental Justice and Peace Education. The Critical pedagogy Center was founded 8 years ago with the goal of disseminating ideas of feminist and critical education. The center gives consultation to schools and organizations for social change on issues of application of egalitarian curriculum and advancing marginalized groups. It offers workshops on diverse subjects such as gender, class, militarism of education, tracking mechanisms etc.

Beit Oren hotel is located in Kibbutz Beit Oren in the Carmel Mountains, a short distance from the university. The range is a UNESCO biosphere reserve. The hotel belongs to Kibbutz Beit Oren which is a collective community. The Druze communities of Daliat el Carmel and Usafiya are also located in the Carmel area.

This year's IIPE is a collaboration of the University of Haifa, Seminar HaKibutzim College of Education, Global Education Associates and the Peace Education Center at Teacher College, Columbia University. We chose the theme of Critical Pedagogy and Peace Education to learn together about the links between these two philosophies of education and the possibilities that they present. We live in an unequal society, characterized by wars and occupation. Therefore it is so important to link together issues of class, gender, nationality, ethnicity, religion, disabilities, environment and militarization to the question of peace education. We hope this IIPE will create new connections, interesting ideas and beneficial exchange of knowledge.

IIPE Israeli Organizing Team
Faisal Azaiza Haggith Gor Ziv Galia Zalmanson Levi Gal Harmat Gavriel Salomon

STAFF & ACKNOWLEDGEMENTS

NEW YORK BASED ORGANIZING TEAM

PEACE EDUCATION CENTER, TEACHERS COLLEGE COLUMBIA UNIVERSITY
GLOBAL EDUCATION ASSOCIATES

Tony Jenkins, IIPE Global Coordinator (Co-Director, PEC; Program Coordinator, GEA)
Janet Gerson, IIPE Education Director (Co-Director, Peace Education Center)
Marielle Amhrein, PEC Intern
Sarah Bou Ajram, GEA Intern
Luellen Kazan, GEA Intern
Kinneret Kohn, PEC/GEA Volunteer

ISRAEL BASED ORGANIZING TEAM

UNIVERSITY OF HAIFA: JEWISH-ARAB CENTER

Faisal Azaiza, JAC Director
Patrick Maestracci, JAC Adminstrator
Nurit Gadir, JAC Administrative Coordinator
Rimah Farah, JAC Assistant
Emily Singer, JAC Intern
Marguy Ansher, School of Social Work

CENTER OF CRITICAL PEDAGOGY, KIBBUTZIM COLLEGE OF EDUCATION

Haggith Gor Ziv, Co-Director
Galia Zalmonson Levi, Co-Director
Gal Harmat, Co-Director
Natali Gidens, Intern

UNIVERSITY OF HAIFA: CENTER FOR RESEARCH ON PEACE EDUCATION

Gavriel Solomon, Co-Director

DONORS

Organizations

Educational Solutions
Friedrich Ebert Stiftung
Haifa Municipality
Israeli Ministry of Foreign Affairs
Lisa and Maury Friedman Foundation
Seminar Hakibutzim
US Embassy in Tel-Aviv
Virginia Wellington Cabot Foundation

Individual Donors

Barbara Barnes, Carol Brutza, Pieternel de Bie, Lisa Friedman, Karen Green, Paula Herz, Fiora Livi, Hattie Segal, Michelle Segal

Betty Reardon provided the following memorial scholarships:

Willard Jacobsen IIPE scholarship
Valentina Mitina IIPE scholarship

arrival day

July 28 (Monday)

Arrival Day / Introductions

12:00	**Informal gathering and community building activities** (while waiting for people to arrive) snacks will be served throughout the day
6:00 – 6:45 (approx)	**Introductions**
7:30 -9:00	**Welcoming Dinner**

Day 1

July 29 (Tuesday)

Critical Pedagogy and Peace Education - and in-Between?

7:30-8:30	**Breakfast**
8:30	**Bus leaves for Haifa University**
9:00-9:45	**Welcome & Orientation** Faisal Azaiza; Jewish-Arab Center, University of Haifa Tony Jenkins; IIPE Global Coordinator Loreta Castro; Center for Peace Education, Miriam College
9:45–10:15	**Coffee Break**
10:15–12:30pm	**Opening Plenary (Panel I):** ***Critical Pedagogy and Peace Education - and In-Between?*** MODERATOR: Janet Gerson (USA) Gavriel Salomon (Israel) **THE ESSENTIAL NATURE OF PEACE EDUCATION, ITS POTENTIAL AND LIMITATIONS** Abraham Magendzo (Chile) **THE RELATIONSHIP BETWEEN CRITICAL PEDAGOGY AND HUMAN RIGHTS EDUCATION** Roberto Bahruth (USA) **CRITICAL PEDAGOGY, CRITICAL LITERACY AND CULTURAL WORK** Haggith Gor Ziv (Israel) **CRITICAL FEMINIST PEDAGOGY AND PEACE EDUCATION**
12:30-1:30	**Lunch**

SCHEDULE

1:30-3:00	**Concurrent Workshops A** (for descriptions see "abstracts") Ronni Alexander (Japan) **POPOKI, WHAT COLOR IS PEACE? EXPLORING CRITICAL APPROACHES TO THINKING, IMAGINING AND EXPRESSING PEACE WITH THE CAT, POPOKI** Natali Gidens (Israel) **EMPOWERING PROCESS OF STREET WOMEN** Mouna Karkabi (Israel) **IMPLICIT SOCIAL IDENTITY AND SELF-ESTEEM IN BILINGUAL JEWISH-ARABIC SCHOOLS IN ISRAEL** Heather Kertyzia (Canada) **PEACE BASED LEARNING AND EDUCATING IN HIGHLY STRATIFIED SOCIETIES** Dale Snauwaert (USA) **THE PHILOSOPHICAL ORIGINS OF PAULO FREIRE'S CRITICAL PEDAGOGY: IMPLICATIONS FOR AN EDUCATION FOR PEACE** Aylin Vartanyan Dilaver (Turkey) **STORY CIRCLES FOR SOCIAL CHANGE**
3:00–3:15	**Break**
3:15–4:45	**Concurrent Workshops B** Marijana Cuvalo (Canada) **A SNAPSHOT OF PEACE PROJECTS FOR YOUTH WITHIN THORNCLIFFE PARK** Nadette de Visser (Netherlands) **PERCEPTIONS OF THE WORLD FOCUSED ON THE RE-INSTILLMENT OF EMPATHY** Elham Farah, B.A. B.Ed., MEd. (Canada) **NEW APPROACHES TO TEACHING CITIZENSHIP EDUCATION, TOWARDS CULTURAL PROFICIENCY** Andria Wisler (USA) **UNDERSTANDING OUR ROLES AND REALIZING OUR GOALS AS PEACE EDUCATION RESEARCHERS: REFLECTIONS FROM FIELDWORK IN SOUTHEASTERN EUROPE** Leah Shakdiel (Israel) **DON'T SING WHEN GOD INFLICTS PUNISHMENT - ON US, OR ON OUR ENEMIES?** Linda Longmire (USA) & Timothy H. Smith (USA) **REVISITING ILLICH: CRITICAL PEDAGOGY IN MEXICO**
4:45-5:00	**Coffee Break**
5:00-6:00	**Reflection Group Meetings**

6:15	**Bus leaves for Beit Oren**
6:30-7:30	**Free-time**
7:30	**Dinner**
8:30- 11:00	**Swimming Pool Evening**

Day 2 July 30 (Wednesday)

Education Under the Shadow of Jewish-Arab Conflict

7:30	**Breakfast**
8:30	**Bus leaves for Haifa University**
9:00– 11:00	**Plenary II:** ***"Education Under the Shadow of Jewish-Arab Conflict"***
	MODERATOR: Barbara Barnes (USA)
	Bihan Qaimari (Palestine) **EXPLORING TEACHERS PROFESSIONAL IDENTITY IN THE WAR ZONE**
	Johayna Seefe (Israel) **EDUCATIONAL SOCIAL MOVEMENT-ALON: WORKING WITH PALESTINIAN YOUTH EDUCATORS TO CLOSE THE MINORITY EDUCATION GAP**
	Leah Shakdiel (Israel) **JEWISH RELIGIOUS EDUCATION FOR PEACE**
11:00 – 11:30	**Break**
11:30 – 1:00 pm	**Concurrent Workshops C**
	Laura M. Hampton (USA) **THE DEMONIZATION OF ARABS AND MUSLIMS SINCE 9\11: HOW TO OVERCOME XENOPHOBIA?**
	Judith Jensen (USA) & Susan Luxton (USA) **BALANCING THE ISRAELI/PALESTINIAN CONFLICT: CURRICULA, DIALOGUE, AND SOLUTIONS**
	Havva Kök (Turkey) **UNITY-BASED APPROACH TO EDUCATION FOR PEACE**
	David Netzer (Israel) **JEWISH-ARAB NARRATIVE BASED DIALOGUE IN ACTION**

	Stan Steiner (USA) **ENGAGING YOUTH IN DIALOGUE ABOUT CONFLICT THROUGH LITERATURE**
1:00 – 2:00	**Lunch**
2:00 –3:30	**Reflection Group Meetings**
3:30- 7:00	**Welcoming by the Municipality. Tour of Haifa**
7:00 –9:00	**Dinner in Haifa**
9:00-10:00	**Bus Returns to Beit Oren**

Day 3 July 31 (Thursday)

Public Schools and Teacher Education: Peace Education and Critical Pedagogy in the Formal Framework

7:30-8:30	**Breakfast**
8:30	**Bus leaves for Haifa University**
9:00 – 10:30	**Concurrent Workshop Session D**
	Irene Banias (Turkey) **HUMAN RIGHTS CRISES AND CRITICAL PEDAGOGY: THE CHALLENGE OF TORTURE**
	Cécile Barbeito Thonon (Spain) **EDUCATION FOR PEACE THROUGH THEATRE OF THE OPPRESSED METHODOLOGY**
	Loreta N. Castro (Philippines) **EDUCATING THE MIND AND HEART TOWARDS PEACEABLE CHANGE**
	Tiffany Hunter (USA) **CULTIVATING CRITICAL THINKING: EXAMINING THE US PORTRAYAL OF THE JEWISH ARAB CONFLICT IN HISTORY BOOKS**
	Orna Baranes (Israel), Badriah Boukhary (Israel), and Youval Tamari (Israel) **JEWISH-ARAB MIXED PUBLIC SCHOOL: A MODEL OF TEAM TEACHING**
	Rinah Sheleff (Israel) **THE HEALING POWER OF STORYTELLING**
10:30 – 11:00	**Break – (Greeting Guests for Public Plenary)**

11:00 – 1:15pm	**Plenary III—Public Plenary:** ***"Public Schools and Teacher Education:*** ***Peace Education and Critical Pedagogy in the Formal Framework"*** MODERATOR: Irene Banias (Turkey) Faisal Azaiza (Israel) **ATTITUDES TOWARDS BILINGUAL EDUCATION IN ISRAEL** Mireia Uranga Arakistain (Spain) **PEDAGOGY FOR BASQUE COUNTRY MINISTRY DEPT. OF HUMAN RIGHTS AND PEACE EDUCATION PROGRAM** Imoh Colins Edozie (Nigeria) **PEACE EDUCATION IN MARGINALIZED COMMUNITIES IN NIGERIA: THE 'PROTECT OUR FUTURE' PROJECT** Galia Zalmanson Levi (Israel) **EDUCATION FOR SOCIAL JUSTICE, ENVIRONMENTAL JUSTICE AND PEACE EDUCATION PROGRAM AT KIBBUTZIM COLLEGE OF EDUCATION**
1:15 – 3:00	**Travel to Acre** (packed lunch provided)
3:00- 7:00	**Tour** (2 groups)
7:00 - 8:00	**Reflection Group Meetings** (will take place in Acre's port)
8:00 - 10:00	**Dinner at Abu Christo Restaurant**
10:00	**Bus returns to Beit Oren**

Day 4 August 1 (Friday)

Critical Perspectives on Women and Violence

	'…Neither Shall They Learn War Any More…" New Profile Exhibition on "Militarism and Education" will be presented Friday and Saturday at the Main Hall
6:30	**Morning walking (optional)**
7:30-8:30	**Breakfast**
9:00-11:00	**Plenary IV:** ***"Critical Perspectives on Women and Violence"*** MODERATOR: Dale Snauwaert (USA) Gal Harmat (Israel) **PEACE EDUCATION THROUGH GENDERED GLASSES** Sally McLaren (Japan / Australia) **CONTEMPORARY VISUAL CULTURE AND IMAGES OF WOMEN IN THE MILITARY** Son Ninsri (Thailand / United Kingdom) **THAILAND'S ANTI-TRAFFICKING IN PERSONS ACT B.E. 2551 (2008): NEW DEVELOPMENT OF HUMAN RIGHTS PROTECTION AND JUSTICE**

SCHEDULE

11:00-11:30	**Break**
11:30-1:00	**Concurrent Workshops E**
	Udi Adiv (Israel) **POLITICAL PEDAGOGY: THE CASE OF ISRAEL**
	Nicoletta Mantziara (Greece) **HEALTH AND HUMAN RIGHTS EDUCATION FOR GREEK FOURTH-GRADERS**
	Tamar Margalit (Israel) **MATHEMATICS FOR HUMAN RIGHTS AND SOCIAL JUSTICE**
	Onur Görkem Özcan (Turkey) **CONFLICT RESOLUTION FOR PEACE AMONG NATIONS IN LIGHT OF POLITICAL FORESIGHT**
	Albie Sharpe (Japan / Australia) **INPUTS AND OUTCOMES: TOOLS FOR ASSESSING PEACE-BUILDING IN HUMAN SECURITY**
1:00-2:00	**Lunch**
2:00- 3:30	**Concurrent Workshops F**
	Olfat Haider (Israel) **OUTWARD BOUND WILDERNESS ACTIVITIES AS CRITICAL PEDAGOGY AND PEACE EDUCATION**
	Sara Pinasi (Israel) **ZRICHOT-ESHRAKAT: CRITICAL PEDAGOGY TO ADDRESS ILLITERACY WITH JEWISH AND ARAB YOUTH**
	Francesco Pistolato (Italy) **POTSDAMER MANIFESTO AND DENKSCHRIFT**
	David Jay Steiner (USA) **IN THE GROVE: CRITICAL LITERACY FOR PEACE FROM THE JEWISH TRADITION**
	Naaz Haleema Khan (USA) & Mariele Amrhein (USA) **LESSON PLAN DEVELOPMENT AND CRITICAL PEDAGOGY**
3:30-4:00	**Break**
4:00-5:30	**Reflection Group Meetings**
5:30-7:30	**free time**
7:30-9:00	**Friday Dinner**
9:00	**Party**

Day 5 August 2 (Saturday)

The Global Predicament of Militarism, Arms Trafficking & Nonviolence Opposition

7:30 – 8:30 **Breakfast**

9:00 – 11:00 **Plenary V**
"The Global Predicament of Militarism, Arms Trafficking & Nonviolence Opposition"

MODERATOR: Haggith Gor Ziv (Israel)

Janet Gerson (USA)
COUNTERNARRATIVE AND COALITIONAL CONSCIOUSNESS: THE WORLD TRIBUNAL ON IRAQ

Nilsu Goren (Turkey)
TOWARDS A NUCLEAR-WEAPON-FREE MIDDLE EAST: ENHANCING NUCLEAR AWARENESS THROUGH EDUCATION

Jasmin Nario-Galace (Philippines)
NONVIOLENT CAMPAIGN AGAINST GUN PROLIFERATION AND VIOLENCE IN THE PHILIPPINES

11:00 – 11:30 **Break**

11:30 – 1:00 pm **Concurrent Workshops G**

Roberto Bahruth (USA)
PROBLEMATIZING PERSISTENCE OF VISION: A DEMONSTRATION ACTIVITY

Barbara Barnes (USA)
GLOBAL CAPITALIST ECONOMICS AND HUMAN RIGHTS: EXPLORING STRATEGIES FOR HUMAN RIGHTS IN A GLOBAL CAPITALIST WORLD

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

Nihaya Natour (Israel)
ARAB WOMEN: A MINORITY OF THE MINORITY

Esta Tina Ottman (Japan)
PEACE LEARNING FROM THE OUTSIDE IN – THE VIEW FROM JAPAN

1:00 – 2:00	**Lunch**
2:00 – 3:30	**Concurrent Workshops H**
	Islam Ahmed Manasrah (Palestine) **QUESTION FOR INNER GUIDANCE**
	Ahmet Onur Önder (Turkey) **SABANCI UNIVERSITY - CIVIC INVOLVEMENT PROJECT, HUMAN RIGHTS-PEACE EDUCATION**
	Vanessa Ortiz (USA) **CIVIC EMPOWERMENT THROUGH NONVIOLENT ACTION**
	Rolly Rosen (Israel) **HAIFA AS A SHARED/JOINT CITY**
	Debra Linn Wilson (USA) **ISN'T IT ROMANTIC: USING CRITICAL PEDAGOGY IN THE CLASSROOM TO CONFRONT THE GLORIFICATION OF VIOLENCE**
	Kinneret Kohn (USA) & Mariele Amrhein (USA) **PEACE MUSEUMS, MUSEUMS AS PEACE EDUCATORS: STRATEGIC SEMINAR**
3:30 – 4:00	**Break**
4:00 – 5:30	**Reflection Group Meetings**
5:30 – 7:30	**Break**
7:30 – 10:30	**Dinner & Cultural Festival**

Day 6 August 3 (Sunday)

Exploring Educational Activism in Conflicted Societies: How Do We Move Ahead?

7:30-8:30	**Breakfast**
8:30	**Bus leaves for Haifa University**
9:00 – 11:00	**"*Exploring Educational Activism in Conflicted Societies: How Do We Move Ahead?*"**
	MODERATOR: Leah Shakdiel (Israel)
	Bimal Dahal (Nepal) **HUMAN RIGHTS IN NEPAL**
	Kitwala Nginilla (Tanzania) **PEACE EDUCATION IN TANZANIA**

	Fran Russell Banks (Republic of Ireland) **YOUTH WORK STRATEGIES AND INITIATIVES IN AND BETWEEN NORTHERN IRELAND, BRITIAIN AND THE REPUBLIC OF IRELAND DURING THE 30 YEAR CONFLICT**
11:00 – 11:30	**Break**
11:30 –1:00	**Reflection Group Meeting (presentation preparations**)
1:00-2:00	**Lunch**
2:00-4:00	**Closing Session / Reflection Group Presentations** (reflection group presentations, *passing certificates, group photos)*
4:00	**Bus returns to Beit Oren**
6:00 – 7:30	**Free-time**
7:30	**Closing Dinner**
8:30 (approx)	**"Sign Discourse: Deaf people Tell About their World" (optional)** Documentary film by Haggith Gor and Tirza Even

Day 7 August 4 (Monday)

Departure Day

Notes

Day 1 July 29 (Tuesday)

Critical Pedagogy and Peace Education - and In-Between?

Plenary I (Opening Plenary)

Gavriel Salomon (Israel)
THE ESSENTIAL NATURE OF PEACE EDUCATION, ITS POTENTIAL AND LIMITATIONS
Based on the basic attributes of intergroup conflict and tensions, the essential nature of peace education is formulate, emphasizing the legitimization of each side's collective narrative. This in turn entails the acknowledgement of each side's "contribution" to the conflict; development of enpathy; striving for equality; and the cultivation of peaceful attitudes and dispositions. Implications that follow pertain to the conditions under which peace education can effectively achieve some, if not all of these goals, e.g., continuous rather than short-term programs, arousal of positive emotions; having subjectively important common goals. The challenges that face peace education today are (a) deepening programs' effects so that they can sustain adverse socio-political pressures, and (b) spreading programs' influence so that a growing "ripple effect" can be attained to touch a widening circle of individuals.

Abraham Magendzo (Chile)
THE RELATIONSHIP BETWEEN CRITICAL PEDAGOGY AND HUMAN RIGHTS EDUCATION
The relation between Human Rights Education and Critical Pedagogy is considered as a necessary condition towards a culture of peace and as an ethical and political education. A brief reflection is given to the concepts of power; freedom; empowerment; emancipation and change; knowledge and conflicting positions that are implicated in the relation of critical pedagogy and human rights education. General antecedents are presented before addressing the main issue of the presentation: a) popular education; b) Paulo Freire´s conception; c) antecedents of how we in Chile realized the meaning of Critical Pedagogy; and d) a brief recount of Human rights Education in Latin America.

Roberto Bahruth (USA)
CRITICAL PEDAGOGY, CRITICAL LITERACY AND CULTURAL WORK
I grew up with one foot in my parent's generation and one foot hovering over my own which was still in the making. My stability and perspective in the world derives from my anchoring in both worlds. The generation of the microchip is traveling so fast that there is little time for reflection and response, and this has led to an "on demand" culture that has both benefits and disadvantages. I would argue that the disadvantages far outweigh the advantages and would propose that this distinction at least be engaged as a point of dialectical encounter in a form of critical pedagogical problematizing. I see egocentrism and a sense of powerlessness and nonengagement as acts of fatalism and conformity among those born into the world of the microchip. From my view, the on demand culture is being swept away on the currents of popular culture without criticity and media literacy that might provoke agency.

Haggith Gor Ziv (Israel)
CRITICAL FEMINIST PEDAGOGY AND PEACE EDUCATION
The knowledge taught in schools doesn't permit diverse narrative of history, non-hegemonic cultural perception, or inclusion of the "other" as equal. Therefore the history of the feminist movement stays outside of the school fence, the history of oriental Jews has meager presentation in the curriculum and Palestinian history, history of peace agreements, workers rights struggles and social changes movements are totally silenced. Yet military battles, conflicts and wars are presented as the essence of our existence and identity. Critical feminist pedagogy challenge these concepts and the dominant approaches of education that promote them. It seeks to introduce women's ways of knowing into education. It offers peace education that strive to a culture of peace were issues of nuclear power, militaristic education are thoroughly examined as well as the inclusion of people with disabilities, different nationalities and ethnicity, race or class as equal members in the social order.

Workshop Session A

Ronni Alexander (Japan)
POPOKI, WHAT COLOR IS PEACE? EXPLORING CRITICAL APPROACHES TO THINKING, IMAGINING AND EXPRESSING PEACE WITH THE CAT, POPOKI
Using the book 'Popoki, What Color is Peace?' as its point of departure, this workshop will use a series of hands-on exercises

and art projects to encourage critical thinking about, and creative expression of, peace. Popoki's activities can be used in a wide variety of settings, and this workshop will provide several options so that participants can both have a hands-on experience and see how the materials might be used different settings. It is hoped that participants will become friends with the cat Popoki, and take him home with them, designing their own versions for use in their own settings.

Natali Gidens (Israel)
EMPOWERING PROCESS OF STREET WOMEN
I work with women (and men) Jews and Palestinians who live on the streets and have decided to change their lives and live in the community. I use methods of social political work to empower the women and create social consciousness. In the process of dialoguing with these women we dare ask questions about the harsh reality they live in (such as prostitution, drugs, physical and sexual violence) that became natural and taken for granted for them. I will present in the workshop some stories of these women and invite you to think with me about dilemmas and ideas that might help me and the women to overcome their marginalization.

Mouna Karkabi (Israel)
IMPLICIT SOCIAL IDENTITY AND SELF-ESTEEM IN BILINGUAL JEWISH-ARABIC SCHOOLS IN ISRAEL
Do Jewish and Arab children attending bilingual schools in Israel hold fewer ethnic stereotypes, a more positive perception of social identity, and higher self-esteem than those attending segregated schools? The aim of the presented study was to investigate this question, which has not yet been addressed in the relevant literature. The bilingual schools in Israel aim to bridge the gaps between two extremely segregated societies sharing a prolonged intractable conflict, namely the Jewish and the Arabic populations. In contrast to this reality, the bilingual schools offer an alternative model for integrating Jewish and Arab children in an educational setting. At the heart of the study lies the hypothesis that children in bilingual schools hold fewer ethnic stereotypes against the out-group than their peers in segregated schools.

Heather Kertyzia (Canada)
PEACE BASED LEARNING AND EDUCATING IN HIGHLY STRATIFIED SOCIETIES
Using Latin America as an example, we will explore effective teaching methodologies based on peace principles that aim to encourage peaceful values which are effective in confronting the issues faced by societies that are highly divided by gender, race, ethnicity, class and political affiliation.

Dale Snauwaert (USA)
THE PHILOSOPHICAL ORIGINS OF PAULO FREIRE'S CRITICAL PEDAGOGY: IMPLICATIONS FOR AN EDUCATION FOR PEACE
This workshop will explore the philosophical origins of Paulo Freire's vision and practice of critical pedagogy. Central to Freire's vision are a number of ideas: liberation, transformation, authenticity, dialogue, solidarity, problem-posing, critical consciousness, social justice, the ontological vocation to become more fully human, among others. What do these ideas mean? Where do they come from? Who has influenced their development? How do they contribute to our understanding and practice of peace education? This workshop will explore and actively work with these questions as a means of developing a deeper understanding and more informed practice of critical pedagogy and peace education.

Aylin Vartanyan Dilaver (Turkey)
STORY CIRCLES FOR SOCIAL CHANGE
This workshop aims to emphasize the importance of active listening and self-representation in a safe environment as a primary step for social change through the use of story circles. Story circles by nature offer a democratic setting, where people sit in a circle and share their stories, which are equally important. No paper and pen is used in this context as active listening is crucial. When people from diverse backgrounds share their stories, they quickly begin to see that the problems they face are often similar and mostly underrepresented in media and history books. The founder of story circles, John O'Neal, believes that coming to awareness about the commonality of the problems in the stories of each participant is a building block for transformation and social change.

Workshop Session B

Marijana Cuvalo (Canada)
A SNAPSHOT OF PEACE PROJECTS FOR YOUTH WITHIN THORNCLIFFE PARK
Thorncliffe Park in Toronto, Canada is a culturally diverse community made up of over 34,000 inhabitants speaking 70 different

dialects- all living on one street- Thorncliffe Park Drive. The addition of the Thorncliffe Neighbourhood Office Youth Centre, in the heart of the community, has been a welcome addition for a plethora of newcomer youth. During the workshop, I will describe how since its inception, the Youth Centre has been a hub for youth to come in, explore and learn about each other in a non-formal environment. I will draw on the programs and workshops developed by youth within the community and youth centre staff and show how such programs and workshops continue to promote peace and foster a sense of community within a truly diverse community.

Nadette de Visser (Netherlands)
PERCEPTIONS OF THE WORLD FOCUSED ON THE RE-INSTILLMENT OF EMPATHY
Contradicting stereotype and prejudice through the personal story represented in word, object and image. (Nadette de Visser- The Netherlands): There are many ways of reporting on a place of conflict. Most commmonly it is done with the use of words and/or images. Often it is done steering and politicized or devoid of emotion (Neutral or objectified). Both have a goal, be it political or 'ditribution of information' oriented. But rarely is that goal truly altruistic. This workshop aims to approach storytelling, or reporting, in another way. In doing so with the aim to re-instil empathy, mutual recognition and identification. The case study being: Objects in Conflict; developing exhibitions that inspire hope, empathy and learning. The tools used are Words, Objects and Images, the method applied: the personal story. Vantagepoint: 'There is no universal truth but the personal truth is always legitimate.'

Elham Farah (Canada)
NEW APPROACHES TO TEACHING CITIZENSHIP EDUCATION, TOWARDS CULTURAL PROFICIENCY
This workshop fulfils a school's development priorities, with a focus on ethical values in building positive group interactions, to develop a whole school approach to Citizenship Education: the moral, social, emotional, spiritual, and cultural development of pupils. The outlines flow from the basic questions which values and whose values and how it is connected to the curriculum, and school ethos. The educative element is about *justice* and that is what so many stories are based on. Citizenship calls into review the pedagogical dimensions in Education, and provides alternative ways of learning.

Andria Wisler (USA)
UNDERSTANDING OUR ROLES AND REALIZING OUR GOALS AS PEACE EDUCATION RESEARCHERS: REFLECTIONS FROM FIELDWORK IN SOUTHEASTERN EUROPE
This workshop is shaped by two inter-related guiding inquiries. The first concerns the role of the researcher in peace education research settings. What are our roles and goals as peace education researchers? The second inquiry relates to learning from and not only learning about our research sites and draws from the facilitator's personal experience of fieldwork in higher education settings in post-Yugoslav countries. How do we pursue peace research through peaceful means? This workshop might be especially interesting or helpful for IIPE participants, including graduate students, who are planning to or considering research projects in peace education, war-torn, or post-conflict settings.

Leah Shakdiel (Israel)
DON'T SING WHEN GOD INFLICTS PUNISHMENT - ON US, OR ON OUR ENEMIES?
This workshop will deal with a Biblical story - the crossing of the Sea of Reeds by the Israelites, and the drowning of the Egyptians who were chasing them. We will examine various versions of a famous Talmudic legend about this story - that God was angry at the angels for singing as usual during that night, while his "deeds" were drowning. The various uses of versions of this legend in Jewish life, thought and teachings, will be analyzed in terms of their enhancement or their obstruction of a Jewish humanistic education. The workshop will demonstrate a critical look at classical literature and national myths, as a necessary stage in peace education, as it involves fundamental changes in self image and in image of the other.

Linda Longmire (USA) & Timothy H. Smith (USA)
REVISITING ILLICH: CRITICAL PEDAGOGY IN MEXICO
Ivan Illich was a key international thinker and social critic who raised questions about the nature of schooling, learning and education. He focused on the political and economic links between institutions of schooling and power. This workshop examines the concepts and assumptions, i.e. radical doubt, development, cultural revolution, etc., underlying Illich's views of the teaching/learning process in Mexico. We focus on the work of Gustavo Esteva and Raimundo Barraza, in addition to Illich's own writings, in order to understand the process of educating for peace and justice. Through the reflective lenses provided by these thinkers. we will draw on the reactions of Hofstra University students in their recent study abroad experience in Mexico in order to re-assess the educational and institutional insights of these theorists and practitioners of critical pedagogy.

Day 2 July 30 (Wednesday)

Education Under the Shadow of Jewish-Arab Conflict

Plenary II

Bihan Qaimari (Palestine)
EXPLORING TEACHERS PROFESSIONAL IDENTITY IN THE WAR ZONE
In many areas of the world there are political conflicts the consequences of which have an inevitable impact on the educational system. Palestine is one such country where the experience of political conflict, going back over many years, has had a devastating effect on the development and maintenance of a stable educational environment for children and their teachers. The aim of my research is to explore how the formation of Palestinian teachers' professional identity is affected by their experience of the current political conflict and its impact on the school social culture. The study makes significant theoretical, practical and methodical contributions to the study of the formation of teachers' professional identity in countries affected by political conflict.

Johayna Seefe (Israel)
EDUCATIONAL SOCIAL MOVEMENT-ALON: WORKING WITH PALESTINIAN YOUTH EDUCATORS TO CLOSE THE MINORITY EDUCATION GAP
At Alon, we believe that everyone has the right and the ability to fulfill goals, to excel, to belong, and to contribute to society if one receives a reasonable chance; and that closing social and educational gaps will be possible only if there is intensive intervention in the education of children and youth from underprivileged backgrounds. Alon operates various educational programs throughout Israel that assist thousands of pupils to integrate them into normative social frameworks, and to improve their chance to acquire higher education. In eight years since its inception, Alon has helped over 15,000 children, youth, and adults.

Leah Shakdiel (Israel)
JEWISH RELIGIOUS EDUCATION FOR PEACE
Religion is an explosive theme that peace educators and activists usually avoid. I will argue that religion is a fundamental component of personal and collective identity, including national and political identity, not only of religious people, but of secular individuals and groups, who form part of nations with an important stake in a religious past. I will demonstrate the necessity to confront this past and make it usable for peace education, through re-interpretation of sacred texts.

Workshop Session C

Laura M. Hampton (USA)
THE DEMONIZATION OF ARABS AND MUSLIMS SINCE 9\11: HOW TO OVERCOME XENOPHOBIA?
This workshop is presented by a learner, not an expert, who is studying the topic of interest through the input of people directly involved. A brief picture of the fear, distrust, and hatred of Arabs and Muslims, by a large percentage of people in the United States, is described. A participant-led discussion of nonviolent strategies utilized by several peace/human rights organizations will be conducted. A reflection on the participant experiences/opinions will shed light on a number of transformational pedagogical strategies that critical peace educators/activists/advocates can use, in both formal and informal educational settings.

Judith Jensen (USA) & Susan Luxton (USA)
BALANCING THE ISRAELI/PALESTINIAN CONFLICT: CURRICULA, DIALOGUE, AND SOLUTIONS
Educational Solutions (ES) has developed a new educational model to counteract polarization and emphasize solutions. In the Israeli/Palestinian conflict, the ES model involves university classes paired across different perspectives. For four weeks, students study the same balanced ES curriculum and search for solutions through dialogue via videoconferencing, text on the ES Website, and/or cell phone. 107 professors from around the world are interested in participating. With input from leading Palestinian and Israeli academics, ES is developing a PowerPoint curriculum that becomes more nuanced as professors and

students contribute additional perspectives. In this workshop, ES will demonstrate its approach by presentating a unit on Israeli/Palestinian claims to the land. ES will make the curriculum available to anyone who would like to use the material to develop curricula at any level.

Havva Kök (Turkey)
UNITY-BASED APPROACH TO EDUCATION FOR PEACE
"Unity-Based Approach to education for peace" is based on the view that peace represents an inherent longing and capacity within all human beings and that it is humanity's foremost need and ultimate destiny to achieve peace in all dimensions of life: intrapersonal, interpersonal, intergroup, international, and global. It believes that peace results from wholesome application of a "peace-based worldview" to all aspects of life: survival and security, identity formation, establishing relationships, learning processes, professional pursuits, social building, and leadership and governance. This workshop will deal with some of the many pedagogical implications of Unity-Based Approach to education for peace.

David Netzer (Israel)
JEWISH-ARAB NARRATIVE BASED DIALOGUE IN ACTION
The concept of narrative-based dialogue (NBD) maintains that since personal & collective narratives are a basic element in identity - familiarizing with them and acknowledging them facilitates a meaningful dialogue between alien Others. I shall describe and demonstrate how NBD works in the Center for Humanistic Education, where the painful past and its role in both narratives are put in the service of Jewish-Arab dialogue.

Stan Steiner (USA)
ENGAGING YOUTH IN DIALOGUE ABOUT CONFLICT THROUGH LITERATURE
This workshop will engage participants in reading a series of children's picture books that may act as a catalyst for discussion about peace, conflict resolution and building bridges across ethnic groups. We will critically analyze the literature for content and usefulness depending on the intended audience. Presentor will share his experiences with using literature to engage children through adults in dialogue about peace and diversity. Presentor will provide a manuscript in press as one subtle attempt at reaching a large mass of educators.

Day 3 July 31 (Thursday)

Public Schools and Teacher Education: Peace Education and Critical Pedagogy in the Formal Framework

Workshop Session D

Irene Banias (Turkey)
HUMAN RIGHTS CRISES AND CRITICAL PEDAGOGY: THE CHALLENGE OF TORTURE
Torture, an international crime, violates and destroys our physical and spiritual integrity, our very humanity. It is widely practiced by the "civilized" nations of the North and the West and the "uncivilized" nations of the South and the East, while categorically denied by all . The workshop aims to raise our participants' awareness of this heinous practice in our countries and communities and its devastating consequences not only on individual lives but on the prospects for sustainable peace. Together we will search for effective ways to respond to this crisis and to counter the calls for its legalization.

Cécile Barbeito Thonon (Spain)
EDUCATION FOR PEACE THROUGH THEATRE OF THE OPPRESSED METHODOLOGY
This 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. (Wear comfortable clothing and shoes.)

Loreta N. Castro (Philippines)
EDUCATING THE MIND AND HEART TOWARDS PEACEABLE CHANGE
Peace education seeks desired changes in people's mindsets, attitudes/values and behaviors. This workshop will introduce

a peaceable teaching-learning process that engages the cognitive, affective and active dimensions of a learner towards such desired changes. The process will be demonstrated by letting the group participate in a module entitled, "Challenging Prejudice and Building Tolerance".

Tiffany Hunter (USA)
CULTIVATING CRITICAL THINKING: EXAMINING THE US PORTRAYAL OF THE JEWISH ARAB CONFLICT IN HISTORY BOOKS
This workshop is designed for participants to critically explore US history textbooks in their portrayal of the Jewish Arab conflict. Participants will examine and discuss whether or not these texts are neutral or apolitical, what factors should be included within these texts, and to what degree do these books influence student and teacher perceptions of the conflict, civic engagement and global citizenship. Participants will work together to create a revised text along with a set of questions intended to enable students to begin to think critically and develop the necessary skills and capacities needed for an informed and active citizenry.

Orna Baranes (Israel), Badriah Boukhary (Israel), and Youval Tamari (Israel)
JEWISH-ARAB MIXED PUBLIC SCHOOL: A MODEL OF TEAM TEACHING
Weitzmann School is a Public Jewish School in the mixed city of Jaffa. The student body is made up of children from different backgrounds; 50% Arabic speaking, and the other 50% are made up of Hebrew, Russian, Bulgarian and other home languages but the common spoken language is Hebrew. The school is going through a process of change educationally in order to bring about co-existence that is mutually respectful among all the students. In the workshop we will present a model program prepared in combined efforts by a Jewish teacher and an Arab teacher in the same class. We began implementing our project this year and we intend to expand on it in the following school year. We will present the principles of the model and the dilemmas that it creates and we will be glad to learn from those participating in the workshop.

Rinah Sheleff (Israel)
THE HEALING POWER OF STORYTELLING
Often we are so locked into the adversarial mode, in which only one side of a conflict can be right, that we are unable to acknowledge the pain and suffering of the Other. This workshop offers us the opportunity to tell our stories and to listen with our hearts to the stories of people who are different from us. The very act of listening and being listened to can open the way to healing past hurts and finding our common humanity.

Plenary III (Public Plenary)

Faisal Azaiza (Israel)
ATTITUDES TOWARDS BILINGUAL EDUCATION IN ISRAEL
The study focused on differences in attitudes towards bilingual Hebrew-Arabic education among Jewish and Arab adults in Israel, while also examining views towards related issues in Jewish-Arab relations. As such, it provides for a comprehensive and informative picture not only of the way Jews and Arabs perceive bilingual-education, but also anchors it in a broader context and allows for the identification of patterns in public attitudes.

Mireia Uranga Arakistain (Spain)
PEDAGOGY FOR BASQUE COUNTRY MINISTRY DEPT. OF HUMAN RIGHTS AND PEACE EDUCATION PROGRAM
The Basque Country is a region of Spain with high standards of living in many levels while also suffering a violent and political conflict where identities, aspirations for independence of part of the population, and the existence of organized direct violence among others, are involved. Many efforts to promote peace and peace education have been made, with growing support of public institutions. This process and its critical and pedagogical aspects will be presented.

Imoh Colins Edozie (Nigeria)
PEACE EDUCATION IN MARGINALIZED COMMUNITIES IN NIGERIA: THE 'PROTECT OUR FUTURE' PROJECT
The Niger Delta of Nigeria is plagued by conflict and violence. This can be attributed to marginalisation and underdevelopment of the area. The conflict has gone through various stages so that it has reached the level of militants' activities, armed resistance, kidnapping and destruction of oil facilities. This presentation explores the concept and impact of the "Protect Our Future" peace education project in Nigeria. The central concept is based on the premises that in order to protect the future of Nigeria, youth should be able to imbibe a new culture of peace. Teachers are trained in workshops and students in peace

camps. The students form peace clubs with the teachers participate as the “animators”. The expectation is that the activities of the peace club them positively impact the communities.

Galia Zalmanson Levi (Israel)
EDUCATION FOR SOCIAL JUSTICE, ENVIRONMENTAL JUSTICE AND PEACE EDUCATION PROGRAM AT KIBBUTZIM COLLEGE OF EDUCATION
The need to reform education systems toward just and equal education for all segments of population motivates many educational changes. Yet, often reform efforts fail despite serious thinking and substantial funding. A model I developed examines educational systems’ reforms through those mechanisms that work to preserve social status quo in education and mechanisms toward essential changes. The teachers’ education program: Education for Social Justice, Environmental Justice & Peace Education, Seminar Hakibutzim, uses critical pedagogy principles and peace education paradigm to address a reality complicated by conflicted forces--innovative and conservative—exposing power imbalances amongst various identities, nationality groups, gender, class, and bureaucratic hierarchical structures.

Day 4 August 1 (Friday)

Critical Perspectives on Women and Violence

Plenary IV

Gal Harmat (Israel)
PEACE EDUCATION THROUGH GENDERED GLASSES
Growing number of war victims are women, yet women experience armed conflicts in multitude of ways. Women are not solely victims of war they have a important social and economic role that help them deal with the burdens placed on them at war time. Their role in peace building and education for peace is crucial. It is important to involve women in programs and activities carried out in their favor. In my presentation I will talk about my experiences in various conflict areas working with women. I will bring examples from Jewish Arab encounter groups in Israel and from my work with women who have been raped in refugee camps in various conflicted zones.

Sally McLaren (Japan / Australia)
CONTEMPORARY VISUAL CULTURE AND IMAGES OF WOMEN IN THE MILITARY
Until the release of the images from Abu Ghraib prison in 2004, featuring US Army Private Lynndie England taunting Iraqi male prisoners, the presence of women in the military had been constructed in news media as an indicator of gender equality with Hollywood movies constructing women as soldiers fighting against sexism. However, the prolonged and repetitive media use of the Abu Ghraib images has resulted in the mainstreaming of violent and sexualised media images of women in militarized contexts. It has also further essentialised media representations of women with power, enforcing a binary of “good” and “bad” female power.

Son Ninsri (Thailand / United Kingdom)
THAILAND’S ANTI-TRAFFICKING IN PERSONS ACT B.E. 2551 (2008): NEW DEVELOPMENT OF HUMAN RIGHTS PROTECTION AND JUSTICE
In response to the problem of human trafficking, the twin tasks are to protect the victims (mostly women and children) and punish the perpetrators. Both require critical interdisciplinary framework; the first with respect to the principle of human rights, the second with respect to the norm of law. Thailand’s previous Measures in Prevention and Suppression of Trafficking in Women and Children Act B.E. 2540 (1997) found to be ineffective. Concerted efforts have been advocated to attain the new anti-trafficking law. This comparative study between the two laws will focus on new developments on protection of victims and bringing justice to them.

Workshop Session E

Udi Adiv (Israel)
POLITICAL PEDAGOGY: THE CASE OF ISRAEL
It seems that the current consensus among most critical researchers and scholars in Israel is that critical pedagogy is the ultimate answer to both, the Jewish nationalist discourse and the positivist, one-dimensional perspective and teaching of capitalism. However, very little attention has been paid to the political perspective and to political pedagogy in particular, within educational systems. The new Age of Neo-liberalization and Globalization makes this discussion both relevant and crucial. The aim of this chapter is to present the educational system in Israel and to suggest a political perspective to analyze it.

Nicoletta Mantziara (Greece)
HEALTH AND HUMAN RIGHTS EDUCATION FOR GREEK FOURTH-GRADERS
Our work has shown that Health Education can be combined with Human Rights Education, so that young students can learn that we are responsible for peace and justice all over the world, not only for us, but also for the next generations. Our program connects Health Education and Human Rights Education at the 2nd Experimental Public Primary School of Maraslio with 100% Greek fourth-grade-students. The basic aims include developing knowledge, attitudes and skills in cooperation, acceptance, human rights, well-being, and peace action. Some activities and discussion on working with our children will be shared in this experiential workshop.

Tamar Margalit (Israel)
MATHEMATICS FOR HUMAN RIGHTS AND SOCIAL JUSTICE
The workshop explores an interdisciplinary view of human rights education via mathematics lessons in elementary public schools. Using methods of dialogue, peer-group knowledge and problem posing, the participants experience activities and solve various mathematical problems aimed to develop human rights lens in math contexts. For example, exploring accessibility of children with special needs, analyzing statistics of graduating with matriculation diploma in different social groups, and more. The workshop offers a glimpse into the work done in an elementary school in Jaffa (Israel), where Jewish and Arab children from marginalized communities study together. Principles of Critical Pedagogy will be applied in the workshop.

Onur Görkem Özcan (Turkey)
CONFLICT RESOLUTION FOR PEACE AMONG NATIONS IN LIGHT OF POLITICAL FORESIGHT
This workshop will take place to critically analyze the methods of governments on the path of peace among nations. The political misleadings are the potential guilty factors of most conflicts. For instance, from my basic observations, diplomatic tension is the main reason for the actual problems like the idiom of Armenian tragedy or the Aegean Sea continental shelf conflict with Greece in Turkish agenda. Moreover, the tension between Israel and some other Middle Eastern societies is also based on a similar problem. The workshop will include a brief discussion on these concepts in wide range and will ask for useful ways for conflict resolution, like strengthening political foresight; providing ways for self-improvement for awareness and social, political consciousness among people; and to increase the represented levels of common good, peace and justice.

Albie Sharpe (Japan / Australia)
INPUTS AND OUTCOMES: TOOLS FOR ASSESSING PEACE-BUILDING IN HUMAN SECURITY
Many of us work in education, NGOs, or in civil society groups with the goal of working for peace, yet do we really know the effects of our work? This interactive workshop will present several tools for analyzing, planning and assessing peace-building projects from a human security perspective. A “determinants of peace tool” allows the development of a human security framework with multiple inputs and multiple outcomes. We will then look at a newly-developed and highly interactive tool, or “filter” for analyzing the effects of interventions on peace-building.

Workshop Session F

Olfat Haider (Israel)
OUTWARD BOUND WILDERNESS ACTIVITIES AS CRITICAL PEDAGOGY AND PEACE EDUCATION
Outward Bound, an educational organization committed to leadership skill development and the building of character, helps individuals in realizing their potential to become compassionate and courageous citizens, while simultaneously fostering mutual respect and teamwork. The purpose of Outward Bound Israel is to promote greater understanding between the diverse people,

and to contribute to the broader goal of establishing dialogue and peaceful coexistence, by providing adventure and challenge in Israel's majestic and challenging natural environments. Our wilderness activities (variety of outdoor adventures including hiking, rock climbing, sailing, and sea kayaking) inspires youth to discover and develop their personal potential within the context of their communities and the world around them.

Sara Pinasi (Israel)
ZRICHOT-ESHRAKAT: CRITICAL PEDAGOGY TO ADDRESS ILLITERACY WITH JEWISH AND ARAB YOUTH
Drop out rate of youth in Israel has reached a peak of 10% among Jews and 17% among Arabs. Illiteracy rate amongst Arabs youth may reach 30 %. In this workshop, I will present the program Zrichot-Eshrakat that was developed by the Israeli Association of Community Centers with the academic consultation of Haggith Gor Ziv in order to address this phenomenon. The program is based on principles of critical pedagogy and on Freire's model for literacy campaigns in Brazil and Chile. A critical political analysis of the situation will be presented in the workshop as well as the educational materials, students writing, and experiential activities.

Francesco Pistolato (Italy)
POTSDAMER MANIFESTO AND DENKSCHRIFT
"We have to learn to think in a new way": so Bertrand Russell presented his and Einstein's Manifesto in 1955, with all the anguish of responsible men in front of the dangers of the atomic bomb. Fifty years thereafter, three German thinkers -- Daniel Dahm, Hans-Peter Dürr, Rudolf zur Lippe -- wrote a text, the so-called "Potsdamer Denkschrift", in which the subject is updated and enriched with reflections starting from the knowledge brought by quantum physics and balancing the many worries for the current world-wide developments with a broader scientific, philosophical and religious vision. This workshop will deal with some of the many pedagogical implications of this great document.

David Jay Steiner (USA)
IN THE GROVE: CRITICAL LITERACY FOR PEACE FROM THE JEWISH TRADITION
The Grove is a translation for the Hebrew Acronym PaRDeS, a Kabballistic method for understanding sacred text. When merged with chevruta, Talmudic study partnership, we are presented with powerful tools to unpack the texts of identity and conflict. In this presentation, we will learn and do chevruta using the guidelines of PaRDeS, to pick apart Biblical and contemporary texts in an effort to create peace through collective meaning making.

Naaz Haleema Khan (USA) & Mariele Amrhein (USA)
LESSON PLAN DEVELOPMENT AND CRITICAL PEDAGOGY
How can critical pedagogy be used in lesson plan development? Additionally, how can lesson plan development be used to support critical pedagogy? How do we encourage students to take ownership of a learning process and environment without placing too much responsibility onto them? Some of the challenges of using critical pedagogy include working within a set curriculum, finding a balance between structure and flexibility, and engaging with students who might not feel comfortable with taking responsibility for their own learning process. We will explore these issues by briefly engaging in the practice of developing a lesson plan that is based on critical pedagogy. By the end of this workshop, participants will hopefully have gained confidence with ways that facilitators and students can collaborate in this process.

Day 5 August 2 (Saturday)

The Global Predicament of Militarism, Arms Trafficking & Nonviolence Opposition

Plenary V

Janet Gerson (USA)
COUNTERNARRATIVE AND COALITIONAL CONSCIOUSNESS: THE WORLD TRIBUNAL ON IRAQ
How can a global anti-war effort be coordinated amongst actors with divergent—even contradictory—political identities, ideologies and strategies? The World Tribunal on Iraq (WTI), a collective, horizontal and non-hierarchically organized effort, took place in 2003-2005 in 20 cities worldwide. The WTI collective "we" attempted to span the transnational political space; mobilize the anti-war movement; and, more narrowly, to research, document and present a counternarrative to the "official"

narrative of government, military and corporate war leaders. I will explore the WTI's interrelated processes of building coalitional consciousness and articulating oppositional politics through forming a counter-hegemonic counternarrative of the Iraq War.

Nilsu Goren (Turkey)
TOWARDS A NUCLEAR-WEAPON-FREE MIDDLE EAST: ENHANCING NUCLEAR AWARENESS THROUGH EDUCATION
This presentation aims to provide an overview of: 1.The history of weapons of mass destruction (WMDs) in the Middle East by addressing state motivations and existing stockpile, 2. International non-proliferation regimes: Challenges and obstacles towards a nuclear-weapon-free-zone in the Middle East, 3. International trafficking networks that overlap (Drugs, weapons, human) and the need for enhancing multilateral cooperation, 4. Arms control and disarmament diplomacy: Interpreting the future with a perspective within/outside the region. IIPE participants will be encouraged to incorporate ideas on how to integrate the awareness towards nuclear threats into educational strategies for a culture of peace.

Jasmin Nario-Galace (Philippines)
NONVIOLENT CAMPAIGN AGAINST GUN PROLIFERATION AND VIOLENCE IN THE PHILIPPINES
Small arms proliferation is a serious concern in the Philippines. The Small Arms Survey (2007) put the average total of civilian firearm holdings in the country at 3.9 million. Each day, roughly 450 small arms are licensed. It is not a surprise, then, that death by guns is a matter of grave concern. The Vera Institute of Justice reported that in 2002, 6,500 Filipinos died from gun violence – that is roughly 18 people getting killed a day by guns. This presentation will describe the non-violent strategies being taken by PhilANSA to help control gun proliferation, and protect people from violence.

Workshop Session G

Roberto Bahruth (USA)
PROBLEMATIZING PERSISTENCE OF VISION: A DEMONSTRATION ACTIVITY
Indoctrinated ways of seeing (or not seeing) the world through received culture burn – etch perceptions onto our mind's eye and corrupt our ways of seeing. When a critical educational experience is provided, often the new ways of seeing are superimposed on old images that persist. Hegemony is so thorough it seems necessary for multiple counterhegemonic experiences for a breakthrough to occur. Otherwise, the students may have profound experiences that shake their confidence in received worldviews, but once they return to the many surrounding experiences provided by the bombardments of hegemonic signs, symbols, media and schooling practices, the old image becomes restored and a central tendency toward mediocrity wins out. Students must be equipped with a set of critically literate skills and profound humanizing experiences that allow them to recognize the oppressive and antihumane nature of hegemony.

Barbara Barnes (USA)
GLOBAL CAPITALIST ECONOMICS AND HUMAN RIGHTS: EXPLORING STRATEGIES FOR HUMAN RIGHTS IN A GLOBAL CAPITALIST WORLD
How compatible are the principles and practices of global capitalism withthose of human rights? In this workshop, simulation activities will enable us to experience a clash of values and behaviors between these world views. One goal will be to grapple at a deep level with the contradictions and compatibilities between capitalist interests and human rights with an interest in working towards a peace-oriented and human rights-based world.

Tony Jenkins (USA)
CIPE: INTRODUCTORY WORKSHOP FOR POTENTIAL CIPE HOSTS
This workshop will introduce participants to "Community-based Institutes on Peace Education" as a strategic model for developing a learning community. Through engagement in various exercises we will explore how to nurture and sustain learning communities as sites for cooperative learning and support in peace education. Participants will also be introduced to the goals, purposes, and hosting criteria of the CIPE.

Nihaya Natour (Israel)
ARAB WOMEN: A MINORITY OF THE MINORITY

Esta Tina Ottman (Japan)
PEACE LEARNING FROM THE OUTSIDE IN – THE VIEW FROM JAPAN
Faraway Japan may not be known for its deep involvement in the Israel-Palestine conflict, but the presenter, a former immigrant

to Israel who instructs on the conflict at Japanese universities, has witnessed a surprising interest. Japanese can and do become interested in deeper engagement, joining local activist groups, international organizations, NGOs, and government-sponsored programs. Surely learning how to contribute to peace in a conflict region that is geographically and culturally remote from one's own experience is one of the positive points in global education--but what do those who live with the conflict on a daily basis feel about the phenomenon of the "outsider activist"? Who benefits? Who pays? Who compensates?

Workshop Session H

Islam Ahmed Manasrah (Palestine)
QUESTION FOR INNER GUIDANCE
In the year 2006 friends of Seeds of Peace asked for my involvement in an activity involving Seeds of Peace delegation leaders. This presentation will share my experience from the practice and how these leaders are looking to the future. It will show how the minds have an inner wisdom that can heal and guide us to justice through conveyance of the suffering. Seeds of Peace has created real improvements within the conflict sector by building trust and understanding that has led to common problem solving and peace building among their staff and those who participated in the activity.

Ahmet Onur Önder (Turkey)
SABANCI UNIVERSITY - CIVIC INVOLVEMENT PROJECT, HUMAN RIGHTS-PEACE EDUCATION
This workshop will describe the work of the Sabanci University - Civic Involvement Project. I am the consulting supervisor of the Human Rights-Peace Education project in my University. We have initiated a different education method from the previous years on the "CIP" that composes theoretical understanding of peace framework in the first term and implementation of the studies in the elementary and secondary school level.

Vanessa Ortiz (USA)
CIVIC EMPOWERMENT THROUGH NONVIOLENT ACTION
Around the world people have been making their collective voices heard and using nonviolent strategies and actions to end oppression and achieve social change, rights, justice, and accountability of institutions and governments – which constitute some of the core elements for just and lasting peace. This interactive workshop will focus on civic empowerment skills and education, including basic concepts, strategies, methods, applications, and pedagogical techniques to educate youth and adults about people power. Workshop participants will receive complementary copies of resource materials, including award-winning documentaries, such as "A Force More Powerful", and a nonviolent strategy video game.

Rolly Rosen (Israel)
HAIFA AS A SHARED/JOINT CITY
Haifa has approximately 300,000 residents, about 10% of whom are Palestinian (with Israeli citizenship); 20% are immigrants from the former Soviet Union; and the rest also comprise a variety of ethnic backgrounds (immigrants from Ethiopia, foreign workers, Jews from various countries of origin). The city is often presented as a 'model' of co-existence, but what does this really mean? What does multicultural life in Haifa look like in the everyday level? And what do we want it to look like? Following the war of 2006, which aggravated the tensions between the different communities, Shatil, the New Israel Fund's Capacity Building Center for Social Change Organizations, initiated a project whose goal is to formulate a model for "Haifa as a shared city". A steering committee of over 20 representatives of the different communities has started working on the project, and their work will be presented.

Debra Linn Wilson (USA)
ISN'T IT ROMANTIC: USING CRITICAL PEDAGOGY IN THE CLASSROOM TO CONFRONT THE GLORIFICATION OF VIOLENCE
This workshop will look at the glamorization of urban street violence; particularly as it plays out in an intermediate school setting. What role can critical pedagogy have in such a context? We will read what students themselves have to say about violence. Participants will then engage in several activities utilizing the critical pedagogy approach. We will then have an opportunity to question the effectiveness of these activities, brainstorm possible alternatives and; finally, reflect on the viability of this methodology in alleviating conflict in the classroom.

Kinneret Kohn (USA) & Mariele Amrhein (USA)
PEACE MUSEUMS, MUSEUMS AS PEACE EDUCATORS: STRATEGIC SEMINAR
Museums are increasingly recognizing the importance of inquiry-based education. As critical pedagogists and peace educators, how can we participate in this museum-as- critical-educator movement? This strategic seminar invites participants to work

together to develop a shared vision of museums as spaces for peace education. We will consider opportunities at the levels of institutional development, exhibition presentation, curriculum development, as well as tour and workshop facilitation. Some questions we will consider: How are museums currently educating for peace? Why are more museums not engaged in peace education? Where are peace museums supported? Where are opportunities for others to be constructed?

Day 6 August 3 (Sunday)

Exploring Educational Activism in Conflicted Societies: How Do We Move Ahead?

Plenary VI

Bimal Dahal (Nepal)
HUMAN RIGHTS IN NEPAL
Nepal has recently entered into a republican government system through a series of revolution and counter revolutions starting in 1950, with active civil society participation; and, during this period, there has been serious human rights issues. This presentation will explore the dynamics of human rights and its current situation in Nepal. Specific focus will be given to the reports from international and national organizations about the situation of human rights in Nepal, and the subsequent provisions made in the Interim Constitution of Nepal will be discussed.

Kitwala Nginilla (Tanzania)
PEACE EDUCATION IN TANZANIA
Dar es Salaam is Arabic for “The Haven of Peace” The city of Dar es Salaam in Tanzania is the home of the Dar es Salaam Institute of Peace Education (DIPE), to be formally inaugurated on International Peace Day in September. But our educators are already active on the ground, working in and with violence - ridden local communities to improve their living conditions. For example, in local neighborhoods such as Hyena Square and Tandika, which are notorious red light districts, DIPE provides “safe spots” for transactional sex workers and addicts/substance abusers to get a break from the streets and to receive counseling, life skills training, self improvement activities and other services. DIPE also lobbies the government and parliament to integrate peace education into the national curriculum, and is developing a coalition of local and international partners to launch a local campaign for peace education.

Fran Russell Banks (Republic of Ireland)
YOUTH WORK STRATEGIES AND INITIATIVES IN AND BETWEEN NORTHERN IRELAND, BRITIAIN AND THE REPUBLIC OF IRELAND DURING THE 30 YEAR CONFLICT
The Northern Ireland conflict which took place over a thirty year period beginning in 1969, had roots which involved both the UK and the Republic of Ireland. The need for initiatives for young people, therefore, became increasing necessary and important. Some intitiatives were born out of a wish to divert young people away from the draw of violent options; some were developed to create understandings and reduce fears; some grew from personal tradegies. Schools programmes also began to evolve, formally and informally. This presentation will look at some of these initiatives in the three juristications, highlighting the differences in origin, focus and application and particular examples of exercises used.

First name	Last name	Affiliation / Organization	Country	Email
Suheir	Abumohor/matar	Wi'am Center	Palestine	
Udi	Adiv	Open University Israel	Israel	
Ronni	Alexander	Graduate School of International Cooperation Studies, Kobe University	Japan	
Momin	Alzyoud	Minstry of Education	Palestine	
Mariele	Amrhein	Teachers College, Columbia University	USA	
Mariam	Awad	Bethlehem University	Palestine	
Faisal	Azaiza	University of Haifa	Israel	
Roberto	Bahruth	Boise State University	USA	
Irene	Banias	Bogazici University Department of Political Science and IR	Turkey	
Cécile	Barbeito Thonon	Escola de Cultura de Pau	Spain	
Orna	Baranes	Weitzman Elementary School	Israel	
Barbara	Barnes	Brooklyn College, City University of New York	USA	
Badriah	Boukhary	Wiseman	Israel	
Loreta N.	Castro	Center for Peace Education, Philippines	Philippines	
Imoh	Colins Edozie	Centre for Human Development & Social Transformation (CHDST)	Nigeria	
Marijana	Cuvalo		Canada	
Bimal	Dahal	Asian Center for Peace and Development Studies	Nepal	
Nadette	de Visser	Building Bridges Foundation	Netherlands	
Elham	Farah, B.A. B.Ed., MEd.	Hamilton Wentworth District School Board, Hamilton	Canada	
Janet	Gerson	Peace Education Center at Teachers College, Columbia University	USA	
Natali	Gidens	Center of Critical Pedagogy, Kibbutzim College of Education	Israel	
Haggith	Gor Ziv	Center of Critical Pedagogy, Kibbutzim College of Education	Israel	
Nilsu	Goren	Koc University, Instructor	Turkey	
Olfat	Haider	Outward Bound	Israel	

Laura M.	Hampton	University of Toledo	USA	
Gal	Harmat	Center of Critical Pedagogy, Kibbutzim College of Education	Israel	
Takeshi	Horikoshi	Kobe University	Japan	
Tiffany	Hunter		USA	
Tony	Jenkins	Global Education Associates / Peace Education Center at Teachers College, Columbia University	USA	
Judith	Jensen	Educational Solutions	USA	
Mouna	Karkabi	University of Haifa, Department of Psychology	Israel	
Heather	Kertyzia		Canada	
Naaz Haleema	Khan	Teachers College	USA	
Kinneret	Kohn	Teachers College, Columbia University	USA	
Havva	Kök	European Peace University	Turkey	
Linda	Longmire	Hofstra University	USA	
Susan	Luxton	Educational Solutions	USA	
Abraham	Magendzo	Universidad de Humanismo Cristiano/ Fundación IDEAS Chile	Chile	
Islam Ahmed	Manasrah	Baninain Charitable Society	Palestine	
Nicoletta	Mantziara	2nd Experimental Public Rrimary School of Maraslio in ATHENS	Greece	
Tamar	Margalit	Kibbutzim College of Education, Israel	Israel	
Sally	McLaren	Kyoto University of Art & Design	Japan / Australia	
Jasmin	Nario-Galace	Center for Peace Education, Miriam College	Philippines	
Nihaya	Natour	Qallansuwa High School	Israel	
David	Netzer	Center for Humanistic Education	Israel	
Kitwala	Nginilla	Dar es Salaam Institute of Peace Education	Tanzania	
Son	Ninsri	Coventry University	Thailand / UK	
Ahmet Onur	Önder	Sabanci University - CIP	Turkey	
Vanessa	Ortiz	International Center on Nonviolent Conflict	USA	

Esta Tina	Ottman	Kyoto University; University of Bradford	Japan	
Onur Görkem	Özcan	Sabanci University	Turkey	
Sara	Pinasi	Israel Association of Community Centers	Israel	
Francesco	Pistolato	Centro IRENE Università di Udine	Italy	
Bihan	Qaimari	Beirzeit University	Palestine	
Rolly	Rosen	Shatil, the New Israel Fund's Capacity Building Center for Social Change Organizations	Israel	
Fran	Russell Banks	DRL Development Resource Ltd	Republic of Ireland	
Gavriel	Salomon	Haifa University	Israel	
Johayna	Seefe	ALON social involvement organization	Israel	
Leah	Shakdiel	Sapir College, Israel	Israel	
Albie	Sharpe	Ritsumeikan University	Japan / Australia	
Rinah	Sheleff	Kibbutzim Teachers College (retired teacher)	Israel	
Timothy H.	Smith	Hofstra University	USA	
Dale	Snauwaert	University of Toldeo	USA	
Stan	Steiner	Boise State University	USA	
David Jay	Steiner	Peace Now	USA	
Youval	Tamari	Waizman Elementary School, Jaffa	Israel	
Mireia	Uranga Arakistain	Free-Lance	Spain	
Aylin	Vartanyan Dilaver	Bogazici University, Istanbul	Turkey	
Debra Linn	Wilson		USA	
Andria	Wisler	Georgetown University	USA	
Galia	Zalmanson Levi	Center of Critical Pedagogy, Kibbutzim College of Education	Israel	

**Indicates Reflection Group Facilitator

A	1. Irene Banias (Turkey)**	6. Jasmin Nario-Galace (Philippines)
	2. Badriah Boukhary (Israel)	7. Kitwala Nginilla (Tanzania)
	3. Tony Jenkins (USA)	8. Sara Pinasi (Israel)
	4. Naaz Haleema Khan (USA)	9. Rinah Sheleff (Israel)
	5. Abraham Magendzo (Chile)	
B	1. Ronni Alexander (Japan)	6. David Netzer (Israel)
	2. Mariele Amrhein (USA)	7. Francesco Pistolato (Italy)
	3. Janet Gerson (USA)	8. Mireia Uranga Arakistain (Spain)**
	4. Judith Jensen (USA)	9. Aylin Vartanyan Dilaver (Turkey)
	5. Mouna Karkabi (Israel)	
C	1. Suheir Abumohor/matar (Palestine)	6. Laura M. Hampton (USA)
	2. Faisal Azaiza (Israel)	7. Susan Luxton (USA)
	3. Marijana Cuvalo (Canada)	8. Albie Sharpe (Japan / Australia)**
	4. Natali Gidens (Israel)	9. Stan Steiner (USA)
	5. Nilsu Goren (Turkey)	
D	1. Loreta N. Castro (Philippines)	6. Dale Snauwaert (USA)
	2. Olfat Haider (Israel)	7. Youval Tamari (Israel)
	3. Sally McLaren (Japan / Australia)	8. Andria Wisler (USA)**
	4. Son Ninsri (Thailand / United Kingdom)	9. Galia Zalmanson Levi (Israel)
	5. Bihan Qaimari (Palestine)	
E	1. Momin Alzyoud (Palestine)	6. Takeshi Horikoshi (Japan)
	2. Roberto Bahruth (USA)	7. Kinneret Kohn (USA)
	3. Orna Baranes (Israel)	8. Rolly Rosen (Israel)**
	4. Imoh Colins Edozie (Nigeria)	9. Fran Russell Banks (Republic of Ireland)
	5. Haggith Gor Ziv (Israel)	
F	1. Udi Adiv (Israel)	6. Vanessa Ortiz (USA)
	2. Barbara Barnes (USA)	7. Esta Tina Ottman (Japan)
	3. Linda Longmire (USA)	8. Johayna Seefe (Israel)**
	4. Nicoletta Mantziara (Greece)	9. Leah Shakdiel (Israel)
	5. Ahmet Onur Önder (Turkey)	
G	1. Cécile Barbeito Thonon (Spain)**	5. Havva Kök (Turkey)
	2. Elham Farah (Canada)	6. Islam Ahmed Manasrah (Palestine)
	3. Tiffany Hunter (USA)	7. Tamar Margalit (Israel)
	4. Heather Kertyzia (Canada)	8. David Jay Steiner (USA)
H	1. Mariam Awad (Palestine)	5. Nihaya Natour (Israel)
	2. Bimal Dahal (Nepal)	6. Onur Görkem Özcan (Turkey)
	3. Nadette de Visser (Netherlands)	7. Timothy H. Smith (USA)
	4. Gal Harmat (Israel)**	8. Debra Linn Wilson (USA)

Suheir Abumohor/matar
Wi'am Center (Palestine)
My name is Suheir Abu mohor/matar, I am 27 years old, I studied English and minored in journalism at Bethlehem University. Presently I work as a speech therapist and english teacher for deaf students. I volunteer at the Wi'am Center and I've participated in several workshops and seminars - most recently attending a program on gender and peace.

Udi Adiv
Open University Israel (Israel)
I was born and brought up in Israel in a Marxist Kibbutz. Between 1970-1972 I studied philosophy and economics at Haifa University. After a long break because of my political activity with the Palestinians and jail, I turned back to the academic studies. First at Tel Aviv University and later on at the department of Sociology & Politics Birkbeck College, University of London. Since 1998 I teach politics at the Open University and writings on various aspects of the Israeli society and politics with relevancy to the conflict.

Ronni Alexander
Graduate School of International Cooperation Studies, Kobe University (Japan)
Ronni Alexander is a peace activist, educator and scholar. She is a professor of transnational relations at the Graduate School of International Cooperation Studies, Kobe University, Japan and has been in Japan since 1977. In 2006, she began the Popoki Peace Project, a peace education endeavor using her book Popoki, What Color is Peace? Popoki's Peace Book 1 to encourage critical thinking, creative expression and action for peace.

Momin Alzyoud
Minstry of Education (Palestine)

Mariele Amrhein
Teachers College, Columbia University (USA)
Marielle Amrhein is currently a graduate student at Teachers College, Columbia University, studying International Educational Development and Peace Education. As an artist, activist, and educator, she works with youth using critical pedagogy, peace education and performing arts to support leadership development and youth-led activism. In the past year, she has taught hip-hop in Harlem, human rights in South India, and peace ed in SF. Marielle is an intern with the Peace Education Center and grateful to be part of IIPE

Mariam Awad
Bethlehem University (Palestine)
Miriam Awad is a lecturer in Bethlehem University in nursing and heath science. She has a Masters in Health science and high diploma in training of trainers in "E-learning and Consultancy" and another diploma in "Education." She is involved in different activities in the community in national and international levels. She has conducted several workshops based on Palestinian community needs, for example: women's issues, child abuse, international youth advocate program, early marriage and others. Recently she has been involved in research with Jewish–Arab Center in Haifa University about "early detection of breast cancer."

Faisal Azaiza
University of Haifa (Israel)
Prof. Faisal Azaiza is the Head of the MA program at the School of Social Work, Faculty of Social Welfare and Health Sciences, the University of Haifa. He is also the head of the University's Jewish-Arab Center and a member of the Council for Higher Education in Israel. His research focus is the health and welfare of the Arab population of Israel in terms of social needs, health problems, educational programs and service delivery systems.

Roberto Bahruth
Boise State University (USA)
Roberto Bahruth is a professor at Boise State University where he has been applying many of the ideas of Paulo Freire and other critical scholars through his own unique, handmade activities based in literature, music and visual art as signifier. He has authored numerous books and articles in the field of critical pedagogy. He has traveled around the world as a cultural worker promoting transformative pedagogical experiences for the development of critical literacy skills.

Irene Banias
Bogazici University Department of Political Science and IR (Turkey)
Assistant professor of human rights, international and European law, Bogazici University. American educated lawyer with varied legal experience including legal advisor "Access to Justice," a human rights training program in Turkey for judges, prosecutors, lawyers, police and civil society, Bogazici University Peace Education and Research Center steering committee, law practice in criminal defense and asylum in the US, judicial reform work in Eastern Europe and peace and reconciliation work on Greek-Turkish issues.

Cécile Barbeito Thonon
Escola de Cultura de Pau (Spain)
Cécile has been a peace education, conflict transformation and peacebuilding trainer in the Escola de Cultura de Pau school for 6 years, using experiential learning methods such as group dynamics, Theatre of the Opressed, etc.

Orna Baranes
(Israel) Weitzman Elementary School
Orna Baranes is a director of an elementary school in Jaffa where Jewish and Arab children are learning together at the same classes. She is leading an experiment called living together: different but equal, in which the Jewish and Arab staff would create a new educational model, based on principles of critical pedagogy, for mixed public schools. Orna Baranes lead a social education program based on Yanush Korjak philosophy. She is also very active in development programs of safe driving for youth.

Barbara Barnes

Brooklyn College, City University of New York (USA)

Barbara Barnes has attended several IIPEs. Currently she teaches in the School of Education at City Uiversity of New York, with a special interest in pedagogy, diversity, and social justice.She is active with a group called iCOPE which has developed a proposal for a human rights-based education system for New York City. She has worked for years in conflict resolution education in the New York City schools.

Badriah Boukhary

Weizmann School (Israel)

My Name is Badriah Boukhary, a teacher at Weizmann School in Jaffa. This year I completed my studies at "Seminar HaKibbutzim" majoring in "Training for peace and social justice in the community". I entered the school through practical work I was doing. I observed that regarding the aspects of language, culture, identity and celebrating the Festivals the school treated the Arab children as if they were Jewish. Consequently, the Arab children know more about Judaism than they do about their own language, culture, identity and Festivals. This stirred up anger in me. Fortunately I started studying at age 30 and entered a field of Education for Social Justice. The decision to begin studying at this age has brought a big change to the life of me, my husband and our 4 children. In the framework of doing my Internship I realised that I have to initiate change and I have the support of the Principal of the school who agrees with the need to bring about change. This has made me very glad and encouraged me even more.

Loreta N. Castro

Center for Peace Education, Philippines (Philippines)

Loreta Castro is the Executive Director of the Center for Peace Education of Miriam College, Philippines and is the Coordinator of a local peace education network. She is also an active member of the Global Campaign for Peace Education; the Global Coordinating Council of CIPE (Community-based Institutes on Peace Education); Pax Christi International; and the Peace Education Reference Group of Global Partnership for the Prevention of Armed Conflict (GPPAC).

Imoh Colins Edozie

Centre for Human Development & Social Transformation (CHDST) (Nigeria)

Imoh Colins Edozie, Director, Centre for Human Development & Social Transformation (CHDST), holds a Masters Degree, Environmental Management, University of Cape Town; and is completing an MA in Conflict Transformation at Eastern Mennonite University, Virginia, USA. He is currently working on a Peace Education Manual for Peace Clubs in Nigeria.

Marijana Cuvalo

(Canada)

Marijana Cuvalo completed her MA in Peace and Conflict Studies at the European Peace University in Austria. Marijana is currently working as a Youth Program Coordinator at Thorncliffe Neighbourhood Office in Toronto, Canada. Her current work encourages her to take on a community based approach to peace education; creating programs and activities with a strong peace education component for newcomer youth from diverse backgrounds.

Bimal Dahal

Asian Center for Peace and Development Studies (Nepal)

Master's degree from Tribhuvan University,Nepal,Worked in different community based organizations and I/NGOs including ITDG,GTZ etc in peace building, sustainable development,environment conservation, human rights, advocacy since 1998.Currently involved in Asian Center for Peace and Development Studies as a researcher.Interest on model of civil society organizations and their relationship with respective ethno-cultural settings.Writes in newspapers and journals as freelancer.

Nadette de Visser

Building Bridges Foundation (Netherlands)

Nadette de Visser was born in the Netherlands, in 1970. As a journalist she published in diverse Dutch and English publications. In 2002 she moved to the Israeli West Jerusalem and Palestinian East Jerusalem for three years. She worked as a journalist and for organisations Reporters Without Borders and Crossing Borders. Since 2005 she manages and curates projects for the Building Bridges Foundation like www.objectsinconflict.com. Last month (26-06-2008) her first book was published.

Elham Farah, B.A. B.Ed., MEd.

Hamilton Wentworth District School Board, Hamilton (Canada)

Elham is a Teacher, Director of Special projects, Hasty Market Corp, and a community activist, communicating in 3 languages, awarded "Women of the Year 2002, Communication", Hamilton Status of Women. Elham graduated from Hebrew University, Israel, B.A.; Brock University, B. Ed., M.Ed., Special Education, ESL Specialist, and Senior Qualifications.

Janet Gerson

Peace Education Center at Teachers College, Columbia University (USA)

Co-Director Peace Education Center, Teachers College, Columbia University; Education Director, IIPE. Current research on coalitional consciousness draws upon experience in NGO and women's networking, community building through the arts, and political theater facilitation. Publication contributions--Learning to Abolish War: Teaching toward a Culture of Peace (Reardon & Cabezudo, 2002), The Handbook of Conflict Resolution (Deutsch & Coleman, 2000; & E. Marcus, 2006), Holistic Education Review,Theory into Practice.

Natali Gidens

Center of Critical Pedagogy, Kibbutzim College of Education (Israel)

I am a graduate of the Program of Education for Social Change, Environmental Change and Peace Education at Seminar Hakibutzim. I grew up in Jerusalem. I have been working for many years with street children and adolescence. Last year I was a coordinator of a learning community of students, children and residents in a southern Tel Aviv neighborhood.

Haggith Gor Ziv

Center of Critical Pedagogy, Kibbutzim College of Education (Israel)

Haggith Gor Ziv is a senior lecturer Kibbutzim College of Education in Tel Aviv, a co-director of Center of Critical Pedagogy and a co director of the teacher Preparation program: Education for Social Justice, Environmental Justice and Peace Education. She is an author of peace education, human rights and gender

equality curricula. She has been teaching critical feminist pedagogy and multicultural curricula for early childhood in various countries in South East Asia and Africa. Haggith Gor Ziv is a feminist activist in the Israeli peace movement and feminist movement. Her recent academic writings are dealing with issues of de-militarization of education. Her book on Militarism and Education was published on 2005. She has created together with Tirza Even 3 documentary films, Women Only, women's personal narratives on pregnancy and birth, Invisible to the World, on caring for a mentally ill family member and Sign discourse, Deaf signing about their world.

Nilsu Goren

Koc University, Instructor (Turkey)

Nilsu Goren is a Turkish scholar who studies nuclear proliferation issues and currently teaches World Civilizations at Koc University. She got her BA in Economics and MA in Political Science from Sabanci University in 2004 and 2006, where later she worked as a teaching assistant and project development specialist. In 2005-2006 she joined the Washington D.C. office of Monterey Institute Center for Nonproliferation Studies (CNS), and has been writing articles for CNS publications ever since.

Olfat Haider

Outward Bound (Israel)

Olfat Haider - OUTWARD BOUND ISRAEL - Program Director; Physical Education teacher and Israeli Ministry of Tourism licensed tour guide. Formerly the only Arab member of the Israeli National Women's Volleyball team. Certified Outward Bound Instructor (North Carolina) and PIUP Instructor. Member of Breaking The Ice Antarctica Journey (2004).

Laura M. Hampton

University of Toledo (USA)

Laura is currently pursuing a Ph.D in Foundations of Education at The University of Toledo, Ohio. Her special interests include non-violent resistance movements, ethnographic qualitative research, critical pedagogy, as it applies to peace education, with a focus on issues of Xenophobia concerning Arabs and Muslims in the United States and Israel.

Gal Harmat

Center of Critical Pedagogy, Kibbutzim College of Education (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.

Takeshi Horikoshi

Kobe University (Japan)

Takeshi Horikoshi is a graduate student of Kobe University majoring in international cooperation.

Tiffany Hunter

(USA)

Tiffany Hunter has a Masters degree from Teachers College, Columbia University with a concentration in Peace Education. Tiffany works as a kindergarten teacher in California. Her current research focuses on critical pedagogy and civic development in youth.

Tony Jenkins

Global Education Associates / Peace Education Center at Teachers College, Columbia University (USA)

Tony Jenkins is the Co-Director of the Peace Education Center at Teachers College, Columbia University and the Program Coordinator of Global Education Associates where he oversees three global initiatives in peace education: the International Institutes on Peace Education (IIPE), Community-Based Institutes on Peace Education (CIPE), and the Global Campaign for Peace Education. Tony has extensive international consultative experience, including work with ministries of education, universities, NGOs and UN agencies. His current work focuses on pedagogical research and educational design and development with special interest in alternative security systems, disarmament and gender.

Judith Jensen

Educational Solutions (USA)

Jensen received her 1979 Ed.D. from Harvard's Laboratory of Human Development at the Center for Research in Childrens' Television. From 1980-1986, she worked at the Stanford Instructional Television Network and became Associate Director. In 1986, she cofounded and became President of University Video Communications, a Silicon Valley company. From 1998-2002, Jensen taught comparative religion as adjunct faculty at the Oregon Institute of Technology. In 2002 she founded Educational Solutions.

Mouna Karkabi

University of Haifa, Department of Psychology (Israel)

Psychologist, Ph.D Student at Haifa University.

Heather Kertyzia

(Canada)

Heather has been working in informal and formal education for eight years, working with both adults and children in Canada, Colombia, and Nicaragua. Her Master's thesis is a proposal for realigning the Canadian Public Education system with Peace Based Learning principles.

Naaz Haleema Khan

Teachers College (USA)

Naaz Khan recently graduated from Teachers College with a Masters in International Educational Development and also has a background in Refugee Studies. She has worked as an educator/facilitator in formal and informal contexts in the United States, Egypt and Lebanon and is especially invested in critical dialogue as it relates to issues of faith, gender, and migration.

Kinneret Kohn

Teachers College, Columbia University (USA)

Kinneret Kohn recently received her MA in International Education Development with a docus in Peace Education from Teachers College, Columbia University. She has interned with a number of the leading peace education organizations in Israel, accumulating several years worth of experience in the country as well as travel in the region. She wrote her MA thesis on Museums for Peace as well as the methods of peace education found within museums.

Havva Kök

European Peace University (Turkey)

Dr. Havva KÖK is Asist. Prof. at the Dept. of International Relations, Hacettepe University in Ankara, Turkey. She graduated from Ankara University, Faculty of Politial Sciences. She got her M.A. degree in 1995 and PhD degree in 2000 from the Dept. of Politics, Leeds University, the UK. Currently, she is doing Advanced MA Degree in Peace and Conflict Studies at European Peace University, in Austria. Her areas of interest are peace studies and conflict resolution as well as Eurasian Studies.

Linda Longmire

Hofstra University (USA)

Linda Longmire is Professor of Political Science in the Global Studies and Geography Department of Hofstra University in Hempstead, N.Y. She directs and teaches three unique study abroad programs: the Mexican Odyssey, the Italian Odyssey and the European Odyssey. She also produces and hosts a weekly radio show entitled "What Kind of World: Visions and Choices".

Susan Luxton

Educational Solutions (USA)

Luxton received her 1973 BA in literature at Bennington College and her 1976 MA in English at the University of Hawaii. She wrote for Hawaii's East-West Center and worked in Jordan with the UN assisting Iraqi refugee women. Luxton has taught composition and critical thinking skills at the University of Hawaii, Hawaii Loa College, The Sultan's School in Oman, Peninsula College, and the Oregon Institute of Technology. In 2002 she cofounded Educational Solutions.

Abraham Magendzo

Universidad de Humanismo Cristiano/ Fundación IDEAS Chile (Chile)

Abraham Magendzo K, Doctor in Education University of California Los Angeles USA. Master in History and Education Hebrew University Jerusalem Director of UNESCO Chair on Human Rights Education and Coordinator of the Doctoral Degree Program in Education at the Academia de Humanismo Cristiano,Santiago-Chile; − Educational researcher at the Fundacion IDEAS.

Islam Ahmed Manasrah

Baninain Charitable Society (Palestine)

I finished my studies in electric engineering, though I find this work has not satisfied my desire to be active in the community so I work with a nongovernmental organization as manager in BNCS. i am studying for a BA in project management so this society may work with different activities toward improving skills for youth, women, and children in the development of community in health\education\ agriculture\environment\awareness. I find myself involved in different issues that are values for our life looking for peace in our country.

Nicoletta Mantziara

2nd Experimental Public Rrimary School of Maraslio in ATHENS (Greece)

Nicoletta Mantziara finished at the University of Athens and has completed two Masters of Science in England (Onassis Foundation scholarships). She has been teaching at public primary schools for eleven years. The last five years she has been carrying out projects. She also attended the First-Unesco/Eured in-service teacher training course "Human Rights and Peace Education in Europe" (Austria). THis year (2007-08), her project was connected with children's rights (e-twinning: German school).

Tamar Margalit

Center of Critical Pedagogy, Kibbutzim College of Education (Israel)

Tamar Maraglit (PhD). In the last two years I have been conducting research in mathematics education. I am developing a math program that integrates concepts of social justice, human rights, and peace education into math curriculum and lessons. I have a PhD in Operation Research. Recently, I graduated the program: "Education for Social Change, Environmental Change and Peace Education," in the Kibbutzim College of Education. I teach mathematics in a mixed ethnic (Jews and Arabs) elementary school at Jaffa.

Sally McLaren

Kyoto University of Art & Design (Japan / Australia)

Sally McLaren is a media studies teacher and freelance journalist, editor and translator. She recently completed her doctoral dissertation entitled "Approaching Critical Through Media Literacy: Audience Perspectives of Gender, Power and Politics", based on research conducted in Japan and Australia. Originally from the southern Australian island state of Tasmania, Sally now lives in an old kimono factory in the weaving district of the ancient Japanese city of Kyoto.

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 party network that monitors the compliance of the Philippine government and the National Democratic Front to their comprehensive agreement on the respect for human rights and international humanitarian law.

Nihaya Natour

(Israel) Qallansuwa High School

M.A degree in Language acquisition - Tel-Aviv University. English teacher and educator at Qallansuwa High School . Nihaya has been a lecturer and pedagogical tutor at all-Qasemi College - Teachers College for four years She has led exchange projects on environmental issues, culture and peace in Germany and Qallansuwa in the last two years.

David Netzer
Center for Humanistic Education (Israel)
My professional training is in teaching history and education. I teach education at Oranim college for Education, and work at the Center for Humanistic Education (CHE) at the Ghetto Fighters House. CHE engages Israeli Jews and Arabs in a dialogical process involving humanistic value-oriented study of history and contemporary issues relating to the two communities. I've recently completed my PhD on that extraordinary institution.

Kitwala Nginilla
Dar es Salaam Institute of Peace Education (Tanzania)
Kitwala Nginilla is the founder of the Dar es Salaam Institute of Peace Education. He works as a grassroots development activist and consultant with local and international governmental and non governmental organizations to improve the living conditions of people residing in violence - ridden and economically depressed communities. His most recent project involves the provision of HIV/AIDS prevention and reduction education to transactional sex workers and injecting drug users.

Son Ninsri
Coventry University (Thailand / United Kingdom)
Son Ninsri, a Lecturer in Human Rights and Politics at Naresuan University in Thailand, holds BA. (Honours) in Political Science from Chulalongkorn University and Master Degree in International Relations and Human Rights (Honours) from the University of Auckland, New Zealand. Son is currently pursuing a PhD in Peace and Reconciliation Studies at Coventry University, United Kingdom. Prior to furthering his doctoral degree, Son was Head of Department of Political Science and Public Administration, Naresuan University.

Ahmet Onur Önder
Sabanci University (Turkey)
Sabancı University Industrial Engineering - Mathematic Minor Junior Student - Course Asistant, GPA 3.94; Harvard Summer School Student; TEV(Turkish Education Institute) High Success Scholarship; Member of discipline committee @ Sabanci University; Kalder membership since December 2007; Bostancı Rotaract Club member since 2006; 2008-2009 Club General Secretary; CIP (Civic Involvement Project) supervısor in School Project Team 2006-2007; CIP(Civil Involvement Project) supervısor in Human Rights- United Nations Peace Education 2007-2008; ADP(Instution of Academic Support) Social Political Science-Natural Sciences moderator since February 2007; United Nations Online Volunteer; ADP (Instution of Academic Support) February 2007 Clinic Project; European Youth Parliament-Macedonia 08-15.12.2006

Vanessa Ortiz
International Center on Nonviolent Conflict (USA)
As Director of Civic and Field Relations at the International Center on Nonviolent Conflict, I bring an in-depth understanding of the history, analysis and general skills of civic empowerment and nonviolent action, and a cumulative collection of insights and experiences that I have learned first-hand from those engaging nonviolent methods to end oppression and win rights around the world.

Esta Tina Ottman
Kyoto University; University of Bradford (Japan)
Tina Ottman lived in Israel for 10 years, and has also taught at Japanese universities for 13 years. She was among the organizers of a Japan-based international conference series, Peace as a Global Language (www/pgljapan.org); and has been an active teade unionist in the UK and Japan. She was also formerly involved in Women's Groups in UK and Israel. Currently she is a PHD candidate at the Department of Peace Studies at Bradford University, UK.

Onur Görkem Özcan
Sabanci University (Turkey)
I live in Istanbul and I've been studying at Sabancı University since term Fall 2007-2008 being awarded with excellence scholarship. My major is Mechatronics. I'm deeply concerned in social sciences even as an engineer in order to participate in discussions of forming a better living environment. This is the main reason why I'm participating this program.Also, I participated in and experienced several exchange programs which broadened my perspective.I hope there will be a great chance to exchange ideas in IIPE2008!

Sara Pinasi
Israel Association of Community Centers (Israel)
Sara Pinchasi works at the Israeli Association of Community Centers as a director of curriculum development and staff development at Hila Program for youth at risk. She develops programs for marginalized populations such as Arabs, ultra orthodox Jews, immigrant's youth, girls etc. She was a director of academic support programs for Ethiopian children and youth. She is currently developing programs for youth and girls at risk of integration in vocational work.

Francesco Pistolato
Centro IRENE 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 organisator of cultural events for the local Austrian Library and as a teacher trainer for German. He contributed to the foundation (April 2007) of IRENE Peace Research Center at the University of Udine, where he now works.

Bihan Qaimari
Beirzeit University (Palestine)
I recently completed a PhD from Manchester University, where the focused was on studying the professional identities of teachers working and living in the context of a war zone. In addition, my Masters study in Educational psychology, was focused on the stress levels and coping strategies among the Palestinian teachers and childrens, given the ongoing and unstable situation .

Rolly Rosen
Shatil, the New Israel Fund's Capacity Building Center for Social Change Organizations (Israel)
Rolly Rosen has a BA in Psychology and Economics and an MA in Philosophy, and is now completing her studies for an MA degree in Anthropology. In the 1980's she worked as a journalist for various Israeli papers, covering the Jewish-Israeli-Palestinian conflict. In 1995 she joined Shatil, the New Israel Fund's Capacity Building Center for Social Change Organizations, where she works as a consultant for various organizations promoting constructive conflict

management and human rights

Fran Russell Banks
DRL Development Resource Ltd (Republic of Ireland)
Frances Russell Banks MPhil, MA. Founder member of Peace'93, an anti violence movement. Former Programme Director of Glencree Centre for Reconciliation in Ireland from 1994 where she devised, and delivered a range of programme, with various groups from politicans, civil society and youth and schools groups. Also has inititated programmes for victims/survivors and ex paramilitaries. As Director of DRL Development Resource Ltd, has been involved in Adult Education and conflict study modules with SIT graduates from USA.

Gavriel Salomon
Haifa University (Israel)
Stanford graduate, past dean of the faculty of education, having concentrated in the past on media's educational impact and more recently - on research on peace education. Receipient of the Israel Award and a number of international awards. Author and editor of five books and some 150 research and theory articles. Currently co-director of the Center for Research on Peace Education at the University of Haifa.

Johayna Seefe
ALON social involvement organization (Israel)
My name is Johayna Seefe, I am the educational director of the Palestinian section in Educational Social Movement- Alon. I hold a degree in special education and Hebrew literature, for many years I worked with youths and I have extensive experience in empowerment and clinic work with disadvantage girls and young women from the Palestinian minority in Israel. In addition I am an activist with experience in social change work movements, gender empowerment and peace building via educational tools.

Leah Shakdiel
Sapir College, Israel (Israel)
I am a Jewish Israeli, a religious Zionist, committed to issues of social and political justice, including peace, human rights, and feminism. I was born in Jerusalem, and 30 years ago chose to live in Yeruham, an economically disempowered town in the Negev desert. I have worked taught and written on the above issues, with youth and adults, locally, regionally with Bedouins, nationally with secular and religious teachers, and with Palestinians as well.

Albie Sharpe
Ritsumeikan University (Japan / Australia)
Albie Sharpe is an Associate Professor in the International Institute at Ritsumeikan University, teaching peace, health, and social welfare. Albie is also involved in organising the annual "Peace as a Global Language" Conference in Japan. He has worked as a freelance photographer in Kyoto for the last 10 years and is also a member of a participatory 'peace photography' project entitled 'PEACEworks'. In his free time Albie enjoys cycling up mountains and watching cricket.

Rinah Sheleff
Kibbutzim Teachers College (retired teacher) (Israel)
Rinah Sheleff is a professional storyteller living and working in Israel. As a teacher of storytelling skills, she has discovered that folktales and personal stories often enable her students to view their lives and their relationships in new and suprising ways.

Timothy H. Smith
Hofstra University (USA)
Timothy H. Smith is Professor Emeritus of Foundations of Education in the Department of Foundations, Leadership, and Policy Studies in the School of Education and Allied Human Services at Hofstra University in Hempstead, N.Y. He teaches courses in Human Rights and Human Values in Hofstra University's study abroad programs in Mexico, Italy, and Europe.

Dale Snauwaert
University of Toldeo (USA)
Dale T. Snauwaert, Ph.D. is Associate Professor of Philosophy of Education and Director of the Center for Nonviolence and Democratic Education at the University of Toledo, USA. He is also the editor of In Factis Pax (in knowledge peace): Online Journal of Peace Education and Social Justice. His research focus is the philosophy of peace and peace education, in particular the ethics of war and peace.

Stan Steiner
Boise State University (USA)
Stan Steiner, Chair of the Department of Literacy at Boise State University went from student to teacher to professor over the span of his career in education. The common thread has been that of a life long learner. It is through this thread that he works with students of all ages as he engages them in dialogue about social issues through children's/YA literature. His numerous publications carry the same intentions.

David Jay Steiner
Peace Now (USA)
David Steiner is a director of education in a Reform congregation near Chicago and a rabbinical student at the Hebrew Seminary for the Deaf. David is a dual national, Israeli - American, has served in the Israeli Defense Forces and currently chairs Chicago Peace Now. He is also an adjunct professor of education at National Louis University and a Chicago Cubs baseball junky.

Youval Tamari
Waizman Elementary School, Jaffa (Israel)
Born and raised in Ramat Gan, Israel. I served 5 years in the Israeli army and continued to Middle East studies in Tel Aviv University. Later on I studied fro a master degree in Urban Planning at the Technion-Israel Institute of Technology. In the last 12 years I've been involved in Palestinian Israeli relations, first as a facilitator in dialogue groups, later as an urban planner. In the last two years as a teacher in a mixed population, Arab and Jewish school in Jaffa, where I am involved in the transformation process.

Mireia Uranga Arakistain
Free-Lance (Spain)
Twenty years of Peace Education in the Basque Country, Spain, Europe and other Inernational settings. Specialist in conflict management, mediation and reconciliation. Participation and design of curricuculum, national and international courses and conventions, tv. programmes, peace museum, etc.

Aylin Vartanyan Dilaver
Bogazici University, Istanbul (Turkey)
After getting an MA degree from Columbia University, I started working as an instructor, and curriculum designer of English at Bogazici University . I have been introduced to Peace Education in 2004 and since then I have been working actively to integrate the peace and human rights approach to our curriculum. I am also the assistant director of the recently established Peace Education Center at the university. My main interest is Human Rights Education for empowerment and transformation.

Debra Linn Wilson
(USA)
My educational background is in liberal arts with a Doctorate in Law.I am currently a special education public school teacher working in an underserved neighborhood in New York City. My students have been diagnosed with emotional disturbance. Almost all of them struggle with moderate to severe anger management issues. Many of them come from single-parent households and are in gangs. I find much of my time is spent trying to turn students' focus away from the pull of their streets and toward the world at large.

Andria Wisler
Georgetown University (USA)
Andria is an educator and researcher committed to social change, justice, and peace. She holds a Ph.D. in Comparative Education from Columbia University where she specialized in the philosophy of peace education. Her dissertation explores the philosophical foundations of peace knowledge as lived experience in post-Yugoslav education. In Fall , Andria will be a faculty member in the Program on Justice and Peace at Georgetown University.

Galia Zalmanson Levi
Center of Critical Pedagogy, Kibbutzim College of Education (Israel)
Galia Zalmanson Levi is a lecturer, Kibbutzim College of Education in Tel Aviv, a Co-Director of Center of Critical Pedagogy and a Co-Director of the teacher Education program: Education for Social Justice, Environmental Justice and Peace Education. She was director of the Department of Education for Youth at Risk at the Ministry of Education. A feminist activist, she offers consultation to various NGOs and schools regarding practices of feminist critical pedagogy & transformational ed for a more equal society.

Notes

Honoring and Remembering Those Who Have Inspired Us

The twenty six years during which IIPE has been an active agent in the international peace education movement has been a time of many important developments in the field. These developments, as in all movements, were the fruits of the efforts of individual peace educators working in their own professional environments to do whatever was possible, and often gaining strength and inspiration for the struggle from those engaged in similar efforts in other parts of the world, a colleague in a professional association, or one only a few steps away in our own institution. Often these people and their contributions are unknown to most peace educators. I believe we all have been inspired by such people, and want them remembered as persons of peace, not only practitioners, activists or theorists. It seems to me that an appropriate way to honor such people is by making it possible for current and future peace educators to become active agents in the international movement as participants in IIPE. For this reason I have offered two scholarships this year in the names of two such people who were very important to me professionally and personally. Without them and the many others with whom I have had the privilege and joy of collaborating, my work would not have been what it is. I am sure that in the professional evolution of most IIPE participants, there are such persons. Should you want to honor them and have their work become part of our shared IIPE history, please consider offering or raising scholarships in their names.

I send my greetings to all IIPE 2008 participants. May your work further the development and dissemination of critical pedagogy as a medium for peace education; and may you enjoy each other as IIPE participants always have. I wish you a week of significant learning, and enough joy in the process to sustain you through the difficult and often painful issues you will be confronting.

Peace, shalom, salaam,
Betty R.

The Valentina Mitina IIPE Scholarship

This scholarship is awarded to honor the work and the memory of a great Soviet/Russian peace educator who was my professional counterpart in the Soviet Union, my colleague in peace education and my very good and very dear friend. She was a profoundly committed, humanistic educator who taught at various levels of education, so she was a valued and respected teacher who had a deep understanding of what good teaching was, valuing it in herself and other professionals. She was devoted to the young and inspired by the hope for a better future that she found in so many of them. Fortunately for me and for the internationalization of peace education her original field was English. Her work made it possible for many other Soviet educators to participate in the early years of international cooperation in education through direct conversations with their counterparts from other countries. It is the undeserved good luck of those whose first language is English that so much of the discourse in our field is in the English language. (I do hope that we can all work to have our global conversations in many more languages. I fear much is lost in monolingualism.)

Valentina was a kind of pioneer in education for international understanding and peace who was in the later part of her career in charge of that field in the Soviet Ministry of Education. She was well known internationally by her works, some of them in English and her participation in UNESCO conferences and projects, one of which was the occasion of our first meeting. She really believed in international cooperation and was among a growing number of Soviet and American educators who believed that education could contribute to a change in the conflictual relationship between the two “Super Powers” that threatened the destruction of not only the people of both nations, but all the people of the world. We both recognized, too, that the arms race which increased this danger, consumed resources that could have relieved the problems of poverty, health and illiteracy that blighted the lives of millions of the human family.

Determined to cooperate, our first endeavor was to try to do cooperative education for disarmament. Even through the medium of UNESCO in the early and mid 1980s neither of our governments were inclined to let this happen. Not too long after these aborted efforts, we were delighted to encounter each other among the American and Soviet educators at the first meeting in Oslo of Project on Ecological and Cooperative Education. Environmental issues seemed less threatening than disarmament and so we found the substantive ground for collaborative efforts that enabled us to work together in Oslo, Moscow and New York and to hope and plan for future efforts. Our last cooperation was at the IIPE in Hawaii in 1995. Although she, like the other educator honored by an IIPE scholarship, Willard Jacobsen, passed way in the 1990s, the fruits of her work and those she prepared to carry it forward still comprise a significant element in our field.

Valentina with several other Soviet colleagues attended an early IIPE at Teachers College. Their interactions with other participants from the West, was the kind of human contact which transcends the stereotypes we are fed about those perceived to challenge our nations. All of our work together was an exercise in critical pedagogy that put us in touch with the core humanity that energizes all who work for peace and helps to sustain those who try to educate for peace in the face of so many obstacles. Human contact is the best learning method. It is what makes IIPE what it is has been through the years, an occasion to encounter others with different experiences and common aspirations; and the opportunity to make the connections that carry forth our efforts toward global cooperation to educate for justice and peace among ourselves and with our planet. I believe that Valentina would be very happy to have her scholarship awarded to an educator working for human development and social transformation.

The Willard Jacobson IIPE Scholarship

This scholarship is awarded in honor of Professor Willard Jacobsen, a world famous science educator, writer of many science education textbooks, who taught at Teachers College Columbia for nearly forty years. He deeply believed that science should serve society and that all education should be a vehicle for the promotion of peace through the preparation of the young to critically reflect on issues of concern to the public and to be proactive in striving for peace and justice. Willard and I began peace education at Teachers College, largely as a consequence of his insistence that teachers should be prepared to teach about nuclear weapons, their costs and the potential for human destruction that they held. We taught together, marched against nuclear weapons together and shared the cherished hope that one day all of our colleagues would see the need for peace education. We worked together toward the fulfillment of that hope. Though, we did not reach the goal in his lifetime, he, as I still do, always hoped that all educators will one day take up the responsibilities and opportunities they have to contribute to a more peaceful and just global society.

Willard was also a very early environmentalist, long before the days of “An Inconvenient Truth” and together with our Norwegian colleague, Eva Nordland we reached out to our counterparts, science and social educators in the Soviet Union, even before the end of the Cold War, to launch a common environment and peace education endeavor, Project on Ecological and Cooperative Education. I learned much from my years of work with Professor Jacobsen who was a great educator and a great human being whom I will always remember with affection and deep respect. I hope present and future peace educators will become aware of this contributions to the vital field in which they work.

He was with me in the planning of and participation in the first IIPE at Teachers College in 1982. I know he would be thrilled to see how IIPE has grown as a learning experience and become a world-wide network of mutually supporting peace educators who face problems some of them far greater than we faced in our early work to move toward our common hopes. He spoke often of the importance of focusing on the future and whatever future came about would largely be the result of how we responded to opportunities and possibilities in the present. I am sure he would be delighted, too, to know that an educator from an organization with that same vision has been awarded the 2008 Willard Jacobsen scholarship.

Peace Education Online Community

Would you like to learn about peace education as practiced and developed around the world?
Are you interested in finding resources and curriculum?
Would you like to network with other peace educators from around the globe?

Join the new Peace Education Online Community

www.c-i-p-e.org/forum

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!

Global Campaign for Peace Education

Would you like to receive regular news about current issues, activities and opportunities related to Peace Education around the world?

subscribe to the
Global Campaign for Peace Education Newsletter

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.

IN FACTIS PAX
IN KNOWLEDGE {THERE IS} PEACE
journal of peace education and social justice
www.infactispax.org

As a means of creating a historical record and making the rich learning of IIPE available to the public the online journal of peace education, In Factis Pax, plans to publish the proceedings of IIPE 2008. We, the organizers of IIPE and the Editorial Board, invite you to submit your plenary presentation or workshop in article form for publication In Factis Pax.

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

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

The deadline for submissions is September 1, 2008.

Submission Requirements:

** We prefer to receive files in Microsoft Word (.doc) or a compatible format.

**Format for Bibliographic References: All bibliographic references should conform to the Chicago Manual of Style Humanities format with footnotes. Examples:

> Norberto Bobbio, The Age of Rights (Cambridge, UK: Polity Press, [1990] 1996). (book)
>
> Robert Jervis, "The Spiral of International Insecurity.," in Perspectives on World Politics, ed. Richard Little & Michael Smith (New York: Routledge, 1991). (book chapter)
>
> Dale T. Snauwaert, "Reclaiming the Lost Treasure: Deliberation and Strong Democratic Education," Educational Theory 42, no. 3 (1992). (journal article)

**Articles should not exceed 10,000 words. The length includes the "References" section. All text, including quotations and bibliographic references, should be double-spaced. Lengthy quotations (exceeding 40 words) should be indented in the text.

We look forward to receiving your IIPE articles.

Sincerely yours,

Dale Snauwaert	Tony Jenkins	Janet Gerson
Editor, In Factis Pax	IIPE Global Coordinator	IIPE Education Director

University of Haifa

NOTES

NOTES

International Institute on Peace Education

www.i-i-p-e.org

Peace Education Center / Global Education Associates

www.tc.edu/PeaceEd

Teachers College #171
Columbia University
New York, NY 10027 USA
Tel: 212.678.8116

www.g-e-a.org

475 Riverside Drive Suite 1626B
New York, NY 10115 USA
Tel: 212.870.3290

Jewish-Arab Center / Center for Research on Peace Education

http://jac.haifa.ac.il/

University of Haifa, Eshkol Tower
Haifa, Israel 31905
Tel: 972-4-8240156 (2156)

http://construct.haifa.ac.il/~cerpe/

University of Haifa
Haifa, Israel 31904

Center of Critical Pedagogy, Kibbutzim College of Education

www.criticalpedagogy.org.il/english

Kibbutzim College of Education
149 Namir Road
Tel Aviv 62507 Israel