IIPE 2017
INTERNATIONAL INSTITUTE ON PEACE EDUCATION

AESTHETIC PEACES: SOCIAL, POLITICAL & EMBODIED LEARNING – RESPONSES FOR HUMAN & PLANETARY SURVIVAL

GRILLHOF SEMINAR CENTER * INNSBRUCK, AUSTRIA
AUGUST 27-SEPTEMBER 2, 2017

Co-organized in partnership by the IIPE Secretariat, members of the Faculty of Education and Queens’ College at the University of Cambridge, and the Unit for Peace and Conflict Studies at the University of Innsbruck.

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ABOUT THE IIPE
The first IIPE was held in 1982 at Teachers College, Columbia University in New York City. It was organized by Professors Betty A. Reardon, Willard Jacobson and Douglas Sloan in cooperation with the United Ministries in Education. These professors came together to apply their collective knowledge, wisdom and experience toward addressing the problem of nuclear proliferation. Over the years the IIPE has evolved into a weeklong residential experience for educators hosted in a different country every other summer.

The Institute facilitates exchanges of theory and practical experiences in teaching peace education and serves to grow the field. In serving the field, the IIPE operates as an applied peace education laboratory that provides a space for pedagogical experimentation; cooperative, deep inquiry into shared issues; and advancing theoretical, practical and pedagogical applications.

FOR MORE INFORMATION  web: www.i-i-p-e.org • email: info@i-i-p-e.org • tel: 202.556.1075
WELCOME FROM THE IIPE SECRETARIAT

On behalf of the IIPE global community, we are honored to welcome you to the 42nd gathering of the International Institute on Peace Education in Innsbruck, Austria. Founded in 1982, the IIPE has now been hosted in 17 different countries in its 35-year history. Each gathering has brought together peace educators, peace studies scholars, and policy makers from around the world to explore issues of common concern and exchange ideas, insights, and best practices for an education for peace. IIPE offers us the opportunity to cooperatively participate in a community of learners.

We face a set of interrelated existential and ethical threats. The 2017 IIPE theme “Aesthetic Peaces: Social, Political & Embodied Learning - Responses for Human & Planetary Survival” compels us to explore peace education as a multidimensional transformative learning process, with special emphases on affective and embodied learning, the arts, contemplative practices, moral and political inquiry and discourse, and approaches to trans-rational conflict transformation. We hope that the exploration of this theme will inspire and equip you to engage in peace education, learning, and action in your local communities.

This opportunity would not be possible without the vision, hard work, and dedication of the Cambridge and Innsbruck organizing teams. We thank them whole-heartedly and look forward to an ongoing collaborative partnership.

Finally, we are deeply grateful to Dr. Betty A. Reardon, the founder of the IIPE. Although Betty is unable to join us this year, we are certain to feel her presence. The IIPE is her creation and its form embodies her lasting insights into the pedagogy of peace learning. We strive to honor and advance her vision of realizing human dignity through a comprehensive approach to peace education.

We wish you an enriching and inspiring week of dialogue and exploration, and we look forward to forming long-lasting relationships with you as part of the IIPE global community.

Tony Jenkins, Janet Gerson, and Dale Snauwaert
The IIPE Secretariat

WELCOME FROM THE UNIVERSITY OF INNSBRUCK

We are very happy to welcome all IIPE participants to Innsbruck and especially to the Grillhof Seminar Center. It is a pleasure for us to host this year’s IIPE Conference with the theme Aesthetic Peaces, which very well resonates with our approach to transrational peace in the MA Program and UNESCO Chair for Peace Studies at the University of Innsbruck. In our philosophical and educational work, we understand peace as a holistic experience that goes beyond a mental construct. This requires us to balance the dynamic aspects of body, mind and soul in the content and also form of our training for future peace and conflict workers.

To experience peace as ‘breathing fresh air’ has been one of the founding ideas of this particular peace studies perspective, which we very much look forward to experiencing with you at the Grillhof as well as during the excursion to the Native Spirit Nature and Wilderness School in Pfunds. We hope that you find the time and space for both formal and informal gatherings, to meet colleagues from all over the world and find a fertile ground to discuss, practice and reflect on
manifold aspects of peace education.

We have done our best to create a program that balances different themes with a series of formats that will hopefully allow you to live first-hand a comprehensive approach to peace education. We firmly believe that this unique learning opportunity can result in the expansion of our horizons with new perspectives and methods for peace education work. Moreover, we also hope that the IIPE serves as a stimulating chance for personal relationships and look forward to creating new bonds and deepening existing friendships.

Invited by our esteemed colleague Hilary Cremin from the University of Cambridge, we feel honored to join the IIPE community and thank the IIPE family for receiving us with much love and trust. We want to use this opportunity to thank especially Dale Snauwaert from the University of Toledo and Kevin Kester from Woosong University, who actively participated in all aspects of conference planning and unfortunately could not come to Innsbruck. To Janet Gerson and Tony Jenkins, our deepest gratitude for sharing their experience, insights and dedication to peace education with us along the way and introducing us to the IIPE philosophy and profound solidarity in relationality.

Finally, as we dive into the IIPE flow of life and education, we want to welcome you to our home, where we hope to provide a safe space for the many different and challenging aspects of aesthetic peaces.

Josefina Echavarría Alvarez and Veronika Lex
For the organizing and hosting team of the University of Innsbruck

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WELCOME FROM THE UNIVERSITY OF CAMBRIDGE

Welcome to IIPE 2017 in Innsbruck! As partners in this conference, our main role has been to introduce the Innsbruck team to the IIPE team, with their long and successful experience of organizing these conferences. We build on the inspirational work of Betty Reardon, and the paradigm-shifting work of the Innsbruck Peace Studies programme. We fulfil the role of matchmakers and dream makers!

The concept behind this conference, “Aesthetic Peaces: Social, Political & Embodied Learning – Responses for Human & Planetary Survival”, was inspired by conversations with both teams, and research and publication in this area. We have long believed that there is a need for a shift in the ways that we think about peacebuilding in educational settings in post-modern / post-truth times. We have been particularly critical of the liberal peace agenda, grounded in securitised peace, and modernist ways of thinking about peace education that foregrounds rationality, enlightenment ideals and globalised norms. We have been equally intrigued by emergent concepts that hold promise for the field; notably the need for dynamism, wisdom and flexibility; and the need for more embodied, affective, aesthetic and inclusive models of peace education. We are therefore very excited to see what emerges from this wonderful coming-together, both of the teams from the US, UK and Innsbruck, and of the amazing people who are contributing to this event through workshops and participation.

To this, we look forward to querying with participants from around the world on the leading challenges facing peace education today. We would like to express our gratitude to all the participants and organising teams in joining together to envisage new possibilities for an embodied, artistic, trans-rational and re-imagined peacebuilding education for the 21st century. We wish you all an inspiring event.

Hilary Cremin and Kevin Kester
University of Cambridge
**ORGANIZING TEAMS**

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

### UNIVERSITY OF INNSBRUCK
- Josefina Echavarria Alvarez
- Veronika Lex
- Daniela Ingruber
- Norbert Koppensteiner
- Armin Staffler

### GRILLHOF SEMINAR CENTER
- Franz Jenewein (Director)
- Jacqueline Grais (Accounting)

### UNIVERSITY OF CAMBRIDGE
- Hilary Cremin
- Kevin Kester

**SPONSORS & DONORS**

We are deeply grateful for the generosity of our sponsors and scholarship donors.

### SPONSORS
- Samuel Rubin Foundation
- University of Innsbruck (Vice Rectorate for Research)
- University of Innsbruck (International Relations Office)
- Unit for Peace and Conflict Studies
- Province of the Tyrols (Department of Culture)

### SCHOLARSHIP DONORS
- Ms. Kristin Famula
- Dr. Betty Fox
- Margaret Mautner
- Mary Lee Morrison (in honor of Bill Upholt)
- Dr. Linden Nelson
- Doris Porto
- Ms. Melinda Salzman

**IIPE TRANSTNATIONAL ADVISORY GROUP**
- C.P. Anto (India)
- Amada Benavides de Pérez (Colombia)
- Loreta Castro (Philippines)
- Imoh Collins Edozie (Nigeria)
- Armene Modi (India)
- Bernedette Muthien (South Africa)
- Eva B. Nagy (Hungary)
- Anaida Pascual-Morán (Puerto Rico)
- Werner Wintersteiner (Austria)
- Bill Yotive (USA)
- Anita Yudkin-Suliveres (Puerto Rico)
### AUGUST 27 - SUNDAY

#### ARRIVAL DAY

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>All Day</td>
<td>Check-in and Registration</td>
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<tr>
<td>TBA</td>
<td>Informal activities will take place in the afternoon (details will be provided at check-in)</td>
</tr>
<tr>
<td>5:00pm</td>
<td>Reflection Group Facilitators and Plenary Moderators Meeting</td>
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<tr>
<td>6:00pm</td>
<td>Welcome Dinner (not all participants may have arrived)</td>
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<tr>
<td>7:30pm</td>
<td><strong>INTRODUCING LOVING KINDNESS MEDITATION</strong></td>
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<td></td>
<td>Sara Hagel (United Kingdom)</td>
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<td>(See abstract: page 11)</td>
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**NOTE:** Snacks and cold dinner (for those arriving late) will be available in the Recreation Room: Weber

### AUGUST 28 - MONDAY

#### MULTIDIMENSIONAL APPROACHES TO TRANSFORMATIVE PEACE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30am</td>
<td>Breakfast</td>
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<td>8:30am</td>
<td>Grillhof Tour</td>
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<td>*meet at the reception</td>
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<tr>
<td>9:00-10:30am</td>
<td><strong>ORIENTATION: IIPE AS A GLOBAL PEACE LEARNING COMMUNITY</strong></td>
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<td></td>
<td>Tony Jenkins (USA)</td>
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<tr>
<td>10:30-10:45am</td>
<td>Coffee Break</td>
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<tr>
<td>10:45-12:15pm</td>
<td><strong>OPENING PLENARY (A)</strong></td>
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<td></td>
<td><strong>MULTIDIMENSIONAL APPROACHES TO TRANSFORMATIVE PEACE</strong></td>
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<td>(See abstracts: page 11)</td>
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<td>Moderator: Janet Gerson (USA)</td>
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<td></td>
<td>Janet Gerson (USA)</td>
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<td><strong>IIPE LEARNING COMMUNITY – BRIDGING THE PEDAGOGICAL AND THE POLITICAL</strong></td>
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<td>Norbert Koppensteiner (Austria)</td>
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<td><strong>PREPARING FOR PEACES IN INNSBRUCK: TRANSRATIONAL APPROACH, ELICITIVE PROCESS</strong></td>
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<td>Marcella Roweck (Germany / Hungary)</td>
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<td><strong>THE POLITICAL NECESSITY OF TRANPERSONAL WORK – DEEP DEMOCRACY AS A WAY TO RAISE AWARENESS IN POLARIZED CONFLICTS IN THE CONTEXT OF THE CURRENT REFUGEE SITUATION IN EUROPE</strong></td>
</tr>
<tr>
<td>12:30-2:00pm</td>
<td>Lunch</td>
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<tr>
<td>2:00-3:30pm</td>
<td><strong>CONCURRENT INTERACTIVE SESSIONS (1)</strong></td>
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<td></td>
<td>(See abstracts: page 11-12)</td>
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<td></td>
<td>Matías Gossner (Austria) &amp; Isabelle Guibert (France)</td>
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<td></td>
<td><strong>FROM CREATIVE WRITING TO BODILY EXPRESSION</strong> (workshop)</td>
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<td>Renata Landa Lopez (Mexico)</td>
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<td><strong>AESTHETIC VOICE AND NEW SOUNDS</strong> (workshop)</td>
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IIIPE 2017

SCHEDULE

Shawn Bryant (Canada)
VIOLENCE AND NONVIOLENCE:
USING AIKIDO TO EXPLORE A KEY CONCEPT IN PEACE STUDIES
(workshop)

Tom Mellor (UK)
MASK PLAY FOR NEW UNDERSTANDINGS
(workshop)

Lena-Maria Drummer (Germany) & Christina Egerter (Germany)
TRANSFORMATION THROUGH ARTS AND THEATRE IN CROSS-CULTURAL
CONFLICTS: MIGRATION AND INTEGRATION, CHALLENGES FOR PEACE EDUCATION
(talking circle)

3:30-4:00pm  Coffee Break

4:00-5:30pm  REFLECTION GROUPS

6:00pm  Dinner

7:15-9:30pm  THEATRE - THE ART OF TRANSFORMING CONFLICTS
Armin Staffler (Austria) & David Diamond (Canada)
(See abstract: page 12)

AUGUST 29 - TUESDAY

SHIFTING PARADIGMS AS GLOBAL CHALLENGES FOR PEACE

7:30am  Breakfast

9:00-10:30am  PLENARY (B)
SHifting Paradigms As Global Challenges For Peace
(See abstracts: page 12)

Moderator: Erin Dunlevy (USA)
Hilary Cremin (England)

PEACE EDUCATION RESEARCH

Vlad Toma (Canada)
USING BLOCKCHAIN TO DEVELOP SOCIAL EXCHANGE SYSTEMS

Edward Brantmeier (USA)
TOWARD DEEP LEARNING IN INCLUSIVE LEADERSHIP FOR SUSTAINABLE PEACE

10:30-10:45am  Coffee Break

10:45-12:15pm  CONCURRENT INTERACTIVE SESSIONS (2)
(See abstracts: pages 12-13)

Oliver Rizzi Carlson (USA / Italy / Switzerland), Micaela Segal de la Garza (USA)
& Mary Wong (USA)
LANGUAGE, LEARNING AND CULTURAL CONTEXT
(talking circle / round-robin)

Carmen Ramirez-Hurtado (Spain) & Purificación Ubric (Spain)
VIBRATIONS, EARTH AND SPIRIT: A FEMALE ECOLOGICAL MUSICAL VISION
(talking circle / round-robin)

Adhila Hassan (India) & Domen Kocevar (Slovenia)
LIFE SKILLS AND AUTHENTICITY
(workshop)
IIIPE
2017
SCHEDULE

AUGUST 30 - WEDNESDAY (EXCURSION DAY)

NATIVE SPIRIT - THE SCHOOL OF NATURE, WILDERNESS AND LIFE

(See description of Native Spirit Program: page 14)

7:00am	Breakfast	*Restaurant

7:45am	Gather at Reception
** be sure to bring passport and other requested items

8:00am	Bus departs Grillhof

10:00am	Arrive at Native Spirit

11:00-1:00pm	Station 1

1:00pm	Lunch

12:30-2:00pm	Lunch

2:00-3:30pm	CONCURRENT INTERACTIVE SESSIONS (3)
(See abstracts: pages 13-14)

Johannes Ludwig (Germany)
*Room: Seerles
THE CONSTELLATION OF THE INTENTION (CI) AS AN ELICITIVE RESEARCH METHOD
(workshop)

Allison Paul (USA), Aylin Vartanyan Dilaver (Turkey) & Lorna Zamora Robles (Mexico)
*Room: Saal Tirol
ADDRESSING ISSUES OF MEMORY AND IDENTITY THROUGH EXPRESSIVE ARTS
(talking circle / round-robin)

Kazuya Asakawa (Japan)
*Room: Nordkette
FOSTERING GRASS ROOTS INITIATIVES AND CAPACITY BUILDING AMONG YOUTH THROUGH THE HISTORICAL DIALOGUE IN ASIA
(workshop)

Kathrin Jehle (Schweiz)
*Room: Frau Hitt
“WHEN YOU ARE CARING FOR YOURSELF, YOU CAN’T GO INTO A CONFLICT – YOU WILL NEGOTIATE!”
(workshop)

Isabel Gutierrez (Mexico) & Doris Porto (USA) & Cecilia Nyame (Ghana)
*Room: Seegrube
RETHINKING PUBLIC SCHOOL PEACE-ORIENTED EDUCATIONAL POLICIES: DESIGN, IMPLEMENTATION AND CHALLENGES
(talking circle / round-robin)

3:30-4:00pm	Coffee Break

4:00 – 5:30pm	REFLECTION GROUPS

6:00pm	Dinner	*Restaurant

7:00pm	Informal / Social
2:00-4:00pm  Station 2
4:00-4:30pm  Reception / Coffee
4:30-5:30pm  REFLECTION GROUPS
              (break into reflection groups)
5:30pm  Return to bus
6:00pm  Bus returns to Grillhof
8:00pm  Dinner at Grillhof

AUGUST 31 - THURSDAY (PUBLIC DAY)

PLANETARY PERSPECTIVES ON PEACE AND CONFLICT TRANSFORMATION

7:30am  Breakfast  *Restaurant
9:00-10:30am  CONCURRENT INTERACTIVE SESSIONS (4)
              (See abstracts: pages 14-15)
             
Susan Dunne (Ireland) & Aslihan Senel (Turkey)  *Room: Seegrube
SENSITIVE MAPPING IN INNSBRUCK:
STIMULATING AWARENESS OF VARYING FORMS OF CONTROL IN PUBLIC AND PRIVATE SPACES
(workshop)

Jeremy Holloway (USA), Colins Imoh (Nigeria),
& Alexander Thattamannil-Klug (Germany)  *Room: Frau Hitt
INSIGHTS IN AND REFLECTIONS ON CURRENT RESEARCH
PROJECTS FROM JUNIOR SCIENTISTS
(talking circle / round-robin)

Maria Teresa Barrios (Argentina), d'Arcy Lunn (Australia)
& Luisa María Ramírez López (Mexico)  *Room: Nordkette
GAMES, PLAY, ART, AND APPLICATION
(talking circle / round-robin)

Theresa Gottschall (Austria) & Hanne Tjersland (Norway / Austria)  *Room: Saal Tirol
DANCE, RHYTHM AND MOVEMENT AS MEANS FOR CONFLICT TRANSFORMATION:
EMBODIED METHODS OF PEACE AND CONFLICT WORK
(workshop)

Luiza de Sales Oliveira (Brazil), Alexandra Plummer (U.K.) & Jackie Zammit (England)  *Room: Seerles
NAVIGATING PEACE: CONSIDERING THE DEVELOPMENT COMPASS ROSE
TO RE-IMAGINE THE RELATIONSHIP BETWEEN DEVELOPMENT AND PEACEBUILDING
(talking circle / round-robin)

10:30-10:45am  Coffee Break
10:45-12:15pm  REFLECTION GROUPS
12:15pm  PUBLIC PROGRAM BEGINS
12:30-1:30pm  Lunch  *Restaurant
              *meet and greet public day participants - social
1:30-2:00pm  WELCOME
             Wolfgang Dietrich
             Head of Unit, Peace and Conflict Studies; UNESCO Chairholder; MA Program Director
             Universität Innsbruck
2:00–3:30pm **PUBLIC PLENARY (C)**

**PLANETARY PERSPECTIVES ON PEACE AND CONFLICT TRANSFORMATION**

(See abstracts: pages 15-16)

Moderator: Norbert Koppensteiner (Austria)

Sergi Kapanadze (Georgia)

**THE HUMAN SECURITY CHALLENGE IN POLITICS AND POLICY**

Himanshu Bourai (India)

**THE ROLE OF EDUCATION IN MULTICULTURAL SOCIETIES**

Heela Najibullah (Afghanistan)

**HUMANITARIAN WORKER CHALLENGES: AFGHANISTAN AND NIGERIA**

3:30 – 4:00 Coffee Break

4:00-5:30pm **CONCURRENT INTERACTIVE SESSIONS (5)**

(See abstracts: page 16)

susanne jaika (Austria) *Restaurant*

**PEACE WALK**

(workshop)

Gloria Maria Abarca Obregon (Mexico), Jannik Gresbrand (Germany) & Hiro Sakurai (Japan / USA) *Room: Saal Tirol*

**MEDITATION, SPIRITUALITY, AND GLOBAL COMMUNITY**

(talking circle / round-robin)

Rossana Pavoni Gallo (Uruguay / Italy) *Room: Nordkette*

**CREATIVE THERAPEUTIC SOLIDARITY WRITING WORKSHOP**

(workshop)

Carolyn Dunlap (USA) *Room: Frau Hitt*

**TRANS-RATIONAL/SPIRITUAL TOOLS / TECHNIQUES TO USE FOR PEACE**

(workshop)

Ehsan Ahmad, Maliah Sultani, Sakena Yacoobi & Shokofa Yazdani (Afghanistan) *Room: Seerles*

**RUMI, POETRY AND WOMEN’S EDUCATION IN AFGHANISTAN**

(workshop)

Alejandra Barrera (Mexico / Austria), Adham Hamed (Austria / Egypt) & Maria Teresa Herrera Vivar (Peru / Germany) *Room: Seegrube*

**A MORAL IMAGINATION WORKSHOP: LISTENING, PAINTING AND ENACTING**

(talking circle / round-robin)

5:30-6:00pm Break

6:00-7:00pm Dinner *Restaurant*

7:00pm Informal / Social
### SEPTEMBER 1 - FRIDAY

#### FROM PEACE LEARNING COMMUNITY TO PERSONAL & COLLECTIVE ACTION

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<thead>
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<th>Time</th>
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<tbody>
<tr>
<td>7:30am</td>
<td>Breakfast</td>
<td>Restaurant</td>
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</tbody>
</table>
| 9:00-10:00am | PLENARY (D)  
STRATEGIES AND APPLIED MODELS  
(See abstracts: page 17) | Room: Innsbruck |
|          | Moderator: Tony Jenkins (USA)                                         |                |
|          | Éva Borbélyné Nagy (Hungary)                                          |                |
|          | PLAY, CREATIVITY, AND SELF-AWARENESS AS PEACE BUILDING BRICKS        |                |
|          | Erin Dunlevy (USA)                                                    |                |
|          | RESTORATIVE JUSTICE IN SCHOOLS: EDGEING OUT THE INJUSTICE             |                |
|          | Daniela Pastoors (Germany)                                            |                |
|          | CREATING SPACES FOR REFLECTION – HOW CAN PEACE AND CONFLICT WORKERS  |
|          | BE ACCOMPANIED, COUNSELED AND SUPPORTED IN THEIR WORK                 |                |
| 10:00-11:00am | APPLYING & CONTINUING LEARNING & EXPLORING ACTION(S)  
ACTION PLANNING IN “AFFINITY” GROUPS | Room: Innsbruck |
| 11:00-11:15am | Coffee Break                                                      |                |
| 11:15-12:15pm | REFLECTION GROUPS (planning for final plenary)                  |                |
| 12:30-1:30pm | Lunch                                                               | Restaurant     |
| 1:30-3:00pm | CLOSING PLENARY: REFLECTION GROUP PRESENTATIONS                    | Room: Saal Tirol|
|          | Moderator: Hilary Cremin (England)                                   |                |
| 3:00-3:30pm | Coffee Break                                                         |                |
| 3:30-5:00pm | CLOSING CEREMONY                                                     | Room: Saal Tirol|
| 5:00pm    | Dinner (BBQ)                                                         | Terrace        |
| 7:30pm    | CLOSING CELEBRATION / “CULTURE NIGHT”                                | Room: Saal Tirol|
| 11:00pm..?| PROGRAM OFFICIALLY CONCLUDES                                       |                |

### SEPTEMBER 2 - SATURDAY

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<thead>
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<th>Time</th>
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<tbody>
<tr>
<td>7:00-9:00am</td>
<td>Breakfast</td>
<td>Restaurant</td>
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<tr>
<td></td>
<td>*pre-packaged breakfasts available for early departures</td>
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### SEPTEMBER 3 - SUNDAY

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<th>Time</th>
<th>Event</th>
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| 7:00pm   | Post conference Event: David Diamond Theatre Evening  
“Reclaiming Hope From A Culture of Fear”  
Haus der Begegnung (Rennweg 12) |
**AUGUST 27 - SUNDAY**

**SPECIAL SESSION**

**Sara Hagel (United Kingdom)**

**INTRODUCING LOVING KINDNESS MEDITATION**

In Peace Education we talk about the development of skills, behaviour and attitudes that contribute to peace but how, in practical terms, do we develop our attitude for peace? This first evening plenary will introduce a loving kindness meditation that allows us to strengthen or cultivate our inner attitude for peace, that is to live in harmony with ourselves, with others and with the world. It is not a practice of accepting or approving all behaviour but of connecting with a fundamental desire for others to be well and to flourish. A contemplative practice that connects body, heart and mind.

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**AUGUST 28 - MONDAY**

**OPENING PLENARY (A)**

**Janet Gerson (USA)**

**IIPE LEARNING COMMUNITY – BRIDGING THE PEDAGOGICAL AND THE POLITICAL**

IIPE pedagogical form uses reflective inquiry to cultivate a peace learning community, aiming toward an enduring network of global citizens living and educating for peace. In plenaries and interactive sessions, we will strive to formulate questions opening and connecting perspectives and paradigmatic differences, and generating new frames for challenging political issues. Each plenary explores a “vertical” sub-theme of Multiple Aesthetic Peaces. Each workshop, talking circle, and round robin has a “horizontal” learning theme—research, embodied, contemplative, creative/arts, ethical/political and/or applied. Reflection groups, excursion, and culture night offer other forms for dialogue, inquiry, creativity, humor, play, and transformative learning.

**Norbert Koppensteiner (Austria)**

**PREPARING FOR PEACES IN INNSBRUCK: TRANSRATIONAL APPROACH, ELICITIVE PROCESS**

In this lecture I discuss a transrational understanding of peace and an elicitive approach to conflict transformation and explore the consequences for teaching peace (studies). In doing so I draw from and reflect upon the teaching practice and experience within the Innsbruck School of Peace Studies.

**Marcella Rowek (Germany / Hungary)**

**THE POLITICAL NECESSITY OF TRANSPERSONAL WORK – DEEP DEMOCRACY AS A WAY TO RAISE AWARENESS IN POLARIZED CONFLICTS IN THE CONTEXT OF THE CURRENT REFUGEE SITUATION IN EUROPE**

Deeply moved by the chasm of violent polarization in relation to the current refugee situation in Europe, I explored the paradigm of Deep Democracy (DD) in my M.A. Thesis. At its heart is the assumption that processes can only unfold their wisdom if all perspectives, experiences, visions, feelings, and awareness levels are consciously worked with in group processes. In that line, DD acknowledges the systemic and transpersonal nature of social processes, as well as its intrapsychic correspondence, and stresses our shared responsibility as human beings to work with what disturbs us so deeply in the world within ourselves and vice versa.

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**CONCURRENT INTERACTIVE SESSION (1)**

**Matias Gossner (Austria) & Isabelle Guibert (France)**

**FROM CREATIVE WRITING TO BODILY EXPRESSION**

The participants are offered a space to experience writing in an unusual way and translate with the body what the mind and the spirit have expressed through written words. Creative writing creates a room for exploration and is used as a transrational research method to organically discover/examine a topic. By bodily expression, what is meant is any form of expression that uses the body, i.e. “images”. The idea is to offer the opportunity to process, in different forms and by appealing to several skills, the participants’ experience and understanding of peace. This activity is followed by theory on the transrational philosophy.

**Renata Landa Lopez (Mexico)**

**AESTHETIC VOICE AND NEW SOUNDS**

The World is Sound. In Sanskrit: Nada Brahma. This is an experiential workshop in which we will explore the power of our voice, the need for listening to inner sounds and the importance of resonance for community building. We will live voice and sound as an experiential metaphor of peace and conflict dynamics. Exercises will pay especial attention to presence, awareness of oneself and others and the effect of using one’s own voice as a tool for self-knowledge. The objective is to realize the potential of something that is already part of our lives – voice and sound – for peace work.

**Shawn Bryant (Canada)**

**VIOLENCE AND NONVIOLENCE: USING AIKIDO TO EXPLORE A KEY CONCEPT IN PEACE STUDIES**

This workshop attempts to explore the topic of (non)violence through the practice of aikido. Aikido is a martial art that is described by its founder, Master Morhei Ueshibba, as an art of peace. His philosophy sublates the duality of attacker and defender by harmonizing (ai) the energy (ki) of both individuals. Through demonstration and practice of aikido, we attempt to create an environment in which we query and challenge the limits of violence and nonviolence. Ultimately, this is to present the aikido as both a pedagogical tool and a practice of nonviolence useful in peace education. The workshop time will be divided into part explanation and part practice with time for discussion at the end.

**Tom Mellor (UK)**

**MASK PLAY FOR NEW UNDERSTANDINGS**

This workshop will focus on the use of mask and how it can be used as a way to explore themes of Conflict and Peace. The session will be interactive, with a chance for participants to experience how mask can be used as a tool to create discussion and build new understanding. There will also be an opportunity to think about some of the benefits and challenges of this kind of approach and explore how it could be adapted for different contexts relevant for participants.
LEARNING TO LISTEN, AND LISTENING TO LEARN: PEDAGOGIES OF PEACE IN MYANMAR

Mary Wong (USA)

ABSTRACTS

A major grievance of ethnolinguistic minority groups in Myanmar is the lack of support for mother-tongue-based multilingual education and the absence of their identity, history, and cultures in the school curriculum. How can we create a space and a process in which actors can gather to listen, discuss, and develop strategies and action plans to address concerns of linguistic injustice? How can educational policies and practices that hinder peace be dismantled, and those that promote peace be enhanced? The presenter will discuss current peace process as it relates to education in Myanmar and seek participants’ input on ways forward.

SPACES SPEAK TO US OF RELATING

Oliver Rizzi Carlson (USA / Italy / Switzerland)

ABSTRACTS

The unspoken language of space thus has a decisive impact on the development of our ability to learn the dynamics of conflict on an aesthetic level.

SPECIAL SESSION

Armin Staffler (Austria) & David Diamond (Canada)

THEATRE - THE ART OF TRANSFORMING CONFLICTS

At the core of each play is conflict. There’s no play, movie or TV-series that portrays a peaceful family enjoying breakfast for four hours in perfect harmony. If theatre is good at showing conflicts it could also use its aesthetic potential to create possible alternatives. This is the idea behind such theatre methods like “Forum theatre” or “Rainbow of Desire” that are rooted in Augusto Boal’s “Theatre of the Oppressed”. David Diamond, who is a faculty member at the UNESCO Chair and MA Program in Innsbruck and who was a dear friend and student of Boal, changed the tense with which he looks at conflict and shifted from the dichotomy of oppressor/oppressed to a systemic view. This led to “Theatre for Living”. The workshop will offer a practical introduction to basic games and exercises such as “Image Theatre” to investigate the dynamics of conflict on an aesthetic level.

LANGUAGE OF MEDIA IN CONFLICT AND PEACE-BUILDING

Micaela Segal de la Garza (USA)

ABSTRACTS

Language shapes our interaction with the world, and as our world grows and becomes a shared space, language in media becomes increasingly important. We are good at showing conflicts it could also use its aesthetic potential to create possible alternatives.

LANGUAGE, LEARNING AND CULTURAL CONTEXT

(talking circle / round-robin)

Oliver Rizzi Carlson (USA / Italy / Switzerland)

CONCURRENT INTERACTIVE SESSION (2)

ABSTRACTS

The presenter will discuss current peace process as it relates to education in Myanmar and seek participants’ input on ways forward.

USING BLOCKCHAIN TO DEVELOP SOCIAL EXCHANGE SYSTEMS

Vlad Toma (Canada)

ABSTRACTS

Societal structures are largely shaped by their underlying technological infrastructure. In modern society, money is a fundamental such technology, a technology of information. According to the concept the medium is the message, the means by which we convey information creates what that information is. Current forms money create a society in which interactions between citizens are transactional and thus closed-ended. I want to explore the possibility of using blockchain to engender more collaborative organizational structures and forms social exchange such as the Kula or Melpa systems in Melanesian societies. These systems entail giving and ongoing relationships as basis of exchange.

TOWARD DEEP LEARNING IN INCLUSIVE LEADERSHIP FOR SUSTAINABLE PEACE

Edward Brantmeier (USA)

ABSTRACTS

How do we promote a paradigm of deep learning focused on inclusive leadership for sustainable peace amid a polarizing leadership climate? As part of the learning journey, co-learners in an undergraduate course in the United States defined inclusive leadership as “creating a collaborative environment in which all concerned parties feel understood and empowered to participate” and sustainable peace as “a state of global relationships where individuals, groups, and societies are enabled to be fully happy and well.” This interactive plenary session will explore the foundational course questions, learning goals, methods, and learning impact of a course that used both experiential and contemplative learning as modes of engaged learning.

CONCURRENT INTERACTIVE SESSION (2)

ABSTRACTS

This is the idea behind such theatre methods like “Forum theatre” or “Rainbow of Desire” that are rooted in Augusto Boal’s “Theatre of the Oppressed”. David Diamond, who is a faculty member at the UNESCO Chair and MA Program in Innsbruck and who was a dear friend and student of Boal, changed the tense with which he looks at conflict and shifted from the dichotomy of oppressor/oppressed to a systemic view.

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Carmen Ramirez-Hurtado (Spain) & Purificación Ubric (Spain)

VIBRATIONS, EARTH AND SPIRIT: A FEMALE ECOLOGICAL MUSICAL VISION
In this workshop we will explore in a practical and cooperative way how music - the kind of music that connects with the Earth, from a feminine point of view - can be one of the basic pillars of Peace Education. The workshop will be developed as follows: a) Presentation of the musical material, Interaction with instruments and sound objects, inviting the group to participate with improvisations; b) Brief presentation of the theoretical framework of the workshop: Vibrations, Women, Earth, Spirit; c) Breathing and ancestral vibrations. Connection of the instruments with the basic tools of peace building; d) Performance of shared melodic-rhythmic formulas; e) Exploring other instruments and voices; f) Feedback and discussion.

Adhila Hassan (India) & Domen Kocevar (Slovenia)

LIFE SKILLS AND AUTHENTICITY
This is an experiential workshop of exploring self, based on the principle of peace starts with individual. Shifting away from a traditional prescriptive approach of teaching skills for practicing authenticity, this workshop will focus on exploring various life skills identified by participants. Participants will be practicing to think critically and creatively to deconstruct the concept of authenticity and sharpen skills to overcome the ‘inside’ and ‘outside’ separation of self. Apart from using Reflect-Connect-Act model, workshop also use participatory methods like games, breathing exercises and discussion. The workshop seeks to come up with a model which can be used for training of similar kind in future.

DEVELOPING COMPASSION TO COUNTER BULLYING
(talking circle / round-robin)
Thomas Hyland (Australia / Germany)

BULLYING
Bullying can take any shapes and forms however it is often the case that the person doing the bullying is not having their needs met. Through non-violent communication people can learn how to express their own emotions and needs and develop empathy. By trying to eliminate a culture of judgment and promote the language of compassion in the classroom we can allow children to be peace makers and provide support for those being bullied and doing the bullying.

Michiko Muroi (Japan)

NON-VIOLENCE COMMUNICATION/CONFLICT TRANSFORMATION METHOD SABONA
Are we taught how to cope with conflicts in school? SABONA is a specific method to transcend conflicts, such as bullying. It is based on the Transcend Approach by Dr. Johan Galtung, the father of Peaceology. Any child as well as adult can apply this way of thinking in their daily life, which makes us all happy and confident.
To have children understand this method, a step-by-step approach is offered with some illustrations in all the six steps. A member of Transcend Japan created a few anime, which help children understand the concept easily with fun.

Megan Greeley (USA)

FILM & PEACE EDUCATION, “BEATS OF THE ANTONOV”: REFLECTIONS ON IDENTITY AND CONFLICT IN SUDAN
Film can be a very effective tool in stimulating discussions around identity, conflict analysis, and trauma healing with refugees and internally displaced people in war zones, youth in classrooms around the world, diplomats in foreign capitals, and with artists in film festivals. Beats of the Antonov (2014 Toronto International Film Festival People’s Choice winner) explores how music binds a community together, questions identity formation and offers examples of trauma healing, without calling it trauma healing. It is an excellent springboard for discussions of the ways in which political events and institutionalized racism can influence, complicate and confuse identity formation.

Johannes Ludwig (Germany)

THE CONSTELLATION OF THE INTENTION (CI) AS AN ELICITIVE RESEARCH METHOD
The CI is a sensitive procedure by which unconscious dynamics can be made visible. The intention can emerge from personal, research, or professional fields. Our idea is to facilitate a constellation work by one of the IIPE’s members on the conference key question. By offering the opportunity to do one’s constellation, we thus give the possibility to not just try to ‘solve a problem’ through thinking, but to approach or transform it in a transrational manner. Depending on the amount of openness and mutual trust, we will offer the full process or do a small constellation and provide some theoretical input.

ADDRESSING ISSUES OF MEMORY AND IDENTITY THROUGH EXPRESSIVE ARTS
(talking circle / round-robin)
Allison Paul (USA)

COLLECTIVE STORYTELLING AS ARTS-BASED MEMORY WORK & PARTICIPATORY PRACTICE

Aylin Varantan Dilaver (Turkey)

ADDRESSING ISSUES OF MEMORY AND IDENTITY THROUGH EXPRESSIVE ARTS

Lorna Zamora Robles (Mexico)

USING TOOLS OF PEACE EDUCATION FOR DANCE TEACHING
Transforming conflicts through the expressive arts approach is based upon inviting the participants to move into a liminal space of art making or poiesis to be able to work through a conflict situation. In this workshop, participants will be invited to reflect upon their conflicts stemming from difficult memories and identity through movement and creative writing. Through the intermodal art making practice, participants will explore a fresh perspective of looking at their existing conflict and get tuned with their own resources to address this conflict.

Kazuya Asakawa (Japan)

FOSTERING GRASS ROOTS INITIATIVES AND CAPACITY BUILDING AMONG YOUTH THROUGH THE HISTORICAL DIALOGUE IN ASIA
BFP, Bridge for Peace is a NGO to record the real voice from former Japanese soldiers and making video film. The founder of Bridge for Peace (BFP)’s, Ms. Jin reflects her first experience in the Philippines with villagers who had been victimized by the Japanese army during World War II and that led to her work today to build peace dialogues. Using this film, BFP conducts workshops for public gatherings, colleges and high schools in Japan and overseas. By being the member of BFP and through its work, youth develops their capacity to be a peace maker. In this workshop. The testimony shows the historical reality and the film is highly educational. Young people
was encouraged to reflect to think more from their voices. Hearing real voice has strong impact. This workshop will introduce the film and discuss how to use it at school and community.

Kathrin Jehle (Schweiz)

“WHEN YOU ARE CARING FOR YOURSELF, YOU CAN’T GO INTO A CONFLICT - YOU WILL NEGOTIATE!”
We will explore the model of the “crème slice”. With this model it is possible to decode the different levels of a conflict. By considering all of these levels transformation can happen. But it is not that easy: there is also a protection membrane to overcome. For me it was very important to have a save space and a lot of trust for opening to something suppressed. I’m looking forward to share this experience with you and have a discussion about the effectiveness and practicability of the model.

RETHINKING PUBLIC SCHOOL PEACE-ORIENTED EDUCATIONAL POLICIES: DESIGN, IMPLEMENTATION AND CHALLENGES
(talking circle / round-robin)
Isabel Gutierrez (Mexico)

INCLUDING TRANSRATIONAL ASPECTS IN THE DESIGN OF PUBLIC EDUCATION POLICIES
What are the purposes of education and how are these determined? Policy analysts grapple with these questions, as the design of education policy today may or may not be purposed toward peaceable goals. How might we conceptualize ‘policy’ and assess its merits and failings? By bringing together the ethics and the aesthetics of peace, Dietrich’s transrational peace provides tools to articulate policy changes for justice-oriented educational outcomes. In this roundtable, participants will explore application of transrational concepts in education policy problematiques. Roundtable resources include an introduction to policy framework, explanation of transrational peace, and basic guidelines for policy critique.

Doris Porto (USA)

ACTUALIZATION OF EDUCATIONAL PURPOSES FOR INCLUSIVE, HUMAN-CENTERED COMMUNITIES.
What are the purposes of education and how are these enacted? How might we conceptualize ‘policy’ to critically assess its merits and failings? Policy analysts grapple with these questions, as education policy today may or may not be purposed toward peaceable goals. By bringing together the ethics and the aesthetics of peace, Dietrich’s transrational concepts serve as a tool for articulating policy changes towards justice-oriented outcomes. In this roundtable, participants will explore application of a ‘transrational approach’ as we deconstruct educational system problematiques. Roundtable resources include an introduction to policy analysis framework and critique and explanation of transrational peace.

AUGUST 30 - WEDNESDAY
EXCURSION
NATIVE SPIRIT: THE SCHOOL OF NATURE, WILDERNESS AND LIFE LOCATED AT THE RIVER INN IN TYROL
Within the framework of the conference, we will go on excursion to the Native Spirit Wilderness School (www.native-spirit.at) at the River Inn in Tirol (Pfunds).

The Native Spirit is dedicated to integrating nature and spirituality, it offers intensive courses as well as shamanic experiences to diverse groups of children, adolescents and adults. Additionally, seminars at the Native Spirit are part of the MA Program in Peace Studies at the University of Innsbruck. In this postgraduate course, students from all over the world learn in an embodied manner about transrational peace approaches.

During the visit, conference participants will have the opportunity to learn some outdoor and basic survival skills, connect to nature, get to know selected shamanic techniques and elements of meditation.

Wilderness-Knowledge: Learning the laws of nature through practical exercises of making fire on ancient stone
Concentration & Focus: The middle way and the inner and outer attitudes through the practical exercise of archery
Introduction to the medicine wheel: Use this indigenous map to find ways to create inner peace and inner balance
Transrational dimensions of nature and transpersonal self-awareness: Through meditation exercises in nature (specific exercises depend on weather)

Self-discovery and self-reflection will be in the foreground of the day trip as a fundamental element of peace (education).

In line with the conference’s theme on Aesthetic peace, we hope to make the best out of the Native Spirit’s commitment to an equilibrium among body, mind and spirit to discuss innovative elements of peace education.

AUGUST 31 - THURSDAY
CONCURRENT INTERACTIVE SESSION (4)
Susan Dunne (Ireland) & Asilhan Senel (Turkey)

SENSITIVE MAPPING IN INNSBRUCK:
STIMULATING AWARENESS OF VARYING FORMS OF CONTROL IN PUBLIC AND PRIVATE SPACES
With the rise of the discourse of fear and identity, indoor and outdoor spaces are increasingly designed or equipped to be easily surveilled, controlled and closed off if deemed necessary. Gaining access to many spaces or places implies belonging to a certain in-group and abiding by a set of rules within a given boundary. Spaces of exclusion and inclusion structure the fabric of our cities and our territories, and reflect the fragmented society we are living in. This (sensitive mapping) workshop sets to question the nature of carceral environments and controlled spaces and address the issues related to the extensive increase in the controlling of public and private spaces. We propose to do a mapping workshop, where we share with the participants some of the skills (observation, representation, conceptualization etc) that we have built up over the years.
INCLUSIVITY AND RESEARCH PROJECTS FROM JUNIOR SCIENTISTS
(talking circle / round-robin)

Jeremy Holloway (USA)

DON’T START AT STEP 1 BEFORE WORKING ON GROUND ZERO
Developing Vision is often taken as step No. 1 for pursuing and accomplishing a goal; however, do leaders often make the mistake of applying their vision as a step one instead of a ground zero and as a habitual lifestyle that is constantly re-sharpened? My vision is to open conversation on how we can strategically incorporate a culture that keeps its vision for peace directly in front of them at all times, especially for the areas of conflict prevention, motivation, innovation and collaboration.

Colins Imoh (Nigeria)

APPROACHING THEORETICAL PRACTICAL PEACE EDUCATION IN THE FIELD
Working as a peace educator in the Niger Delta was based on a felt need of educating and transforming root causes of conflict into positive outcomes for peace. Most of our intervention was based on passion. However, within the past two years studying for a doctorate with a strong emphasis on peace education opportunities have presented itself for reflection on our practice. The outcome is a deeper appreciation of the philosophical and theoretical bases for our action. This immersion has enriched our experience and prepared us for the work of being an effective peace builder. This presentation will highlight some of the life changing moments.

Alex Thattamannil-Klug (Germany)

(THE DIFFICULITES OF) TALKING ABOUT SOLIDARITY
Alex Thattamannil-Klug will present insights in his current doctorate research: As solidarity is often discussed as an important goal for peace education, Alex asks German social activists for experiences with and concepts of solidarity in the field of discrimination. Depending on the interests of the participants Alex will talk about different concepts and dimensions of solidarity he found in different theories and the interviews, or he will discuss how his research and his own embodied/internalized knowledge challenges each other.

GAMES, PLAY, ART, AND APPLICATION AS JOB TRAINING
(talking circle / round-robin)

Maria Teresa Barrios (Argentina)

PEACE EDUCATION AND SOCIAL INCLUSION THROUGH ART AS A JOB TRAINING
IMAGINE YOURSELF is a project for a Job Training Program for youngsters in social vulnerability. It fosters artistic education together with tools for promoting tolerance, citizenship, peaceful conflict transformation, human rights and culture of peace. It seeks that youngsters could imagine themselves as artists not only as a hobby, but also as a possible job alternative. Designed in this way, these workshops constitute at the same time a space of inclusion, expression, listening and support. It also intended to promote teamwork, coexistence and solidarity as well as creativity, imagination and sensitivity, providing a space for debate and critical thinking.

d’Arcy Lunn (Australia) & Luisa María Ramírez López (Mexico)

EXPERIENCIAL LEARNING THROUGH GAMES AND PLAY FOR PEACE
This session pays attention to intention with activities and games dedicated to peace education and creating a culture of peace. Through well designed, exciting, insightful and thought-provoking activities participants will lose themselves in the experiential learning environment to then later, deconstruct, reflect, discuss and create pathways towards action. From inclusion, celebrating diversity, conflict resolution and to big fat pony, this workshop will amaze, educate and add to a culture of peace in any setting. It has been tried and tested with 100’s of young adults and even a group of 70-year-old Kyrgyz community leaders, with the same amount of chaos and profound learning.

Theresa Gottschall (Austria) & Hanne Tjersland (Norway / Austria)

DANCE, RHYTHM AND MOVEMENT AS MEANS FOR CONFLICT TRANSFORMATION - EMBODIED METHODS OF PEACE AND CONFLICT WORK
Our workshop focuses on embodied ways of engaging with conflict and conflict transformation. Through applying elements of TaKeTiNa, a method that works with rhythm, body and voice, and the conscious dance practice Open Floor, we explore how the body can be used as an instrument for peace and conflict work. We guide the participants through a practical and embodied journey where we offer possibilities for experiencing conflict in a safe and playful space. By this we practice embodied resources for finding balance in conflictive situations, also allowing participants to embrace the transformative potential of conflicts.

Luiza de Sales Oliveira (Brazil), Alexandra Plummer (U.K.) & Jackie Zammit (England)

NAVIGATING PEACE: CONSIDERING THE DEVELOPMENT COMPASS ROSE TO RE-IMAGINE THE RELATIONSHIP BETWEEN DEVELOPMENT AND PEACEBUILDING
The world of Development and Peacebuilding remains segregated. This talking circle considers how they are vital to each other in re-imagining a sustainable future. How can we move towards an integrated practice within Peace and Development? Beginning with the Sustainable Development Goals as an entry point, Jackie will facilitate a practical 30 minute activity using the Development Compass Rose (a tool familiar in Global Education but rarely used in Peacebuilding) to generate questions with pointers towards peace, on 4 focus areas: planet/power/society/economy. The second part will use the consensus based Open Space Technology session to discuss the questions generated prior, in further detail. After these discussions, Luiza will bring the group together to harvest our findings, and close our session, facilitated graphically by Alex.

PUBLIC PLENARY (C)

Sergi Kapanadze (Georgia)

THE HUMAN SECURITY CHALLENGE IN POLITICS AND POLICY
In today’s complex world of conflicts, very often negotiations break down over the words, concepts and ideas, often sidestepping the issues necessary for the human beings, often neglecting their security, dignity and rights. Sometimes these challenges can be overcome through creative approach, in which status-neutrality, creativity and human-centricism play a crucial role. I will share some of my experiences on this topic, how to address such issues and which solutions to look for, without crossing anyone’s red lines and without getting into impasse because of ideas, concepts and words.

Himanshu Bourai (India)

THE ROLE OF EDUCATION IN MULTICULTURAL SOCIETIES
Multiculturalism is a term that describes the existence of multiple cultural traditions within a single country. The most obvious benefits of living in a multicultural society...
Moving beyond mere reflection, we will recognize our bodies as potential resources for expressing truths and identifying new course of action in conflict transformation: changing images of perceived conflicts by enquiring for alternative potentials for peace building through painting and writing haikus or poetic prose.

Reflect together about their relevance for the field of Aesthetic Peaces and Education. In the second part, we will work with two tools that Lederach applies for conflict: “Education as the Uncoercive Rearrangement of Desires”. We will first address and discuss both theoretical perspectives based on very short text excerpts and then this workshop will be an interactive theoretical engagement with John Paul Lederach’ (talking circle / round-robin).

The two tools together to create a third tool to transmute negativity from the earthplane and the cosmos. This workshop will teach participants how to create two trans-rational tools or techniques for peace and, then we will create them together.

Heela Najibullah (Afghanistan)
“HUMANITARIAN WORKER CHALLENGES: AFGHANISTAN AND NIGERIA”
Keeping in mind the humanitarian principles, the issue of localisation of aid was strongly pushed during the Humanitarian Summit in Istanbul in May 2016. What is localisation of aid, what are some of the challenges of localization of aid in the context of Afghanistan and Nigeria and how can this be achieved with conflict transformation tools will be explored in this workshop. The workshop will start with a presentation of 15 minutes addressing the key challenges of humanitarian workers capturing some examples from Afghanistan and Nigeria, followed by 25 minutes of group work and 5 minutes of presentation for each group.

There will be time for questions and discussion about AIL’s approach.

Susanne Jalka (Austria)
PEACE WALK
We will reflect on thoughts & questions while we walk on a virtual peace trail. Secondly we’ ll develop concepts for peace monuments: What is the meaning of ‘peace’ for me personally? Why could a monument/statue for peace be important? What would we want to express through a monument for peace? What not? What could a monument for peace look like? Of which material would it consist? Which symbols would we use? Would we integrate text? Which media would we consider? Where would the peace-monument be located? Could the monument challenge participation? What would this look like? How will it make itself understood as a peace monument?

Gloria Maria Abarca Obregon (Mexico), Jannik Gresbrand (Germany) & Hiro Sakurai (Japan / USA)
MEDITATION, SPIRITUALITY, AND GLOBAL COMMUNITY
(talking circle / round-robin)
Spirituality has long been respected in all societies. It is essential in creating the culture of peace and needs to be fostered and activated within us. This interactive session will invite participants to share ideas and experiences of how spirituality and inner peace can be fostered, such as through meditation, and also to reflect on how inner peace can contribute to peace education.

Rossana Pavoni Gallo (Uruguay / Italy)
CREATIVE THERAPEUTIC SOLIDARITY WRITING WORKSHOP
This workshop is based on the experience of integrating Gestalt Therapy (awareness, responsibility, here-now), Therapeutic Arts (spontaneity, authenticity) and Creative Writing (surprise, curiosity). A vertical and horizontal dialogue, through the three centers and the two cerebral hemispheres. Where emotions, body and thoughts listen and speak. Playing, we create an inner and outer space where we find with arisen words showing us maybe something new or forgotten, which perhaps could be integrated. Achieve new access codes for closed side doors. We are part of a universe we do not know: ourselves. Finding the words to say it. To write them down. To listen and speak. Playing, we create an inner and outer space where we find with arisen words showing us maybe something new or forgotten, which perhaps could be integrated. Achieve new access codes for closed side doors. We are part of a universe we do not know: ourselves. Finding the words to say it. To write them down. To not forget.

Carolyn Dunlap (USA)
TRANS-RATIONAL/SPiritual tools/techniques to use for peace
This workshop will teach participants how to create two trans-rational tools or techniques for peace and, then we will create them together. If there is time, we will use the two tools together to create a third tool to transmute negativity from the earthplane and the cosmos. The first tool is a self-perpetuating, energetic “tree” which clears out negativity and continues to “grow”. The second tool for peace is using the star tetrahedron for healing individuals, the planet and the cosmic universe. There will be time for discussion and reflection.

Ehsan Ahmad, Malikia Sultani, Sakena Yacoobi & Shokofa Yazdani (Afghanistan)
RUMI, POETRY AND WOMEN’S EDUCATION IN AFGHANISTAN
Since 2012, the Afghan Institute of Learning (AIL) has been holding Peace, Love and Forgiveness Conferences and Workshops using the poetry of Rumi throughout Afghanistan. This workshop will share what AIL has done, the results, the positive effect for women and some of the poetry of Rumi. Workshop participants will be asked to identify concepts related to peace in the poetry and will also be asked to think of what person’s work and concepts would be similar to Rumi in their country. There will be time for questions and discussion about AIL’s approach.

Alejandra Barrera (Mexico / Austria), Adham Hamed (Austria / Egypt) & Maria Teresa Herrera Vivar (Peru / Germany)
A MORAL IMAGINATION WORKSHOP: LISTENING, PAINTING AND ENACTING
(talking circle / round-robin)
This workshop will be an interactive theoretical engagement with John Paul Lederach’s concept of “The Moral Imagination” and Gayatri Spivak’s conceptualisation of “Education as the Uncoercive Rearrangement of Desires”. We will first address and discuss both theoretical perspectives based on very short text excerpts and then reflect together about their relevance for the field of Aesthetic Peaces and Education. In the second part, we will work with two tools that Lederach applies for conflict transformation: changing images of perceived conflicts by enquiring for alternative potentials for peace building through painting and writing haikus or poetic prose. Moving beyond mere reflection, we will recognize our bodies as potential resources for expressing truths and identifying new course of action in conflict.
Éva Borbélyné Nagy (Hungary)

PLAY, CREATIVITY, AND SELF-AWARENESS AS PEACE BUILDING BRICKS

Are play and creativity hidden resources or a luxury in the school practice? Often this question arises among teachers, who focus on cognitive knowledge because of real expectations demanded by the school leaders and parents. Historically and using my 20 years experience, we will review how play and creativity have been used in education, teaching-learning strategy and opportunity develop pupils/children or even adults personality. The play-games function as mirror to those who are involved. Play and participating in games is an opportunity to know one’s self better and to know and understand others. Play and games need creativity and, in parallel, develop creativity as one of the benefits of applying them for and with pupils. We will use international documents, many diverse examples from Basque country, Italy, Uruguay, United Kingdom and my Hungarian experience with school-based programs.

Erin Dunlevy (USA)

RESTORATIVE JUSTICE IN SCHOOLS: EDGING OUT THE INJUSTICE

What does an anti-racist restorative justice model look like? As restorative circle processes become increasingly institutionalized in the United States there is an urgent need to address the fact that human-centered practices within systems will only address racial injustices insomuch as the human actors within them agree to confront these injustices intentionally and explicitly. This plenary will examine this conflict and present a plan of action for a racial-justice centered restorative model.

Daniela Pastoors (Germany)

CREATING SPACES FOR REFLECTION - HOW CAN PEACE AND CONFLICT WORKERS BE ACCOMPANIED, COUNSELED AND SUPPORTED IN THEIR WORK

Peace and conflict workers are engaged in responsible and challenging contexts. For professionalism and efficiency in work as well as for burnout prevention and intervention in emergencies the question of staff care is important. What helps peace and conflict workers doing their work? This will be examined in the case of the Civil Peace Service: What kind of staff care instruments are available before, during and after the service? For which kind of concerns do they get used? Exploring these questions, we gain knowledge for the practice of counseling and accompaniment for peace and conflict work and international cooperation.
## Group 1
**Room: Seegrube**

- Ehsan Ahmad Sahel (Afghanistan)
- Maria Teresa Barrios (Argentina)
- Shawn Bryant (Canada)
- Luiza de Sales Oliveira (Brazil)
- Tony Jenkins (USA)*
- Daniela Pastoors (Germany)
- Allison Paul (USA)
- Micaela Segal de la Garza (USA)*
- Armin Staffler (Austria)

## Group 2
**Room: Frau Hitt**

- Himanshu Bourai (India)
- Hilary Cremin (England)*
- Matias Gossner (Austria)
- Colins Imoh (Nigeria)
- Sergi Kapanadze (Georgia)
- Renata Landa Lopez (Mexico)*
- Heela Najibullah (Afghanistan)
- Aslihan Senel (Turkey)
- Mary Wong (USA)

## Group 3
**Room: Nordkette**

- Kazuya Asakawa (Japan)
- Carolyn Dunlap (USA)
- Jannik Gresbrand (Germany)*
- Isabel Gutierrez (Mexico)
- susanne jalka (Austria)*
- Alexandra Plummer (U.K.)
- Alexander Thattamannil-Klug (Germany)
- Hanne Tjersland (Norway / Austria)

## Group 4
**Room: Innsbruck**

- David Diamond (Canada)
- Erin Dunlevy (USA)*
- Jeremy Holloway (USA)
- veronika lex (Germany)*
- Tom Mellor (UK)
- Cecilia Nyame (Ghana)
- Marcella Rowek (Germany / Hungary)
- Maliah Sultani (Afghanistan)
- Lorna Zamora Robles (Mexico)

## Group 5
**Room: Saal Tirol**

- Susan Dunne (Ireland)
- Josefina Echavarria (Colombia / Austria)
- Janet Gerson (USA)*
- Sara Hagel (United Kingdom)
- Adham Hamed (Austria / Egypt)
- Maria Teresa Herrera Vivar (Peru / Germany)
- Rossana Pavoni Gallo (Uruguay / Italy)
- Vlad Toma (Canada)*
- Sakena Yacoobi (Afghanistan)

## Group 6
**Room: Panorama**

- Éva Borbélyné Nagy (Hungary)*
- Edward Brantmeier (USA)
- Christina Egerter (Germany)
- Adhila Hassan (India)
- Domen Kocevar (Slovenia)
- Norbert Koppensteiner (Austria)*
- Doris Porto (USA)
- Luisa María Ramírez López (Mexico)
- Jackie Zammit (England)

## Group 7
**Room: Wallnöfer**

- Lena-Maria Drummer (Germany)*
- Isabelle Guibert (France)
- Johannes Ludwig (Germany)
- Michiko Muroi (Japan)
- Carmen Ramírez-Hurtado (Spain)
- Oliver Rizzi Carlson (USA / Italy / Switzerland)
- Purificación Ubric (Spain)
- Aylin Varitarian Dilaver (Turkey)*
- Shokofa Yazdani (Afghanistan)

## Group 8
**Room: Cafeteria**

- Gloria Maria Abarca Obregon (Mexico)*
- Alejandra Berrera (Mexico / Austria)
- Theresa Gottschall (Austria)
- Megan Greeley (USA)
- Thomas Hyland (Australia / Germany)
- Kathrin Jehle (Schweiz)
- d’Arcy Lunn (Australia)
- Hiro Sakurai (Japan / USA)*
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I was working with Peace education since 1999. I started when I was in a elementary school like a Professor with my students in a Marginal school in Mexico city, and with the project “A world painted with Peace”. I have the Peace Studies master and PhD both thesis was about Peace education through Holistic Peace. I work with the program of “Convivencia Armónica” in the state of Morelos, giving workshops about Peace education, conflict transformation, mediation. I participate in DEEP The Dialogue, Empathic Engagement & Peacebuilding (DEEP) Network is a global community of peace workers, researchers and policy makers committed to a sustainable and peaceful world.

EHSAN AHMAD SAHEL  
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Ehsan Ahmad Sahel, AIL General Coordinator of Academic and Educational Affairs. All AIL staff and trainers helped to develop material for the Peace, Love and Forgiveness Conferences and Workshops and have taught and led discussions for the conferences and workshops.

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ASAKAWA, Kazuya is a professor at Tokai Gakuen University in Nagoya, Japan (MA TESOL, Columbia University Teachers College and MA Sociology, Rikkyo University). He publishes various textbooks for university English class and does workshops to build facilitating skills and participatory curriculum design for junior and senior high school teachers, currently interested in history education and citizenship education, hosted IIPE in 2012 in Japan.

ALEJANDRA BARRERA  
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Alejandra Barrera, Ph.D. candidate at the Ecological Economics Institute (Wu, Wien), was born in Mexico City. She was the Austrian coordinator of the Peace Encounter in Mexico City (UNAM/Patronato del Parque Ecológico, 2016) and in Merida, Venezuela (Universidad de los Andes, 2009). In 2010 with the project project “Material de Prueba” (international exchange on Peace and Arts) she won the 2nd prize of “IG. Kultur Wien”. Her formal background in peace education is a Master of Arts Program in Peace, Development, Security and International Conflict Transformation at the University of Innsbruck. Since 2004 she has done several courses on peace and arts like the one at the Gernika Gogoratuz Peace Research Centre. The title of her master thesis is “Painting and Poetry as Expressions of Transrational Peaces”. Currently she works with collective mandalas, poetic prose and haiku for conflict transformation.

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I am a teacher and teacher trainer since 1970. 1994 was a turning point in my life. I attended a Human Rights and Peace Education summer course held in Geneva. I then decided to change my focus, committing my work in a new way. This event strongly motivated me to learn more and apply what I learned in my teaching practice. In 1996, I set up a Foundation for Human Rights & Peace Education, a civil organization. The Foundation was really active: organizing conferences locally and internationally, workshops, projects, training programs, and publications. Then circumstances changed radically and we closed the organization in 2010. However, I continued my active life as educator/trainer for teachers in the practice and at the University ELTE in Budapest.

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Dr Himanshu Bourai (MS) (b.1960), M.A., M.phil, Ph.D. from Rajasthan University, Jaipur, is currently professor in Political Science at Hemwati Nandan Bahuguna Garhwal University, Srinagar (Uttarakhand). Her area of interest is Gandhian Thought and Women Empowerment but she is keen watcher of regional issues also. She has a number of research papers to her credit in various national and international Journals. Dr. Bourai has authored and edited seven books.

EDWARD BRANTMEIER
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Edward J. Brantmeier, Ph. D., is an educator, author, contemplative practitioner, and martial artist. He applies a comparative perspective, rooted in global experiences, to his work toward alleviating various forms of violence. As a peace scholar and educator, Ed co-edited the following books: Spirituality, Religion, and Peace Education; Transforming Education for Peace; and Re-Envisioning Higher Education: Embodied Paths to Wisdom and Social Transformation. He co-wrote the book 147 Tips for Teaching Peace and Reconciliation with colleagues. As founding co-editor of a peace education book series with Information Age Publishing, the first of its kind in the history of the field of peace education, Ed has advocated for practical, diverse, contemplative, and rigorous approaches to peace education. He enjoys organic gardening, music, and fishing with his family.

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A member of the core faculty of the Innsbruck program in peace studies, Shawn lives in his hometown of Nanaimo, Canada. The focus of his creative activities is on body-based practices for well-being. Shawn is actively involved in using sweat lodge ceremonies in the treatment of trauma and addictions and is committed to service in his community.

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Dr Hilary Cremin is a Senior Lecturer at the Faculty of Education, University of Cambridge. She researches and teaches peace-building, in and through education, in settings in the UK and elsewhere. She has worked in the public, private and voluntary sector as a school teacher, educational consultant, project coordinator and academic. Hilary has been the principal investigator in a number of prestigious externally-funded research projects, and has published her work extensively over a number of years. Her latest book with Terence Bevington is Positive Peace in Schools: Tackling Conflict and Creating a Culture of Peace in the Classroom, published by Routledge.

LUIZA DE SALES OLIVEIRA
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I have been discovering myself as social entrepreneur where through permaculture I bring together with my work my many backgrounds and passions as health care, peace education, cooking and nature’s lover.

DAVID DIAMOND
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David is the originator of Theatre for Living, a merging of Augusto Boal’s Theatre of the Oppressed, and his own life-long interest in systems theory. Theatre for Living recognizes communities are complexly integrated living organisms and invites them to engage in constructive social change, moving from various forms of violence to respectful engagement. David is also a Visiting Faculty Member at the Master of Arts Program in Peace, Development, Security and International Conflict Transformation at the UNESCO Chair for Peace Studies, University of Innsbruck, Austria, and Visiting Theatre Director at the Faculty of Medicine and Dentistry, University of Alberta.

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Lena Drummer is a peace and conflict researcher and the speaker of the doctoral program Dynamics of Inequality and Difference in the Age of Globalization at the University of Innsbruck. In her research she focuses on perceived cultural differences and their implications for the transformation of conflicts, as well as approaches to peace within Muslim feminist debates. Inspired through her stay in Egypt between 2009 and 2013 she also dedicates her work as conflict transformation facilitator to aspects of intercultural dialogue. Trained in Theatre for Living by David Diamond, she explores inner struggles related to Muslim identities and their entanglements with the broader society. Contact: lena.m.drummer@gmail.com

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A life-long mystic and yogi, I now live in a forest in Northern Michigan. I have been working for peace since I was a small child, having been born during WW II. I am an educator, having taught in the inner city and an alternative school in the U.S., Afghanistan, the Afghan refugee camps and a Tibetan refugee camp. I co-founded Creating Hope International, a U.S. non profit, with Dr. Sakena Yacoobi in 1996 and am now executive director. I am an energy healer and have been working with and teaching about using energy consciously since 1999.

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Susan Dunne practices and teaches architecture. She is currently teaching in ENSA Paris Malaquis, embracing an interdisciplinary and questioning approach to the built environment.
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Christina Egarter is a theater pedagogue, performer and peace and conflict researcher. She is a MA candidate to the Peace Studies Master Programm at the University of Innsbruck and holds a Bachelor degree in Theater and Performing Arts in Society from the University of Applied Sciences and Arts in Ottersberg, Germany. Her current work and research interest focus on peace facilitation with artistic methods, adult education, relational facilitation, feminist approaches, embodied learning and (inter-) cultural community work. She has been engaged in projects on female identity, special education, community theatre, art therapeutic- and artistic research.

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Matías has been engaged for the last two decades in the educational field, ranging from educación popular in Latin America (from 1997 to 2009) to teaching/facilitation in universities and schools, including education in the family setting (he has two children). He holds an MSc in Economy and Education (WU Vienna), an MSc in Rural Sociology (IAML Mexico City), as well as an MA in Peace Studies (University of Innsbruck/ UNESCO Chair for Peace Studies). Most recently, he has been working with refugee children in secondary schools and has co-founded and facilitated a five-module course on “Integral Conflict Transformation” (Haus der Begegnung Innsbruck).

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Theresa Gottschall graduated in summer 2016 from the MA Program in Peace Studies at the University of Innsbruck. After finishing a Yoga Teacher Training Course in March 2016 and a training course in dance and expression pedagogy in November 2016, she currently takes part in the basic TaKeTiNa rhythm teacher training led by Reinhard Flatischler, the founder of this method. Additionally, she continues her academic career as a PhD student at the Universitat Jaume I, focussing on the significance of TaKeTiNa as a method in peace and conflict work. Being a passionate traveler, she is currently based in Innsbruck.

MEGAN GREELEY
SAFERWORLD/ LONG-TERM CONSULTANT (USA)
Megan Greeley has over 13 years experience working in the development and humanitarian fields with expertise in arts- and community-based peacebuilding, peace education, conflict mitigation, conflict transformation, governance, and civil society capacity building. For the past 6 years, she has been working on conflict transformation activities in Sudan, including development of a new “bottom-up”civic education curriculum in an active warzone of Sudan. She is the co-producer of the documentary Beats of the Antonov. Megan holds a Master’s degree in Conflict Analysis & Resolution from the School for Conflict Analysis & Resolution at George Mason University.

JANNIK GRESBRAND
MANY PEACES COLLECTIVE E.V. (GERMANY)
With years of experience in development cooperation and refugee and intercultural youth work, today I additionally believe in the positive impact of a Culture of Many Peaces. My earnest interest is to create safe social spaces for exploring and living this transrational Culture, at best on a global, at least on an intercultural level. Additionally that I am looking forward to re-engage in modern peace approaches as in regards to development cooperation or humanitarian affairs after having finished my master thesis.

ISABELLE GUIBERT
MA PROGRAMME FOR PEACE STUDIES, INNSBRUCK / CONSCIOUSNESS RESEARCH GROUP (FRANCE)
Originally from France, Isabelle has been travelling and living abroad for 25 years. As a lecturer based in Innsbruck, she teaches languages (French, Spanish); peace and elicitive conflict transformation (focus on the wholeness of health); social work of the Global South. Her biggest aspiration as a teacher is to create a space for her students to connect to their self. Research interests: unconventional writing; transpersonal research methods; transrational teaching/facilitation and peace education; trauma and memory especially in relation to Argentina’s last dictatorship. She holds an MA in English studies (Nantes/Oxford) and an MA in Peace Studies (Innsbruck/ UNESCO Chair for Peace Studies).

ISABEL GUTIERREZ
UNIVERSITY OF INNSBRUCK (MEXICO)
Isabel Gutiérrez has worked at the Mexican Federal Electoral Institute and at the Ministry of Interior, through the lenses of modern peaces. After studying in Innsbruck, she discovered her passion for finding ways to include transrational peace research in the arena of public policy. Isabel lives in Mexico, where she has done small but significant collaborations with local governments in the design and implementation of programs for conflict transformation.

SARA HAGEL
PEACEMAKERS (UNITED KINGDOM)
I work for a small UK charity called Peacemakers and we work with schools in the West Midlands region of the UK with programmes aimed at developing the skills of peace in children and young people and the adults who work with them. Our approach is grounded in positive peace, developing healthy relationships and creative, experiential approaches to learning. Personally I have a long standing meditation practice and really value how this contemplative aspect of my life intersects with and complements my active practice of peace in the world.
ADHAM HAMED
DEPARTMENT OF POLITICAL SCIENCE, UNIVERSITY OF INNSBRUCH / UNIVERSITY ASSISTANT (AUSTRIA / EGYPT)
Adham Hamed is a peace and conflict researcher and works as a university assistant in the field of political theory at the University of Innsbruck’s Department of Political Science. Adham is a fellow at the doctoral college “Dynamics of Inequality and Difference in the Age of Globalization” and a founder and editor of the Many Peaces Magazine across Cultures. His main research interests are: elicitive conflict Transformation and peace building with a focus on the Middle East Conflict and the Arab Uprisings. adhamhamed.com / magazine.manypeaces.org

ADHILA HASSAN
NON FORMAL EDUCATOR FROM INDIA & STUDENT OF PEACE STUDIES PROGRAMME, UNIVERSITY OF INNSBRUCK, AUSTRIA (INDIA)
Prior to exploring the field of Peace Education, Adhila has three years of experience in teaching Life Skills Education, designing and conceptualizing training modules and organising and facilitating workshops for diverse groups from different parts of India. She is currently studying Peace Studies programme in University of Innsbruck and completing her M.A. in Peace Education from United Nations Mandated University for Peace, Costa Rica. She also has an M.A in Life Skills Education from Rajiv Gandhi National Institute of Youth Development, India. She is keen to use her knowledge in Life Skills and Peace Education for developing models for Transformative Education and thereby learners take ownership of social and personal roles towards helping our society and world to become a better place.

MÁRÍA TERESA HERRERA VIVAR
INNSBRUCK UNIVERSITY (PERU / GERMANY)
I studied Ethnology at the Universidad Nacional Mayor de San Marcos in Lima and Sociology, Political Science and Pedagogy at Goethe University Frankfurt. Since April 2016 I work as a scientific assistant at the Department of Political Science in the field of Political Theory and Gender Studies. Positioning myself as an activist scholar who works at the intersections of community organising and intellectual production, my research and teaching mirror my interest for bringing different forms of knowledge into a dialogue. I have been part of various grass-roots initiatives and organizations dedicated to prevent and challenge the discrimination against the LGBT population, undocumented migrant workers and people of color.

JEREMY HOLLOWAY
UNIVERSITY OF TOLEDO (USA)
Jeremy Holloway (Education and Spanish, B.A.; English as a Second Language M.A.) has taught in the USA, Mexico, Spain, Argentina, and South Korea (Spanish for 15 years and ESL for 6 years). As a current University of Toledo doctoral student in Education, Curriculum and Instruction, he realized how students in language acquisition and general cognitive activity effectively communicate through a process of imaging and use of mental pictures. Intrigued with this discovery, he decided to focus his studies on how students and teachers benefit from using these skills of imagination for more productivity in decision-making, peace, connection and conflict prevention.

THOMAS HYLAND
NELSON MANDELA SCHOOL (AUSTRALIA / GERMANY)
I am currently a 3rd grade primary school teacher at a state bilingual school in Berlin. I have 15 years of primary teaching years experience in different countries around the world. I have been introduced to such methods such as non-violent communication and the anti-bias approach that I practice at my school and in my life in general to help promote compassion, peace and understanding in my community.

COLINS IMOH
UNIVERSITY OF TOLEDO (NIGERIA)
Colins Imoh is a doctoral scholar at the Department of Educational Foundations & Leadership at the University of Toledo. His area of interest is multicultural movement, diversity, and peace building. He was the pioneer coordinator of the Africa Network of Young Peace Builders, working from their International Secretariat in the Netherlands. Professionally, he holds an MA in Conflict Transformation from Eastern Mennonite University and MPhil from the University of Cape Town in Environmental Management. He was the Partners for Peace Project Manager, a network whose mission is to build social capital around peacebuilding. He believes that if people work together in solidarity, there will be a more peaceful world. He has worked on diverse projects in the Niger Delta area of Nigeria and globally.

DANIELA INGRUBER
UNIT FOR PEACE AND CONFLICT STUDIES, UNIVERSITY OF INNSBRUCK (COLOMBIA / AUSTRIA)

SUSANNE JALKA
KONFLIKTKULTUR UND UNIVERSITY OF APPLIED ARTS (AUSTRIA)
i was born in vienna, austria, after the second world war. later i studied psychology, psychoanalysis, sexology and religion science, and have ever since developed programs, which aim to support emancipation of individuals and of a democratic society. my life journey led me to live in several different countries, sharing, learning, teaching, developing several projects on peace matters and sharing experiences. now i live in vienna again and teach, develop projects, write and exchange thoughts with fellow searchers.

KATHRIN JEHLE
HOCHSCHULE LUZERN (SCHWEIZ)
I started as a nurse and worked in different fields for 11 years. Along the way I studied Sociology and Paedagogics at the University of Basel. I finished my master degree in 2014. Since then I'm working in the quality management of the University Hospital in Bern. Meanwhile I'm also working as a scientific officer of the school for applied science of Lucerne. There I'm researching in the field of public and nonprofit management. Since two years I'm in the training of dialogical communication and this year I started the education in mediation by Denis Marcel Bitterli (Friedensbüro Basel). I'm very impressed by the personal processes and development which became possible. And now I'm dealing with the idea of a dissertation through which I want to bring methods and insights of peace studies into organizations.

TONY JENKINS
INTERNATIONAL INSTITUTE ON PEACE EDUCATION / GLOBAL CAMPAIGN FOR PEACE EDUCATION / GEORGETOWN UNIVERSITY (USA)
Tony Jenkins, PhD, is currently an adjunct professor of justice and peace studies at Georgetown University. He has 15+ years of experience directing and designing peacebuilding and international educational programs and projects and leadership in the international development of peace studies and peace education. Since 2001 he has served as the Managing Director of the International Institute on Peace Education (IIPE) and since 2007 as the Coordinator of the Global Campaign for Peace Education (GCPE). Professionally, he has been: Director, Peace Education Initiative at The University of Toledo (2014-16); Vice President for Academic Affairs, National Peace Academy (2009-2014); and Co-Director, Peace Education Center, Teachers College Columbia University (2001-2010).

ADHAM HAMED
IIPE
2017

BIOGRAPHIES

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Healing in Afghanistan was published in January 2017. She resides in Switzerland, is a mother and wishes to pursue her PhD. She has a MA in Peace and Conflict Transformation from the University of Innsbruck and her book, Reconciliation and Social Living, has been published in three languages. She also started a tripartite project between the youth of Afghanistan, India and Pakistan. She mentored the project and conceptualised it in building bridges across cultures and political misconceptions. She is a founder and director of THEOSOPHICAL LIBRARY OF ALMA M. KARLIN (CHILDREN OF THE EARTH) and has been working for nearly 11,000 monographs on all religions, spiritual paths, philosophy, sociology, new science, economy, and community living approaches. We organize small symposiums nationwide. Working with highschools on activating students to be active in the making of a better society. I'm an amish bishop in Liberal Catholic tradition, researcher of perennial wisdom. Being starting member in the forming of ONE HUMANITY INSTITUTE in AUSCHWITZ/ OSWIECIM with dr.Nina Meyerhoff and dr.Alicia Cabezudo.

NORBERT KOPPENSTEINER  
UNIVERSITY OF INNSBRUCK (AUSTRIA)  

Norbert Koppensteiner is a peace researcher and facilitator, based in Austria. He is a Senior Lecturer at the Unit for Peace and Conflict Studies and program coordinator of the MA Program in Peace, Development, Security and International Conflict Transformation, University of Innsbruck/Austria.

RENATA LANDA LOPEZ  
(MEXICO)  

My name is Renata Landa López. I am a recent graduate of the MA in Peace, Development, Security and International Conflict Transformation. My academic and professional background is on International Relations and community work. I have been engaged in artistic work with a focus on dance, theatre and singing. For my MA thesis, I conducted experiential research on the power of voice and movement for self-acknowledgement. I am familiar with different methods, including 5Rhythm Dance and Lalish, and I am currently exploring different facilitation techniques and practices.

VERONIKA LEX  
UNIVERSITY INNSBRUCK (GERMANY)  

I studied peacestudies at the university of Innsbruck. Since I was 14, I was intrested in The relationship of People and how groups function together. With 14 I did my First TCI Training and at the age of 16 I started The TCI education. In this period I also started to build up a youth center. And I worked with youth from that time onwards. After my Bachelor I did my masters in peacetudes to get deeper into The relations of human and how we live togehter. With my masters deegre I had The feeling of getting many puzzle pieces together. Now after a Family break I want to start again in finding something that will Combine my passion of human relations and peacework. I am looking forward to get to know you all!

JOHANNES LUDWIG  
CONSCIOUSNESS RESEARCH GROUP /MA PROGRAM FOR PEACE STUDIES (GERMANY)  

After graduating from the MA Program for Peace Studies at the University of Innsbruck, Johannes continued his research at the Chair for Applied Consciousness Studies at the Department for Psychosomatic Medicine, University Medical Center Regensburg. In 2014, he founded the Consciousness Research Group, which strives to merge conventional psychological and psychotherapeutic research fields (like trauma therapy or body-oriented therapy) with other cultures of therapy and methods of consciousness work (like the psychology of yoga). Besides, he has been trained in yoga therapy (R. Sirram) and constellation work (Prof. Dr. Franz Ruppert). He now works therapeutically and teaches in Munich.

D’ARCY LUNN  
ROARY PEACE FELLOW ICU JAPAN / TEASPOONS OF PEACE (AUSTRALIA)  

I’m a global citizenship educater / communications specialist / presenter / Master’s in Peace Studies student / life-lover. For 16 years I’ve been fortunate to travel to more than 85 countries learning from the world. My experiences have included youth empowerment, social mobilisation, public and political engagement and since September last year, a focus and dedication towards building a culture of peace. In regards to this workshop on experiential learning I’m an advisor and lead facilitator for JUMP! Foundation where many of these activities come from. I’ve also created many organisations and concepts from Teaspoons of Change to tiny houses, and most recently, Teaspoons of Peace.

TOM MELLOR  
CREATIVE RESEARCH COLLECTIVE (UK)  

Tom is an experienced actor, workshop facilitator and location sound recordist with a Masters in Education from Cambridge University. Tom’s background is in theatre and community living approaches. We organize small symposiums nationwide. Working with highschools on activating students to be active in the making of a better society. I’m amish bishop in Liberal Catholic tradition, researcher of perennial wisdom. Being starting member in the forming of ONE HUMANITY INSTITUTE in AUSCHWITZ/ OSWIECIM with dr.Nina Meyerhoff and dr.Alicia Cabezudo.

MICHIKO MUROI  
SEISEN JOGAKUIN COLLEGE (JAPAN)  

In Japan I had been working as a high school teacher over 20 years, now at a college, and had students with various types of difficulties. Walking along with them or looking after them as a teacher is important, but I found that being nice to them was not enough because there often need fundamental changes. In order to find a better answer, I’ve belong to Transcend and SABONA Japan, which Dr. Johan Gallung started. Especially, SABONA method is helpful for bullying in any level. I hope I can share it with enthusiastic educators.

HEELA NAJIBULLAH  
INDEPENDENT CONSULTANT (AFGHANISTAN)  

Heela Najibullah is a humanitarian worker in the field of migration and has worked with the IFRC and UN organisations as a consultant in South Asia, Southeast Asia and Africa. She also started a tripartite project between the youth of Afghanistan, India and Pakistan. She mentored the project and conceptualised it in building bridges across cultures and political misconceptions. She has a MA in Peace and Conflict Transformation from the University of Innsbruck and her book, Reconciliation and Social Healing in Afghanistan was published in January 2017. She resides in Switzerland, is a mother and wishes to pursue her PhD.
CECILIA NYAME  
YOUTH ICONS GHANA (GHANA)

DANIELA PASTOORS  
DEPARTMENT FOR EDUCATIONAL SCIENCE AND CENTER FOR CONFLICT STUDIES, UNIVERSITY OF MARBURG (GERMANY)

Dania Pastroors is doing her doctorate about staff care in the Civil Peace Service, while she is working at the Department for Educational Science at Marburg University, where she is giving seminars about Nonviolent Communication and different approaches to conflict transformation. She studied peace and conflict studies, cultural and social anthropology and political science and was trained as a peace and conflict worker. Within a peacebuilding-project she accompanied women rights activists from different countries and as a human rights observer she worked in the Philippines. Currently, she is part of a forum theatre group which is dealing with discrimination and inequality.

ALLISON PAUL  
DAYTON INTERNATIONAL PEACE MUSEUM AND THE OHIO STATE UNIVERSITY (USA)

Allison Paul is a Ph.D Candidate at The Ohio State University pursuing a doctorate in art education with a focus on participatory practice in community based art education. Her current research involves relationship building and storytelling through community arts with teens at the Dayton Peace Museum as part of creative nonviolent action. She has taught art in a variety of settings including public and independent schools, higher education, museums, community centers, and gardens. Allison also managed a small community pottery in Yellow Springs, Ohio, and her recent personal artwork includes ceramics and wood fired pottery. Her research and teaching interests include collaborative artmaking, socially-engaged art, participatory action research, memory work as arts-based narrative inquiry, place-based education, and peace education.

ROSSANA PAVONI GALLO  
OUNO-FAO - ATMOS ARTTHERAPEUTICHE (URUGUAY / ITALY)


ALEXANDRA PLUMMER  
ROTARY INTERNATIONAL. ROTARY PEACE FELLOW CLASS 15 (U.K.)

Alexandra graduated with a BA in English literature and Comparative Media from University of Leeds, UK. With a TEFL training she went on to use her experience and love of education and community development to work with various NGOs in Southeast Asia focused on education and social change. Alex worked with NGOs in Myanmar, Thailand and most recently Cambodia where she was Managing Director for an international organization working on social and economic opportunity, focused at the local level. She is currently a Rotary Peace Fellow undergoing her MA in Peace studies at ICU, Tokyo. Her research interests focus on the complexities of participation and empowerment projects in community led development projects, with a keen desire to explore the role of participatory methods for Peacebuilding.

DORIS PORTO  
THE CITY UNIVERSITY OF NEW YORK GRADUATE CENTER (USA)

Doris Porto is a literacy educator in the USA who has served many education systems in many sectors of society. From early pre-school, to inner-city adolescents and aspiring teachers, to adults across all SES strata, Doris has continually refined her practice toward critical consciousness for democratic awareness and human dignity. After studies in International Educational Development, Doris honors a Freirean approach in which literacy encompasses reading both the word and the world. Doris’s current doctoral work is in Urban Education Policy and Leadership at the City University of New York, where she hopes to focus on critical education for developing democratic citizenry.

LUISA MARÍA RAMÍREZ LÓPEZ  
CREAPAZ (MEXICO)

I’m a passionate educator graduated from Master in Peace Education at the University for Peace and dedicated my thesis to research how does the cultivation of inner peace contribute to the goal and practices of holistic transformative learning. I founded CREAPAZ, an NGO that seek to promote a Culture of Peace through educational participatory processes. I’m a professor at ITESO in Guadalajara, Mexico; teaching the subjects of Culture of Peace and Conflict Transformation Tools. I have used games as a nonviolent and creative mean and developed the Peace Creators board game and manual, from community processes with youth and children.

CARMEN RAMÍREZ-HURTADO  
UNIVERSITY OF GRANADA (SPAIN)

PhD (1992) Spain; MA in Music Pedagogy and Classical Guitar Degree. I have done research stays at the Universities of Cambridge, Glasgow and New York, being scholarship researcher, teaching assistant, and associate professor at several universities in Spain, currently at the University of Granada. In this University I have coordinate the Master in Peace Culture, Conflicts, Education and Human Rights, an inter-university collaborative project among four Universities (Granada, Málaga, Córdoba and Cádiz). At the Research Institute of Peace and Conflict I started the line on music and peace, with an integral approach that comprises traditional research and other practices.

OLIVER RIZZI CARLSON  
(USA / ITALY / SWITZERLAND)

After completing an MA in Peace Education at the University for Peace in 2009, I have been involved with a number of peace education and related organizations and projects, including -Global Campaign for Peace Education -Culture of Peace work at the UN -Restorative Circles facilitation and practice group -Theater for Living workshops -I facilitate workshops in schools, colleges and at learning events and conferences, consult and do advocacy on peace education and the role of youth in peace processes, write on learning and am currently developing a project for a center for informal peace learning.

MARCELLA ROWEK  
M.A. PROGRAM IN PEACE, DEVELOPMENT, SECURITY AND INTERNATIONAL CONFLICT TRANSFORMATION, UNIVERSITY OF INNSBRUCK (M.A. CANDIDATE), YOUNGCARITAS INNSBRUCK (GERMANY / HUNGARY)

During my undergraduate studies in educational and political science I have been engaged in peace work with youth, such as democratic education in Münster, Germany, and an internship with SOS Violence in Israel, a NGO working on the topics of violence deescalation and prevention at schools. In the frame of the M.A. Program in Innsbruck, from which I graduated in July 2017, I found a more holistic and thus transrational approach to peace work and education. Currently, I am working with the
HIRO SAKURAI
(JAPAN / USA)
I have been a representative of the Soka Gakkai International (SGI) to the United Nations since 1997. SGI is an international lay Buddhist organization promoting peace, culture and education. SGI’s main areas of work include nuclear disarmament, sustainable development and human rights and has been accredited to the UN as an NGO since 1983. I have been engaged in education agenda at the UN and have served on various NGO committees including the NGO Committee on Disarmament, Peace and Security, Committee of Religious NGOs at the UN, Coalition for Global Citizenship 2030 and Global Movement for the Culture of Peace.

MICAELA SEGAL DE LA GARZA
(USA)
An educator at heart, Micaela Segal de la Garza studied Spanish, Communication, and International Studies at the Trinity University in San Antonio, Texas. This led Mica to teach high school Spanish and journalism at her Alma Mater in Bellaire, Texas, volunteer on ambulances in Jerusalem, Israel/Palestine, teach summer science camps for 4-11 year-olds, advise a student-run publication of 50 teenagers, and translate at a children’s hospital in Houston, Texas. Education and communication always frame Mica’s perspective when pursuing social justice, learning about peace, promoting the arts, protecting the environment, or having a good conversation.

ASLIHAN SENEL
ISTANBUL TECHNICAL UNIVERSITY (TURKEY)
Aslihan Senel teaches, organizes international interdisciplinary workshops, and publishes on theory and practice of architecture. After gaining a PhD at UCL Bartlett School of Architecture, she has started teaching in Istanbul Technical University, where she explores a less hierarchical and more collaborative pedagogy.

ARMIN STAFFLER
UNIVERSITY OF INNSBRUCK/PEACE STUDIES AND SPECTACT - ASS. FOR SOCIO-POLITICAL THEATRE (AUSTRIA)
Mag. Armin Staffler (*1975) holds a Magister degree in Political Science from the University of Innsbruck. He is certified as “Theaterpädagoge BuTüB” by the German “Bundesverband für Theaterpädagogik e.V.” (German National Association of Theatre Education). He has been actively involved in the field of Applied Theatre since 2000, working primarily on issues such as addiction, violence, suicide, disabilities, inclusion and topics on asylum, as well as many more questions concerning our living together. Among others, he was trained by Augusto Boal (Theatre of the Oppressed) and David Diamond (Theatre for Living). He works as freelance workshop-facilitator and artistic director of socio-political theatre projects. He is a faculty member of the MA Program at the UNESCO Chair for Peace Studies at the University of Innsbruck and many MA Program for Applied Theatre.

MALIAH SULTANI
AFGHAN INSTITUTE OF LEARNING (AIL) (AFGHANISTAN)
Maliah Sultani, AIL Master Teacher Trainer. All AIL staff and trainers helped to develop material for the Peace, Love and Forgiveness Conferences and Workshops and have taught and led discussions for the conferences and workshops.

ALEXANDER THATTAMANNIL-KLUG
I. PHILIPPS-UNIVERSITY OF MARBURG (GERMANY), II. GERMAN ASSOCIATION FOR PEACE AND CONFLICT STUDIES (AFK E.V.) (GERMANY)
Alex Thattamannil-Klug from Marburg (Germany) studied educational science, mathematics and physics at the Philipps-University Marburg (PUM) and worked as a scientific assistant at the department of educational science at the PUM. He’s a member of the German Association for Peace and Conflict Studies where he’s one of the speakers of the group peace education. As a researcher he works on his PhD in the field of peace education doing research about the concept of solidarity. As an educator he gave seminars on peace education and discrimination at universities and gave workshops in the field of anti-discrimination (e.g., racism and ableism).

HANNE TJERSLAND
(NORWAY / AUSTRIA)
Hanne Tjersland is a Norwegian peace worker and peace researcher that currently lives in Innsbruck, Austria. She works with holistic, creative and embodied methods of peace work and conflict transformation and is trained as both a theatre and yoga teacher in addition to completing her Master of Arts in Peace, Development, Security and International Conflict Transformation at the University of Innsbruck. She recently also commenced the international teacher training in the conscious dance practice Open Floor. Her main focus is on movement and embodiment as resources for peace and conflict work. Contact: hanne_h88@hotmail.com

VLAD TOMA
MA IN PEACE PROGRAM INNSBRUCK ALUMNI (CANADA)
Vlad Toma was born in Romania and raised in a globally moving family. He is a graduate of the MA Program in Peace Studies at the University of Innsbruck prior to which he studied business management in Toronto, Chambéry and Goteborg. His passion lies in exploring consciousness and he is currently organizing the setup of a multi-disciplinary academic retreat centre in Nicaragua. Vlad’s thesis was centred on Mindfulness, Buddhism and the Perception of Reality. Vlad is based in Toronto, Canada, where he teaches tourism management and researches the evolution of socio-economic systems. He is currently looking at Blockchain technology as a means of creating new forms of social exchange systems.

PURIFICACIÓN UBRIC
IPAZ, GRANADA (SPAIN)
With a background in Ancient History, specifically on the role of religion in the integration or rejection of persons with different religious beliefs and cultural backgrounds, since 2008 I am involved on Gender and Peace, in particular on the role of Women as creators of Peace and Ecofeminism at the Peace and Conflict Institute (IPAZ) of the University of Granada (Spain). In addition to my academic knowledge, in this workshop I want to share with you my passion for connecting with Nature, ancient wisdom and knowledge, and my spiritual training in shamanic techniques, native American flute, drum and chanting.

AYLIN VARTANYAN DILAYER
BOGAZICI UNIVERSITY, ISTANBUL (TURKEY)
Aylin Vartanyan Dilayer is an instructor of Critical Reading and Writing at Boğaziçi University, İstanbul. She is pursuing a doctoral degree at the European Graduate School in the Expressive Arts for Social Change Program. Since 2006 she has been actively involved at the Peace Education Center at Bogazici University organizing conferences, preparing curricula and facilitating workshops for educators, counselors, students, youth and NGO workers on conflict transformation from an expressive arts perspective.
MARY WONG
AZUSA PACIFIC UNIVERSITY (USA)
Mary Shepard Wong is Professor at Azusa Pacific University in the department of Global Studies, Sociology and TESOL where she directs the field-based graduate TESOL program. She is two-time Fulbright scholar (Hong Kong, Myanmar) and has a PhD in International & Intercultural Education, and Master degrees in Chinese and TESOL. She has taught for over three decades in the U.S., China, Thailand, and Myanmar. She has conducted over 100 presentations and has publications with Routledge and Cambridge, and soon Multilingual Matters. Her research interests include teacher religious identity and English language teaching, and more recently, peacebuilding and education in Myanmar.

SAKENA YACOOBI
AFGHAN INSTITUTE OF LEARNING (AFGHANISTAN)
Dr. Sakena Yacoobi, founder and CEO of AIL, All AIL staff and trainers helped to develop material for the Peace, Love and Forgiveness Conferences and Workshops and have taught and led discussions for the conferences and workshops.

SHOKOFA YAZDANI
AFGHAN INSTITUTE OF LEARNING (AIL) (AFGHANISTAN)
Shakofa Yazdani, AIL General Manager and Advisor to the CEO. All AIL staff and trainers helped to develop material for the Peace, Love and Forgiveness Conferences and Workshops and have taught and led discussions for the conferences and workshops.

JACKIE ZAMMIT
PEACEMAKERS (ENGLAND)
I am a Peace Education Trainer for Peacemakers, an educational charity based in the UK. We offer courses for schools to support the development of peacebuilding skills, peer mediation, restorative approaches and a curriculum called Learning for Peace. We work with children and adults in schools to build more peaceful learning communities. Previously I worked in the Development Education Sector, working with schools on global issues. This has included work with Tide~ global learning. Lifeworlds Learning and the British Council. At Peacemakers I have opportunities to bring together work around development and peace education through workshops for children and adults.

LORNA ZAMORA ROBLES
SERPAJ MÉXICO / ESPIRALES (MEXICO)
I am an intercultural communicator, a peace educator, a human rights defender, a movement artist, and social healer residing in Mexico City. I collaborate in educational projects with the Peace and Non-Violence Team of the Faculty of Philosophy and Literature in UNAM and other groups, especially with women, youth, LGBT+ groups, study abroad program participants, indigenous communities, and various social movements. My work is about facilitating collective dialogues around co-existing realities for social justice. Arts play an integral part of my practice, particularly dance and movement.
The Global Campaign for Peace Education seeks to develop the capacities, in teachers and learners, to face challenges of unprecedented proportion: the continued development of weapons of mass destruction, armed conflicts between states and ethnic groups, the spread of racism, gender inequality, community violence, the huge and widening gap between the rich and the poor throughout the globalized economy, massive violations of human rights and the degradation of the environment. In doing so, the GCPE operates as a non-formal, international organized network that promotes peace education among schools, families and communities to transform the culture of violence into a culture of peace.

Peace education news, views, research, policy, resources, programs & events worldwide

The Global Campaign for Peace Education provides coverage of peace education from around the world, including original articles, research and stories cultivated from journals and independent and mass media sources. We especially encourage article and event submissions from our readers.

Campaign Goals

The Global Campaign for Peace Education seeks to foster a culture of peace in communities around the world. It has two goals: First, to build public awareness and political support for the introduction of peace education into all spheres of education, including non-formal education, in all schools throughout the world, second, to promote the education of all teachers to teach for peace.

Campaign Statement

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

The urgency and necessity of such education was acknowledged by the member states of UNESCO in 1974 and reaffirmed in the Integrated Framework of Action on Education for Peace, Human Rights and Democracy in 1995. Yet, few educational institutions have undertaken such action. It is time to call upon ministries of education, educational institutions and policy makers to fulfill the commitments.

A campaign to facilitate the introduction of peace and human rights education into all educational institutions was called for by the Hague Appeal for Peace Civil Society Conference in May 1999. An initiative of individual educators and education NGOs committed to peace, it is conducted through a global network of education associations, and regional, national and local task forces of citizens and educators who will lobby and inform ministries of education and teacher education institutions about the UNESCO Framework and the multiplicities of methods and materials that now exist to practice peace education in all learning environments. The goal of campaign is to assure that all educational systems throughout the world will educate for a culture of peace.

Campaign Form

The Campaign is a non-formal network comprised of formal and non-formal educators and organizations, each working in their own unique ways to address the goals above.

This form allows Campaign participants to focus their energies towards meeting the goals and needs of their constituents – while at the same time promoting and making visible the growing global network of educators working for peace.

The Campaign helps to connect educators and facilitate the exchange of ideas, strategies and best practices through its website and newsletters.

Contact / Get Engaged
facebook: www.facebook.com/PeaceEdCampaign  email: news@peace-ed-campaign.org

www.peace-ed-campaign.org
Dear IIPE 2017 Participants,

As a means of creating a historical record and making the rich learning of IIPE available to the public the online peer-reviewed journal of peace education, In Factis Pax, plans to publish the proceedings of IIPE 2017. We, the organizers of IIPE and the Editorial Board, invite you to submit your presentation (plenary, workshop, or talking circle/round robin) in scholarly article form for publication In Factis Pax. The journal is published in English.

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

The deadline for submission is December 1, 2017.

Submission Requirements:

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

• Format for Bibliographic References: All bibliographic references should conform to the APA (American Psychological Association) manual of style.

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

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

Please review other IIPE issues at In Factis Pax Archive

Sincerely yours,

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