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
We are delighted to welcome you to the 43rd gathering of the International Institute on Peace Education in Nicosia, Cyprus. Founded in 1982, the IIPE has been hosted in 18 different countries. During its 37-year history, the IIPE has brought together thousands of formal and non-formal educators, scholars, activists, and policy makers from around the world to engage in cooperative and collaborative learning toward advancing the field of peace education in theory and practice. IIPE 2019 will be one of the most diverse learning communities in IIPE history, featuring participants representing 33 different country identities and affiliations.

IIPE 2019 provides a focus on an issue of common concern that has special relevance to the host region. This year’s theme of *Educating for a Culture of Peace in Divided Societies: History, Dialogue, and Multiperspectivity Toward Reconciliation* is firmly rooted in the Cypriot context, while also relevant to circumstances of exclusion and division exemplified by the refugee crises being experienced globally; issues of racial, gender, sexual, and religious identity; and heightened nationalism in an increasingly interdependent world struggling to deal with a climate crisis that threatens extinction of life on Earth. IIPE 2019 presents an opportunity for us to examine the role of education in helping to overcome and transform these and other divisions. During our intensive week together, we encourage you to fully immerse yourself in this shared inquiry, and to dive head and heart first into the many pedagogical experiences and diverse approaches to transformative peace pedagogy that have come to exemplify the IIPE experience.

We are tremendously grateful for this opportunity to bring the IIPE to Cyprus. We’ve been collaborating with our colleagues at the Association for Historical Dialogue and Research (AHDR) since 2016. It’s been a joyful experience planning and learning with Loizos Loukaidis and Özge Özoğul for the past few years. We have great admiration for the work of AHDR and the Home for Cooperation and look forward to learning with and from them directly here in Cyprus.

Finally, we are deeply grateful to IIPE founder Dr. Betty Reardon who is unable to join us here in Cyprus. We were delighted to help celebrate Betty’s 90th birthday in NYC on June 15th with a gathering of friends, family, former students, and IIPE participants ranging back to 1982. We continue to learn from Betty and seek to honor her vision of a just and sustainable peace through peace education.

We wish you all an inspiring and transformative week of learning, dialogue, and action, and we look forward to building new and lasting relationships through the IIPE global learning community.

The IIPE Secretariat
Tony Jenkins, Janet Gerson, Mica Segal de la Garza, Dale Snauwaert, & Betty Reardon

On behalf of the Association for Historical Dialogue and Research (AHDR) we are honored to welcome you to the International Institute on Peace Education in Nicosia, Cyprus. Since 1982, the IIPE has been hosted in over 17 countries, gathering hundreds of peace educators together for cooperative co-learning. During this week, we have the privilege and responsibility of engaging in this diverse community of peace educators, peace studies scholars, and policy makers as co-learners. This year’s edition, organized under the patronage of the President of the European Parliament, will contemplate peace education as a means for our exploration of History as a Vehicle for Reconciliation and Education for a Culture of Peace in Divided Societies.

The Association for Historical Dialogue and Research (AHDR), who is hosting this year’s IIPE, is an intercommunal organization whose mission is to contribute to the advancement of historical understanding amongst the public and more specifically
amongst children, youth and educators by providing access to learning opportunities for individuals from every ethnic, religious,
cultural, social, and ability status. Since its inception, AHDR, founder of the Home for Cooperation (H4C), has initiated several
local peacebuilding actions and has assisted local peace educators, activists, researchers and academics in having access to
numerous opportunities pertaining to the fields of history and peace education. Only in the last two years - through the ‘Imagine’
Project - the AHDR has educated over 3655 students and 400 teachers in peace education, while inspiring a culture of peace and
nonviolence. AHDR wishes to enrich these activities through your presence and participation in this year’s conference.

Our community is built upon a foundation of principles and ideals of learning with and from one another towards a common
cause. It is in this spirit we want to acknowledge the diversity of backgrounds and experiences within our community, which
creates a space for multiperspectivity and inquiry for which we invite you all to engage with. We all have something to contribute,
and something to learn, from one another.

“The AHDR proposes a holistic view to education, in which goals of peace education, human rights
education, intercultural education, critical education, and environmental education are integrated.”

We are beyond grateful for your role in helping us achieve a more holistic, integrative understanding of peace education and how
we can apply it to our work at the AHDR. We in turn sincerely hope, you receive the same level of integrative understanding as
we know we shall gain from you.

Finally we are deeply grateful to all of our supporters, especially the Federal Foreign Office of the Republic of Germany for fund-
ing the event, H.E. the Ambassador of the Federal Republic of Germany in Cyprus, Franz Josef Kremp, the Head of the European
Parliament Liaison Office in Cyprus, Mr. Andreas Kettis, the Officers of the Civil Affairs Section of the United Nations Peacekeep-
ing Force in Cyprus (UNFICYP), Ms. Arzu Cagin-Samioglu and Ms. Marina Vasilara, the Board and interns of the AHDR.

We wish you an enriching and inspiring week of reflection, dialogue, and inquiry, and we especially look forward to forming lasting
relationships with you as a new member of our AHDR community.

The Association for Historical Dialogue and Research (AHDR) Team
Loizos, Ozge, Evie, Kemal
IIPE 2019

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

ASSOCIATION FOR HISTORICAL DIALOGUE & RESEARCH STAFF
Loizos Loukaidis, Educational Programs Officer & ‘Imagine’ Project Coordinator
Özge Özoğul, Operations Officer
Evie Grouta, Project Assistant
Kemal Aşık, Project Assistant
AHDR Interns for IIPE: Julia Danalevich, Ilenia Pappalardo

HOME FOR COOPERATION STAFF
Lefki Lambrou, Director
Andri Christofides, Administration Officer
Hayriye Rüzgar, Communication Officer
Marilena Spyrou, Operations Officer
Afroditi Karagiorgi, The Home Cafe Manager

ACKNOWLEDGEMENTS
IIPE 2019 is financially supported by the Federal Foreign Office of the Republic of Germany, under the aegis of the President of the European Parliament, and implemented with the support of the Office of the European Parliament in Cyprus.

The interpretation of the Public Day Event is provided with the support of Grow Civic Programme financed by the European Union.

AHDR and IIPE 2019 are also supported by Colive Oil, a premium olive oil with a social mission that works with family farms in both communities in Cyprus to harvest unique local flavors, and donates 10% of their profits to create positive social change. For IIPE 2019, Colive Oil gives 10% to IIPE participants who buy their products from the Home Cafe when presenting the event program.

The Media Sponsor for this year’s IIPE is the Cyprus News Agency.

General operations of the IIPE are supported by:
The Samuel Rubin Foundation, The Virginia Wellington Cabot Foundation, and over 125 individual donors

TRANSNATIONAL ADVISORY GROUP
IIPE is supported by a Transnational Advisory Group comprised of former IIPE hosts, peace education experts, and longtime community members who aid the IIPE secretariat with support and advice related to planning, fundraising, hosting, and program development.

C.P. Anto (India)
Amada Benavides de Pérez (Colombia)
Loretta Castro (Philippines)
Imoh Collins Edozie (Nigeria)
Armene Modi (India)
Benedette Muthien (South Africa)
Eva B. Nagy (Hungary)
Anaida Pascual-Morán (Puerto Rico)
Werner Wintersteiner (Austria)
Bill Yotive (USA)
Anita Yudkin-Suliveres (Puerto Rico)
**JULY 21 - SUNDAY**

**ARRIVAL DAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>All Day</td>
<td>Check-in &amp; Registration</td>
<td><em>Hotel Lobby</em></td>
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<td></td>
<td>Castelli Hotel</td>
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<tr>
<td>5:00pm</td>
<td>Reflection Group Facilitators and Plenary Moderators Meeting</td>
<td><em>Hotel – room tba</em></td>
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<td></td>
<td><em>(meeting only required for reflection group facilitators)</em></td>
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<tr>
<td>5:45 pm</td>
<td>Meet in Hotel Lobby to walk to Home for Cooperation / H4C</td>
<td><em>Hotel Lobby</em></td>
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<tr>
<td>6:30pm</td>
<td>WELCOME SOCIAL</td>
<td>*H4C</td>
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<tr>
<td></td>
<td>Mica Segal (USA) &amp; Evie Grouta (Cyprus)</td>
<td></td>
</tr>
<tr>
<td>8:00pm</td>
<td>WELCOME DINNER</td>
<td>*Polychoros 77/Πολυχώρος 77</td>
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**JULY 22 - MONDAY**

**ORIENTATION: LEARNING IN DIVIDED SOCIETIES**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:00am</td>
<td>Breakfast</td>
<td><em>Hotel</em></td>
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<tr>
<td>8:00am</td>
<td>Walk from hotel to Home for Cooperation <em>(H4C)</em></td>
<td><em>Hotel lobby</em></td>
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<td></td>
<td>*(meet at the hotel lobby)</td>
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<td></td>
<td><em>Guided by Cypriot volunteers</em></td>
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<td></td>
<td><em>All participants must bring their passports with them at all times!</em></td>
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<tr>
<td>9:00-9:30am</td>
<td>WELCOME &amp; OPENING REMARKS</td>
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<tr>
<td></td>
<td>IIPE: Tony Jenkins (USA)</td>
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<td></td>
<td>AHDR: Loizos Loukaidis (Cyprus) &amp; Özge Özoğul (Cyprus)</td>
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<td></td>
<td>H.E. The Ambassador of the Federal Republic of Germany, Franz Josef Kremp</td>
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<td></td>
<td>Representative of the European Parliament Liaison Office in Cyprus, Evangelos Vasileiou</td>
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<tr>
<td>9:30-10:30am</td>
<td>ORIENTATION: BUILDING THE LEARNING COMMUNITY</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>10:45-1:00pm</td>
<td>OPENING PLENARY (A): LEARNING IN DIVIDED SOCIETIES</td>
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<td><em>(See abstracts: page 13)</em></td>
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<tr>
<td></td>
<td>Moderator: Janet Gerson (USA)</td>
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<td></td>
<td>Janet Gerson (USA)</td>
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<tr>
<td></td>
<td><strong>IIPE’S PEACE EDUCATION PEDAGOGY: REFLECTIVE INQUIRY &amp; EXPERIENTIAL LEARNING</strong></td>
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<td></td>
<td>Amada Benavides (Colombia)</td>
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<tr>
<td></td>
<td><strong>GOOD LIVING AND FEELING-THINKING APPROACH: LATIN AMERICAN &amp; INDIGENOUS GIFT FOR GLOBAL PEACE EDUCATION</strong></td>
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<td></td>
<td>Michalinos Zembylas (Cyprus) &amp; Suleyman Gelener (Cyprus)</td>
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<tr>
<td></td>
<td><strong>CAN EDUCATION CONTRIBUTE TO A PEACEFUL COEXISTENCE IN CYPRUS?</strong></td>
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<td></td>
<td>Anita Yudkin (Puerto Rico)</td>
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<tr>
<td></td>
<td><strong>FROM DESTRUCTION TO RESISTANCE: PEACE EDUCATION IN TIMES OF ECONOMIC CRISIS &amp; NATURAL DISASTERS</strong></td>
<td></td>
</tr>
</tbody>
</table>
1:00-2:00pm  Lunch

2:15-3:45pm  **CONCURRENT INTERACTIVE SESSIONS (1)**
(See abstracts: page 13)

Monisha Bajaj (USA)
**THE HISTORY OF THE UDHR & HUMAN RIGHTS EDUCATION 101**

Jody Çiçek (Turkey / USA)
**PEACE LINGUISTICS, MULTIETHNIC CLASSROOMS AND SPACES IN WESTERN CHINA**

Victoria Falcó (Spain)
**PHOTOGRAPHS: OBJECTS TO DIALOGUE TOWARD RECONCILIATION**

Kevin Kester (USA)
**PEACEBUILDING EDUCATION IN POSTTRUTH TIMES: LESSONS FROM THE WORK OF BETTY A. REARDON**

Elena Papamichael (Cyprus)
**IDENTITIES & ANTIRACIST EDUCATION IN GREEK-CYPRIOT SCHOOLS**

3:45-4:00pm  Coffee Break

4:00-5:30pm  REFLECTION GROUPS

5:30-8:00pm  Free Time

7:00am  Breakfast  
*Hotel*

8:00pm  Dinner  
*H4C*

9:00pm  **CONCERT**  
Larkos Larkou and Atys - “From Cyprus to the world” Concert  
*H4C VERANDA*

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**July 23 - TUESDAY**

**EXCURSION: LESSONS & REFLECTIONS BEYOND THE BUFFER ZONE**
(See a full description of the excursion in the abstracts section: page 14)

7:00am  Breakfast  
*Hotel*

8:00am  Bus departs to Famagusta from the Turkish Cypriot checkpoint at Ledra Palace  
*leave hotel by 7:30am!*

9:30-10:45am  Visit to MASDER (local NGO) & old Famagusta walk - welcoming by Serdar Atai  
and brief intro to peacebuilding initiatives in Famagusta area, then walk in Old Famagusta

10:45-11:30am  Visit to Othello tower - welcoming by members of the Bi-communal Technical Committee  
on Cultural Heritage, Ali Tuncay & Glaçicos Constantinides

11:30-12:30pm  Ghost Town - welcoming by local initiatives (in Reflection Groups)

12:30-2:00pm  Lunch in Famagusta Old Town

2:00-3:30pm  Bus back to Nicosia

3:30-5:00pm  Rest / Free-time

5:00-8:00pm  Walk Across the Divide by AHDR Team (in Reflection Groups)

8:15pm  Dinner  
*Polychoros 77/Πολυχώρος 77*
JULY 24 - WEDNESDAY

DIVIDED CONTEXTS: GLOBAL EXAMPLES

7:00am  Breakfast  *Hotel

9:00-11:00am  PLENARY (B): DIVIDED CONTEXTS: GLOBAL EXAMPLES
   (See abstracts: page 14)

   Moderator: Anita Yudkin (Puerto Rico)
   Colins Imoh (Nigeria)
   RECONCILIATION IN THE NIGER DELTA
   Qasim Aslam (Pakistan)
   THE HISTORY PROJECT: ACTIVITY-BASED LEARNING &
   RECREATING COMPETING NARRATIVES OF HISTORY IN THE CLASSROOM
   Francesca Fragkoudi (Cyprus)
   ASTRONOMY AS A TOOL FOR PEACE & DIPLOMACY:
   EXPERIENCES FROM THE COLUMBA-HYPATIA PROJECT

11:00-11:30am  Coffee Break

11:30-1:00pm  CONCURRENT INTERACTIVE SESSIONS (2)
   (See abstracts: pp. 14-15)

   Alejandra Barrera (Mexico/Austria) & Alden Jacobs (Cyprus)
   EXPLORING PEACE THROUGH THE ARTS: EXPRESSIONS FOR POSITIVE CHANGE
   Natalie Christopher (Cyprus)
   THE UNIVERSAL LANGUAGE OF SPORTS & PEACE EDUCATION
   Suleyman Gelener (Cyprus) & Loizos Loukaidis (Cyprus)
   PEACE EDUCATION AS A PLATFORM FOR RECONCILIATION IN CYPRUS
   Ashaney Orando James (Jamaica)
   CREATIVE INTERCULTURAL DIALOGUE IN THE AGE OF POPULISM
   Shenel Husnu (Cyprus)
   TACKLING PREJUDICE IN CYPRUS BY UTILIZING INTERGROUP CONTACT

1:00-2:30pm  Lunch  *Goethe-Institut

2:30-4:00pm  CONCURRENT INTERACTIVE SESSIONS (3)
   (See abstracts: page 15)

   Vyonne Akoth (Kenya) / Donna McInnis (USA)
   THE DIGITAL LITERACY AGE AND CHILDREN / EDUCATING FOR MINDFUL MEDIA CONSUMPTION
   Elena Antoniadou (Cyprus) & Emilia Demetriou (Cyprus, Bulgaria)
   PEACE EDUCATION, ARTS, AND COLLECTIVE MEMORY
   Hogai Aryoubi (USA)
   MEMORY, REMEMBRANCE, AND INDIGENOUS METHODOLOGY
   Brigid Glustein (Canada)
   EMPOWERMENT WITH AT-RISK YOUTH, REFUGEES & ASYLUM SEEKERS -- QUEBEC, CANADA
THEATER FOR COMMUNITY BUILDING AND WORK WITH SURVIVORS  
Francesco Pistolato (Italy)  
TRANSFORMING OURSELVES FIRST  

4:00-4:30pm  Coffee Break  
4:30-6:00pm  REFLECTION GROUPS  
6:00-8:00pm  Free-time  
8:00pm  DINNER  

JULY 25 - THURSDAY  
PUBLIC DAY: EDUCATION & PEACEBUILDING IN CYPRUS & AROUND THE WORLD  

7:00am  Breakfast  
9:00-11:00am  OPENING PUBLIC PLENARY (C): PEACEBUILDING IN CYPRUS  
(See abstracts: page 16)  
Welcome: Tony Jenkins (USA), IIPE Managing Director  
Moderator: Erbay Akansoy (Cyprus)  
Andreas Kettis (Cyprus)  
PEACE AND RAPPROCHEMENT ACTIVITIES OF THE OFFICE OF THE EUROPEAN PARLIAMENT IN CYPRUS  
Hale Silifkeli (Cyprus) & Kyriakos Pachoulides (Cyprus)  
BUILDING BRIDGES FOR CULTURE OF COOPERATION - AHDR, CYPRUS  
Huseyin Akansoy (Cyprus) & Christos Efthymiou (Cyprus)  
RELATIVES OF MISSING PERSONS  
Zuhal Mustafaogullari (Cyprus) & Stavros Stavrou (Cyprus)  
PARTICIPATING TEACHERS IN THE IMAGINE PROJECT  
Sener Elcil (Cyprus) & Apostolos Skouroupatis (Cyprus)  
TEACHERS CONSTRUCTING PEACE CULTURE THROUGH BI-COMMUNAL ACTIONS: CYPRUS CASE  
11:00-11:30am  Coffee Break  
11:30-1:00pm  CONCURRENT INTERACTIVE SESSIONS (4)  
(See abstracts: pp. 16-17)  
Alicia Cabezudo (Argentina) & Amada Benavides (Colombia)  
CHALLENGE OF EDUCATING FOR A CULTURE OF PEACE IN DIVIDED SOCIETIES: GLOBAL, REGIONAL, NATIONAL & LOCAL SAMPLING & PERSPECTIVES  
Rosie Manmeet Chawla (USA)  
“HOPE OVER REAL”: PEACE INITIATIVES WHEN OPPRESSION & RESISTANCE ARE HIGH – CHINA, MYANMAR CONTEXTS
Evie Grout (Cyprus) & Özge Özoğul (Cyprus)
SUSTAINING IMAGINATION

Ellada Evangelou (Cyprus)
THEATRE FOR A CULTURE OF PEACE

Joe Jukes (United Kingdom)
GREENHAM COMMON WOMEN’S PEACE CAMP - GENDER, MILITARISM, AND PEACE

Francesca Fragkoudi (Cyprus), Sergio Andres Sanchez Sanjuan (Colombia), Prospery Simpemba (Zambia)
ASTRONOMY FOR PEACE: A TOOL FOR DEVELOPMENT, DIPLOMACY, PEACE & RECONCILIATION

Shereen Sayed (Egypt)
EDUCATING EDUCATORS FOR PEACE

1:00-2:00pm  Lunch

2:00-3:30pm  PUBLIC PLENARY (D): EDUCATION & PEACEBUILDING IN CYPRUS AND AROUND THE WORLD…
(See abstracts: page 17)

Moderator: Loizos Loukaidis (Cyprus)

Maria Zeniou (Cyprus)
EDUCATION & PEACEBUILDING IN CYPRUS & AROUND THE WORLD

Tatjana Popovic (Serbia)
DIVIDED CONTEXTS: DIALOGUE NETWORKING IN WEST BALKANS

Hakim Mohandas Amani Williams (Trinidad & Tobago, USA)
SYSTEMS RESTORATIVE PRAXIS: A MODEL FOR DECOLONIAL PEACEBUILDING EDUCATION

Shreya Jani (India)
SOUTH ASIA MODELS FOR INTER-RELIGIOUS & INTER-FAITH PEACE BUILDING

3:30-4:00pm  Coffee Break

4:00-5:30pm  CONCURRENT INTERACTIVE SESSIONS (5)
(See abstracts: pp. 17-18)

Kemal Aşık (Cyprus) & Yaprak Parlan (Cyprus)
HOW TO INTRODUCE GENDER IN HISTORY TEACHING – AHDR MODEL

Iryna Brunova-Kalisetska (Ukraine)
JOURNALISTS’ VALUES, IDENTITY-BASED CONFLICT, DIALOGUE

Adhila Hassan (India)
THE CITY AS AN EDUCATING AGENT: EXPERIENTIAL EDUCATION THROUGH TRAVEL

Elma Tahmaz (Bosnia and Herzegovina)
DIALOGUE AMONG FORMER COMBATS, BIH CONTEX

Rajib Timalsina (Nepal)
SELF-IDENTIFICATION, SEEING OTHERS, NONVIOLENT COMMUNICATION

Lourdes A Torres Santos (Puerto Rico)
CRITICAL THINKING & YOUTH PARTICIPATION: TOOLS FOR ACTION IN DEFENSE OF PUBLIC EDUCATION – PUERTO RICO
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
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<tbody>
<tr>
<td>5:30-6:00pm</td>
<td>Public Leaves / Break</td>
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<tr>
<td>6:00-7:00pm</td>
<td>REFLECTION GROUPS</td>
<td>*Kumarcilar Han / Former Bishop’s Palace</td>
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<tr>
<td>8:00pm</td>
<td>Dinner</td>
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**JULY 26 - FRIDAY**

**MOVING TOWARDS THE POSITIVE: MITIGATING INDIVIDUAL-NATIONAL-GLOBAL PHILOSOPHICAL IDENTITIES**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>7:00am</td>
<td>Breakfast</td>
<td>*Hotel</td>
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<tr>
<td>9:00-11:00am</td>
<td>PLENARY (E): MOVING TOWARDS THE POSITIVE: MITIGATING INDIVIDUAL-NATIONAL-GLOBAL PHILOSOPHICAL IDENTITIES (See abstracts: page 18)</td>
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<tr>
<td></td>
<td>Moderator: Kevin Kester (USA)</td>
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<tr>
<td></td>
<td>Vidya Jain (India) GANDHIAN MODEL OF SUSTAINABLE INDIVIDUAL</td>
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<td></td>
<td>Werner Wintersteiner (Austria) GLOBAL CITIZENSHIP EDUCATION – AUSTRIA-ITALY-SLOVENIA BORDER REGIONS</td>
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<td></td>
<td>Maria Paula Unigarro Alba (Colombia) PHILOSOPHICAL BASIS FOR RECONCILIATION -- COLOMBIA CONTEXT</td>
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<tr>
<td>11:00-11:30am</td>
<td>Coffee Break</td>
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<tr>
<td>11:30-1:00pm</td>
<td>CONCURRENT INTERACTIVE SESSIONS (6) (See abstracts: page 19)</td>
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<tr>
<td></td>
<td>Barbara Barnes (USA) &amp; Heather Kertyzia (Canada/Costa Rica) CRITICAL SELF REFLECTION (CSF) AS A TOOL IN PEACE EDUCATION: ANTI-RACIST AND GENDER DISCRIMINATION FOCUS</td>
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<td></td>
<td>Julia Danalevich (USA) &amp; Maksym Ieligulashvili (Ukraine) ART AS AN INSTRUMENT AND A FORM OF DIALOGUE IN A DIVIDED COMMUNITY</td>
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<tr>
<td></td>
<td>Khusdeep Malhotra (India) UNDERSTANDING PEACE ON THE GROUND: ETHNOGRAPHIC AND PARTICIPATORY INSIGHTS INTO CITIZEN-LED PEACE INITIATIVES</td>
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<td>Mforndip Ben Oru (Cameroon) COMPARING EXPERIENCES AND REFLECTIONS AS PEACE EDUCATORS</td>
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<tr>
<td>1:00-2:00pm</td>
<td>Lunch</td>
<td>*Goethe-Institut</td>
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</table>
2:30-4:00pm  CONCURRENT INTERACTIVE SESSIONS (7)  
(See abstracts: pp. 19-20)

Petroula Antoniou (Cyprus)
BUILDING BRIDGES: CULTIVATING RESPECT AND UNDERSTANDING TOWARDS REFUGEES & VICTIMS OF FORCED DISPLACEMENT

Evi Eftychiou (Cyprus) & Elissavet Karamichail (Greece)
HOLISTIC PEACE EDUCATION: THE MONTESSORI PERSPECTIVE / MONTESSORI AND SKY SCHOOL MODELS – PEACE EDUCATION MODELS

Sharon Hollombe (Israel/USA)
CO-CONSTRUCTING THE SIMULATION IN EDUCATION EXPERIENTIAL LEARNING CENTER IN A DIVIDED SOCIETY

Dana Yudha Kristiawan (Indonesia)
LANGUAGE & PEACE EDUCATION, PALAR IN INDONESIA

Mica Segal de la Garza (USA) & Sandra Carolina Torrico Sánchez (Mexico)
A SPECTRUM OF CONFLICTED REGIONS WORKING WITH COMPLEXITIES & PARADOXES ACROSS NARRATIVES

4:00-4:30pm  Coffee Break

4:30-6:00pm  REFLECTION GROUPS

6:00-8:00pm  Free-time

8:00pm  Working Dinner organized by the European Parliament Office in Cyprus  *1888 Events Venue / Lions Club
THE PEACE PARADIGM OF THE EUROPEAN UNION AND THE CASE OF CYPRUS
Moderator: Rally Papageorgiou, Journalist, Cyprus News Agency
Speakers: Costas Mavrides, Member of the European Parliament (S&D), Calliope Agapiou-Josephides, Academic

7:00am  Breakfast  *Hotel

9:00-10:30am  PLENARY (F): INSPIRED PRACTICES IN ACTION  
(See abstracts: page 20)

Moderator: Heather Kertyzia (Canada/Costa Rica)

Erin Dunlevy (USA)
WHAT GOES UNGRIEVED? ENCOUNTERING OUR HISTORICAL LINEAGE THROUGH RESTORATIVE JUSTICE

Alejandra Barrera (Mexico/Austria) & Adrián Viesca Gold (Mexico)
IIPE MEXICO 2021: EXPERIENCING PEACE TOGETHER WHILE COMMUNALLY WEAVING THE REALMS OF OUR LIVES

Eamon Rafter (Ireland)
THE COMMON GOOD IN DIVIDED SOCIETIES

10:30-11:00am  Coffee Break
11:00-12:00pm  **ACTION PLANNING: TAKING IIPE WITH YOU**  
Moderator(s): Heather Kertyzia (Canada/Costa Rica) & Tony Jenkins (USA)

12:00-1:00pm  **REFLECTION GROUPS**  (planning for final plenary)

1:00-2:00pm  Lunch

2:30-4:00pm  **FROM DIVISION TO CONNECTION: REFLECTION GROUP PRESENTATIONS**  
Moderator: Francesco Pistolato (Italy)

4:00-4:30pm  Coffee Break

4:30-6:00pm  **CLOSING CEREMONY**

6:00-7:00pm  Free-time

7:00pm  **EARLY DINNER**  
*H4C

8:30pm  **CULTURE NIGHT**  
MCs: Tomás Darío Pérez Vega (Mexico) & Marios Antoniou (Cyprus)

**JULY 28 - SUNDAY**

**DEPARTURES**

7:00am  Breakfast  
*Hotel
Amada Benavides (Colombia)

GOOD LIVING AND FEELING-THINKING APPROACH: LATIN AMERICAN & INDIGENOUS GIFT FOR GLOBAL PEACE EDUCATION

Narratives from the Global South have a big space in peace education and peacebuilding. They offer different ways to understand the relations between persons, communities, and nature. As the effect of knowledge illustrates, some narratives from North academic institutions and NGO’s sometimes have ignored narratives and research from the Global South, and at times even regarded them with contempt. In this presentation we will explore how many spaces exist for teaching and learning from each other.

Michalinos Zembylas (Cyprus) & Suleyman Gelener (Cyprus)

CAN EDUCATION CONTRIBUTE TO A PEACEFUL COEXISTENCE IN CYPRUS?

There is now plenty of evidence that educational systems, both in Cyprus and abroad, often promote xenophobia, nationalism, and racism towards rival ethnic or religious groups and minorities. However, there is also encouraging evidence that education can have beneficial effects towards more peaceful and just societies by offering programs, curricula and pedagogical practices that promote peace, healing and reconciliation and are resilient to the violence and division around them. In this presentation, we review briefly both the negative face as well as the new openings offered by both the Greek-Cypriot and Turkish-Cypriot educational systems in Cyprus, especially during the past two decades. We particular focus on recent initiatives for peace education through the efforts of the Technical Committee of Education.

Anita Yudkin (Puerto Rico)

FROM DESTRUCTION TO RESISTANCE: PEACE EDUCATION IN TIMES OF ECONOMIC CRISIS & NATURAL DISASTERS

Peace education must engage learners to understand and surpass multiple forms of violence. When faced with destruction and despair because of economic policies and natural disasters, peace education must provide for ways of thinking and acting in reaffirmation of human rights, community, hope, and resistance. In such times, there are key guiding principles in educating for peace which are particularly relevant. Some of these principles will be explored and elaborated upon based on learners’ thoughts in a peace education course.
IIPE 2019 PROGRAM ABSTRACTS

JULY 23 - TUESDAY

EXCURSION

The Excursion Day is an important component of the IIPE experience. It will be divided in two parts.

The first part includes a visit to the town of Famagusta. There, IIPE participants will have the opportunity to be introduced to the history of the town and joint peacebuilding initiatives by Sendar Asli, the Vice President of the Famagusta Walled City Association (MASDER), an initiative created to contribute to the cultural, tourism-related, socio-economic and social development of the Walled City. At the end of our walk in the walled city, we will reach Othello Tower, named after Shakespeare’s hero, where Mr. Ali Tuncay and Mr. Giatikos Constantinides from the Bi-communal Technical Committee on Cultural Heritage will introduce us to the remarkable work the Committee is doing in employing cultural heritage as a vehicle for peace and sustainable development. Then we will head to the enclosed city of Varosha, the island’s ‘ghost town’ where participants will take time to reflect on the island’s history, as well as current challenges and opportunities and visions for the future. The first part of the excursion day will be concluded after lunch at The Palm House in Famagusta.

The second part – which will follow some time for rest in Nicosia – includes a historical interactive walk across the divide in old Nicosia by members and friends of the AHDR team (Marios Epaminondas, Suleyman Gelener, Marios Antoniou, Seract Sonan). The aim of this walk is to provide participants with an understanding of the conflict and peacebuilding initiatives as well as a general overview of the history of the divided capital. The walk will include places, monuments and people that are linked with either the history of the city or peacebuilding efforts. Throughout the walk we will meet people who were/are involved in peacebuilding efforts who will give their input on the initiatives and their view on different issues pertaining to the conflict and peace in Cyprus.

JULY 24 - WEDNESDAY

PLENARY B

Colins Imoh (Nigeria)
RECONCILIATION IN THE NIGER DELTA
Reconciliation is important in the peacebuilding process; it is expected to address past wrongs without encouraging interested parties to dwell on them forever. The question this raises is: what happens when ‘peace’ is achieved without reconciliation? The Niger Delta of Nigeria presents an excellent case study to explore this question as the amnesty, proclaimed in 2009, was principally driven by the economic interests of major stakeholders, notably the government, oil companies, and ex militants instead of taking into consideration the needs and interests of the affected communities. This presentation draws attention to the kind of reconciliation which addresses the missing link, the needs and interests of communities, to demonstrate that long-lasting peace cannot be achieved without reconciliation.

Qasim Aslam (Pakistan)
THE HISTORY PROJECT: ACTIVITY-BASED LEARNING & RECREATING COMPETING NARRATIVES OF HISTORY IN THE CLASSROOM
Present day India and Pakistan used to be part of the same larger nation-state that also included Bangladesh. Following Partition in 1947, competing national narratives about the same incidents formed the basis of national history textbooks in both countries. The History Project’s approach designs experiential activities to bring historical to life inside the classroom. With facilitation, this enables the students to reflect on their observations and engage them as the class goes through each chapter in history from both perspectives. This leads to the capacities to synthesize their lessons while fostering empathy and critical thinking with the other students.

Francesca Fragkoudi (Cyprus)
ASTRONOMY AS A TOOL FOR PEACE & DIPLOMACY: EXPERIENCES FROM THE COLUMBA-HYPATIA PROJECT
“Columbia-Hypatia: Astronomy for Peace” is a project by GalileoMobile and the AHDR which takes place on the divided island of Cyprus. The project aims to inspire young people to be curious about science and the cosmos, while also using astronomy as a tool for promoting meaningful communication and a Culture of Peace and Non-violence, “under the same sky”, inspiring a sense of global citizenship. We will share experiences and lessons learnt from the project as well as plans for the future and for building global collaborations to use “Astronomy for Peace” in other post-conflict regions.

CONCURRENT INTERACTIVE SESSIONS 2

Alejandra Barrera (Mexico/Austria) & Alden Jacobs (Cyprus)
EXPLORING PEACE THROUGH THE ARTS: EXPRESSIONS FOR POSITIVE CHANGE
This workshop will explore artistic expression as a mean of creating positive change at both personal and collective levels. Through greater understanding of one’s own definition of peace, others perspectives and how they can fit together, art is used to build bridges between communities and strengthen peace narratives. Through the creative processes of mandala painting and poetic prose or haiku, participants will explore their own ideas and have the chance to share collectively. Through storytelling and existing examples of visual arts advocating for peace, participants will explore others perspectives and the power of art to evoke emotional responses.

Natalie Christopher (Cyprus)
THE UNIVERSAL LANGUAGE OF SPORTS & PEACE EDUCATION
Sport is a universal language, with the incredible ability to bring people together, to have fun together, and to learn from each other, even when they do not speak the same words. Nowhere could this be more true than on the divided island of Cyprus, where the two main communities speak different languages and have been living physically separated for more than 40 years. Sports Diplomacy has emerged as an integral relation-building tool internationally. This workshop looks at how sport is being used in Cyprus, as well as other conflict areas, as a tool to promote social inclusion and peace.

Suleyman Gelener (Cyprus) & Loizos Loukaidis (Cyprus)
PEACE EDUCATION AS A PLATFORM FOR RECONCILIATION IN CYPRUS
This workshop draws on the experience collected from ‘Imagine’, a Peace Education intervention in the conflict-affected context of Cyprus. The intervention aims at bringing in contact Greek Cypriot and Turkish Cypriot teachers and students together at the Home for Cooperation, after participants are prepared at a mono-communal level. During the workshop we will look into the ways in which deconstructing identities can assist students in opening up to discuss stereotyping and attitudes towards the historical ‘other’. Also, through the exploration of these participants’ interactions at a bi-communal level, we will examine how contact, communication and collaboration can be increased and
collectively seek ways in which peace education practices and policies can be enriched so as to design strategic and more effective interventions for peacebuilding through education in other conflict affected contexts.

Shenel Husnu (Cyprus)

**TACKLING PREJUDICE IN CYPRUS BY UTILIZING INTERGROUP CONTACT**

Intergroup contact is one of social psychology’s most celebrated theories as it offers an empirically-based solution to prejudice. Based on the simple idea that contact between groups of conflict helps to reduce prejudice, the application of contact to the Cyprus context has been tested and the results are promising. Despite this, the amount of contact between Greek and Turkish Cypriots still remains low. The aim of the workshop will be to provide participants with the theoretical underpinnings of contact and its indirect forms. Additionally, hands-on activities will be utilized to give participants practical tools to tackle prejudice in Cyprus.

Ashaney Orando James (Jamaica)

**CREATIVE INTERCULTURAL DIALOGUE IN THE AGE OF POPULISM**

In our world today, there are various misconceptions and intolerances about different cultures and peoples. These misconceptions may be within cultures and also across cultures. The idea of “us” versus “them” continues to be a topical issue with the rise of populism, nationalism, hate speech, and fake news across social media. This workshop will address these issues and provide tools for participants to engage in intercultural dialogue rooted in experiential learning and develop skills through role plays, games, and storytelling. The goal of the workshop is to allow participants to experience how misconceptions may lead to stereotypes and prejudices about cultural differences. It will allow participants to engage in dialogue by seeking to understand the other and oneself, develop respect for cultural diversity and embracing our common humanity.

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**CONCURRENT INTERACTIVE SESSIONS 3**

Vyonne Akoth (Kenya) / Donna McInnis (USA)

**THE DIGITAL LITERACY AGE AND CHILDREN / EDUCATING FOR MINDFUL MEDIA CONSUMPTION**

Vyonne Akoth – Digital Literacy Age and Children: Mahatma Gandhi once said, “if we are to create peace in our world, we must begin with our children.” Kenya’s technological revolution has provided a great opportunity to transform the mindset of children using digital tools that are increasingly becoming available. Children today are well versed with digital tools unlike children two generations ago. Culturally diverse communities experience violent conflicts that arise as a result of different issues. In Kenya today, violent conflicts are largely perpetrated by youth. We will consider the effects of the technological revolution on these youth who have transitioned from childhood with a ‘Frame of Reference’ that is passed on from one generation to another.

Donna McInnis – Educating for Mindful Media Consumption: A cynical citizenry is an apathetic one with no clear vision. Empowering people to seek-out accurate information is urgent. With accurate knowledge comes the inspiration to act for positive social change. Learning to mindfully choose media sources that will enrich our lives and empower us to make a positive impact on our world not only inspires hope but also has an energizing effect, encouraging lifelong independent inquiry. Alternatives to mainstream corporate media are vast and rich. Participants will be provided with a handout of several recommended sources, as a starting point for building a more comprehensive database.

Elena Antoniadou (Cyprus) & Emilia Demetriou (Cyprus, Bulgaria)

**PEACE EDUCATION, ARTS, AND COLLECTIVE MEMORY**

With an exploration of the participants’ memories of conflict in their communities, we will examine how collective memory is constructed in divided societies through the exclusion of the ‘Other’. Music and Performative Arts will be used as vehicles toward achieving and attaining this goal through an experiential, reflective, talking circle/workshop. Good practices will be shared at the end of the presentation. We will function more as facilitators to form the guiding inquiry question and we’ll allow time for closing reflections.

Hogai Aryoubi (USA)

**MEMORY, REMEMBRANCE, AND INDIGENOUS METHODOLOGY**

This interactive workshop will look at Indigenous methodology and explore its usage in research. The session will start with a presentation of Indigenous methodology and the presenter’s usage of it through storytelling in Afghanistan. The complex positions of researchers, who can be both insiders and outsiders, and the ethical dilemmas that come with being insiders in research contexts, will be discussed. Participants will then create charts and maps to present and discuss past, current, or future research studies in contexts where they or the authors are not insiders, and discuss ways to ethically incorporate Indigenous methodology in these.

Brigid Glustein (Canada)

**EMPOWERMENT WITH AT-RISK YOUTH, REFUGEES & ASYLUM SEEKERS -- QUEBEC, CANADA**

Residents of the City of Montreal pride themselves on our cosmopolitan city, where people from all walks of life are integrated and given a chance to thrive. However, while overt behaviours of violence are not tolerated in our society, structural violence in our public institutions limits the full participation of certain populations. In a community centre in the NDG borough of Montréal, the project NDG Aussi Chez Nous (NDG is also ours) works with new immigrant, low income, and minority youth to speak out about their experiences and lobby local governments and institutions to increase awareness and make changes.

Tomás Dario Pérez Vega (Mexico) & Nena Mocnik (Slovenia/Finland)

**THEATER FOR COMMUNITY BUILDING AND WORK WITH SURVIVORS**

The session is built on facilitators’ shared focus on using ‘bodies’ and embodied engagement through theatre exercises in communities in Mexico and Bosnia-Herzegovina. Our bodies as connection to trust within group work and as an access to group knowledge. After a brief introduction and getting to know each other, participants will dive into two sets of activities that explore the role of trust and body communication among individuals, and especially of the importance of body in peacebuilding.

Francesco Pistolato (Italy)

**TRANSFORMING OURSELVES FIRST**

As peace educators, we must incarnate peace and consequently bring peace around us. The workshop presents impressive scientific evidence of the fact that techniques of meditation/mindfulness can generate a state of peace reaching far beyond the person or the group meditation. Examples of easy but effective techniques will be proposed. These can be practiced both to improve one’s own peace skills and in peace education sessions with adults and children. Participants will also receive adequate indication of bibliographic and web resources.
Andreas Kettis (Cyprus)

PEACE AND RAPPROCHEMENT ACTIVITIES OF THE OFFICE OF THE EUROPEAN PARLIAMENT IN CYPRUS

The Head of the European Parliament Liaison Office (EPLO) in Cyprus, Andreas KETTIS, will elaborate on the EPLO’s peace rapprochement activities concerning the youth in Cyprus. His presentation titled “Peace and Rapprochement Activities of the Office of the European Parliament in Cyprus” will focus on the best practice of bi-communal pupils’ missions to the official seat of the European Parliament in Strasbourg in the context of the Euroscopale Programme.

Hale Sillikeli (Cyprus) & Kyriakos Pachoulides (Cyprus)

BUILDING BRIDGES FOR CULTURE OF COOPERATION – AHDR, CYPRUS

The Association for Historical Dialogue and Research has been actively working on building bridges across the divide in Cyprus through various educational activities and projects since 2003. With the support and involvement of local and international stakeholders, critical thinking and multiperspectivity in the field of history education have been promoted as tools for democracy and reconciliation between the Greek Cypriot & Turkish Cypriot communities (mostly teachers & students), and policy suggestions in history and peace education have been drafted so as to secure sustainability and reach out to different audiences. The AHDR has also produced educational materials that promote historical thinking and dialogue as prerequisites for a holistic understanding of our history.

Huseyin Akansoy (Cyprus) & Christos Efthymiou (Cyprus)

RELATIVES OF MISSING PERSONS

The presentation outlines the work of the Bi-communal Initiative of Relatives of Missing Persons, Victims of Massacres and other Victims of 1963-74, known as “Together We Can.” It is a common platform of dialogue and action, to raise public awareness regarding the joint activities and events surrounding the violence of our past and work towards minimizing the exploitation of the common suffering to promote nationalism. It goes on to identify the unifying factor as the common pain shared by relatives of victims from all communities of Cyprus and the need for society to come to terms with this violence. Outlining the character of this violence it further identifies that truth is the remedy to this violence and that for reconciliation and peace to prevail Cypriot society as a whole needs to adopt a common understanding of the crimes committed by both sides.

Zuhal Mustafaogullari (Cyprus) & Stavros Stavrou (Cyprus)

PARTICIPATING TEACHERS IN THE IMAGINE PROJECT

We share our experiences as ‘Imagine’ teachers, as well as those of our students. Imagine Project was a difficult, impossible to achieve dream, but here we are today. At a crowded school, many students wished to join ‘Imagine’. Each student who took part in the program wanted to go back again, and talked about the friends they made in excitement. They returned to their school singing peace songs and insisted to meet again. The Project was effective in breaking stereotypes, and we address Imagine’s positive impact on the lives of the students.

Sener Elcil (Cyprus) & Apostolos Skouroupatis (Cyprus)

TEACHERS CONSTRUCTING PEACE CULTURE THROUGH BI-COMMUNAL ACTIONS: CYPRUS CASE

The Cyprus conflict is a political conflict that has emerged during the British Colony Period and today, still, it occupies the United Nations’ agenda as an unsolved issue within the longest period of time. After the 30 years of separation, mutual contact has begun between two Cypriot communities in 2003. Education is the most influential instrument to promote peace among people. Teaching tolerance, sharing, empathy, mutual understanding and friendship is vital in order to eliminate the prejudices and hatred. Therefore, this responsibility belongs to teachers. How can teachers promote dialogue and peace among two communities of Cyprus and contribute to the united future of the island today, beyond the triggered conflicts and the division in the past?

Alicia Cabezudo (Argentina) & Amada Benavides (Colombia)

CHALLENGE OF EDUCATING FOR A CULTURE OF PEACE IN DIVIDED SOCIETIES: GLOBAL, REGIONAL, NATIONAL & LOCAL SAMPLING & PERSPECTIVES

Divisions and differences based on hate, economic classes, culture, ethnic and religious groups, indifference and fright are building a world without cooperation, empathy and brotherhood - the core principles of a Culture of Peace. The main goal of this workshop is reflection and consideration of practical approaches using components of Peace Education pedagogies - applying experiential methodology and practices eliciting from the instructors & participants. In particular, we will use selected contents, specific didactics as related to the types of contexts in which they occur. The workshop aims to enable participants to discuss, reflect on and assess theories, experiences, and pedagogies related to the IPFE of divided contexts. We will provide an open space for collective reflection and active joint work embedded in teaching experiences from various countries.

Rosie Manmeet Chawla (USA)

“HOPE OVER REAL”: PEACE INITIATIVES WHEN OPPRESSION & RESISTANCE ARE HIGH – CHINA, MYANMAR CONTEXTS

This workshop aims to inspire practical peace building, education for higher order thinking, and conflict resolution initiatives when oppression and resistance are high. Methods of negotiations, theories and data related to conflict resolution, and transformative mediation will be used to explore concepts for practical initiatives. Role-play, reflections, and videos will provide a deeper understanding of concepts to real life scenarios while allowing participants to understand and interpret complex topics. Interactive and reflective activities will allow participants to have observations and voice their interpretations. This builds knowledge sharing and trust in other’s ideas and supports open-minded thinking to new approaches.

Evie Grouda (Cyprus) & Özge Özoğul (Cyprus)

SUSTAINING IMAGINATION

Once the ‘first brick is removed’, students and teachers ask for opportunities to take another one down. Sustainability in peacebuilding is a necessary component in order to maintain contact, communication, and collaboration between groups of people who rarely have the educational opportunity to meet each other. In this workshop we are going to explore via experiential activities how we facilitate interactions between students across the divide of Cyprus in tri-lingual workshops, in the framework of the sustainability actions of the Peace Education project ‘Imagine’. Specifically, visual arts and drama will be used as vehicles to initiate discussions around conflict transformation and social change.

Ellada Evangelou (Cyprus)

THEATRE FOR A CULTURE OF PEACE

The workshop aims to introduce participants to the use of tools from theatre and drama (performance and text) to cultivate a culture of peace. The work is geared towards working with heterogeneous groups within and across communities. The workshop will address basic principles of interaction between instructor(s) and group, checking one’s privilege throughout the process, and making the work relevant. Examples of exercises and practices will be given in the process of the workshop, which will be based on theory but grounded and lead by practice, much of which has been implemented since 2004 by Cyprus-based Rooftop Theatre, an inter-communal theatre group.
IIPE 2019
PROGRAM ABSTRACTS

Joe Jukes (United Kingdom)
GREENHAM COMMON WOMEN’S PEACE CAMP - GENDER, MILITARISM, AND PEACE.
Creativity is a tool that allows learners to more directly engage with the themes of the past, without getting too lost in historic detail. The Greenham Common Women’s Peace Camp is one of the most famous examples of anti-nuclear activism in the UK and was also a key time for women’s liberation. The session will explore the possibilities do-it-yourself (DIY) engagement, when working with historical sources for peace education. Drama and writing techniques will be used to understand this piece of social history on an imaginative, an empathetic, and even a bodily level, whilst also promoting critical thinking around gender and militarism.

Francesca Fragkoudi (Cyprus), Sergio Andres Sanchez Sanjuan (Colombia), Prospery Simpemba (Zambia)
ASTRONOMY FOR PEACE: A TOOL FOR DEVELOPMENT, DIPLOMACY, PEACE & RECONCILIATION
We will present how astronomy can be used as a tool for development, diplomacy and peace in various global contexts – from Africa, South America, and Eastern Mediterranean. We will highlight astronomy activities which relate to development, culture, and tradition by discussing real issues that can be overcome by astronomy education using people’s history and cultural connections. We will present work being done in Colombia where astronomy is used to build a more inclusive society through hands-on workshops where space sciences are considered as a tool for inspiring curiosity in youth. Finally, we will present the “Columbia-Hypatia: Astronomy for Peace” project, which uses astronomy as a vehicle for reconciliation and peace on the island of Cyprus. We will share experiences and lessons learnt, and discuss how this model of “astronomy for peace” can be extended to other post-conflict regions around the world.

Shereen Aly Mohamed Sayed (Egypt)
EDUCATING EDUCATORS FOR PEACE
How are educators educated? This is a key question in our region, especially in Egypt where educators’ college have the lowest ratings in quality and desirability among higher education students. Teachers’ self-efficacy and competency is a key factor into attaining any quality or progress in the learning process. Through this workshop, we will set key criteria for the education our educators should get in order to promote dialogue and critical reflection. And we will exchange experiences of educators’ programs that have worked and how to draw focus on this in our various contexts. We will also explore how to attract and include diverse identities within the educators’ cohorts to promote for diversity within education institutions.

Maria Zeniou (Cyprus)
EDUCATION AND PEACEBUILDING IN CYPRUS AND AROUND THE WORLD
While formal negotiation processes can result in negotiated political settlements, this does not necessarily guarantee the viability of a peace agreement. This is where non-formal dialogue spaces play a crucial role. The Cyprus Dialogue Forum (CDF) is such a space. Within the context of CDF dialogues and in particular on issues of Education, local political and non-political stakeholders work towards developing a framework to education to help shape citizens of a peaceful future, a framework based on jointly agreed shared values and principles; one that can serve as the lens through which to shape Education in the current and future sociopolitical context.

Tatjana Popovic (Serbia)
DIVIDED CONTEXTS: DIALOGUE NETWORKING IN WEST BALKANS
20 years after the 1990s wars, the region of West Balkans faces many economic and political challenges. Nansen Dialogue Network works on fostering interethnic dialogue and reconciliation. By facilitating long-term dialogue processes, we continuously build resilience of local population. Our partners are teachers, students, parents and decision-makers. The joint efforts are aimed at bridging ethnic, political, religious divides. Many cases showed that patience, determination, and power of united people could undermine populists policies and radical ideologies. Impartial facilitators support creation of policies and mechanisms, and empower the youth with skills. School mediation influences decrease of violent conflict cases in schools.

Hakim Mohandas Amani Williams (Trinidad & Tobago, USA)
SYSTEMS RESTORATIVE PRAXIS: A MODEL FOR DECOLONIAL PEACEBUILDING EDUCATION
After experiencing colonialism, slavery and indentureship, Trinidad & Tobago emerged as an independent nation in 1962. As a result of so much historical violence and unprocessed trauma, the contemporary society is one caught in a temporarily and spatially colonial warp. Based on a decade of research and three years of piloting a model for social change in Trinidad, I will elaborate on what a peacebuilding education can look like in a postcolonial society. Combining theories and practices from systems thinking, restorative justice, and Freirian notions of reflection and action, this session will offer details of a context-specific educational roadmap for endogenously-driven, decolonial, sustainable peacebuilding.

Shreya Jani (India)
SOUTH ASIA MODELS FOR INTER-RELIGIOUS & INTER-FAITH PEACE BUILDING
India has historically been a country home to many religions. It has been the birthplace of at least 4 major religions in the world today, i.e.: Buddhism, Jainism, Hinduism, and Sikhism. Additionally it is home to a large Christian, Muslim, and Parsi population. An independent report by the Pew Foundation ranked India 4th in terms of religious violence. Interfaith dialogue work has been traditionally successfully done amongst the Abrahamic religions which is distinctly different when you have polytheist and monotheist cultural set up like in India and South Asia. This poses its own unique challenge of finding common ground and spaces for dialogue. By focusing the scope of inquiry then on universal values and ethics one can create a space for peace building in the context of India and South Asia. The presentation will focus on intervention done across South Asia high school on this exploration.

Kemal Aşık (Cyprus) & Yaprak Parlan (Cyprus)
HOW TO INTRODUCE GENDER IN HISTORY TEACHING – AHDR MODEL
History teaching in the Cypriot context tends to focus on political and military events, completely overlooking the issue of gender which leads to the reproduction of unequal status quo in the society. As history teaching is a platform to promote multiperspectivity, using a gender lens provides us with alternative narratives of the past. The workshop will focus on information regarding women’s role in the history of Cyprus by using interactive and participatory activities which can be used by educators to promote critical thinking and discuss concepts of human rights, democracy and respect to others.

Iryna Brunova-Kalisetska (Ukraine)
JOURNALISTS’ VALUES, IDENTITY-BASED CONFLICT, DIALOGUE
This workshop will used a dialogue approach for addressing polarities based on working with ethical dilemmas. In identity-based conflicts, various professionals (like journalists, psychologists, mediators, educators etc.) encounter contradictions between professional vs national (or others) identities that produce conflicts within the professional community. The workshop will demonstrate an approach for understanding opposing professional choices based on different identity & values through the dialogue. Participants will have practical experience in developing dilemmas from their own professional/conflict context and in comprehension of the “opponent’s dilemma’s choice” and the reasons behind such choice.
**JULY 26 - FRIDAY**

**PLENARY E**

**Vidya Jain (India)**

**GANDHIAN MODEL OF SUSTAINABLE INDIVIDUAL**

Gandhian macro model of the society is consistent with the micro model he sets for an individual. Gandhian model of individual behavior has greatest potential for moving towards sustainable societies. It is interesting to note that a set of self regulated individuals not only feel liberated, but also simultaneously help build a sustainable society that requires least governance and eminently takes care of the ecological questions. The emphasis would be on creation of a new individual by inculcating Gandhian values in him through continuous education. This individual would be foundation of a peaceful society i.e. sustainable society.

**Werner Wintersteiner (Austria)**

**GLOBAL CITIZENSHIP EDUCATION – AUSTRIA-ITALY-SLOVENIA BORDER REGIONS**

In times of globalization, GCED is, in my view, an indispensable dimension of peace education. Based on a six-year experience with a master programme, I will provide a rationale of GCED and identify opportunities and entry points, obstacles and traps. Furthermore, I will show how to concretize the concept of global citizenship for a concrete region, i.e. the trinational and trilingual border region Austria-Italy-Slovenia, as formulated in the “Alps-Adriatic Manifesto” (http://zso.slo.at/wp-content/uploads/me.pdf).

**Maria Paula Unigarro Alba (Colombia)**

**PHILOSOPHICAL BASIS FOR RECONCILIATION -- COLOMBIA CONTEXT**

In Colombia, the idea of reconciliation has been in the public discourse since the late 80’s. Even though there is no clarity of what this concept entails, it is generally associated with the aim of restoring social relations after the occurrence of violence. With this purpose, many organizations have implemented reconciliation practices based on the notion of Christian forgiveness. Nevertheless, among such organizations there is no unique understanding of what it means to forgive from a Christian perspective. Consequently, views of what reconciliation signify and how to achieve it vary depending on the interpretation of forgiveness adopted.
Barbara Barnes (USA) & Heather Kertyzia (Canada/Costa Rica)

**CRITICAL SELF REFLECTION (CSR) AS A TOOL IN PEACE EDUCATION: ANTI-RACIST AND GENDER DISCRIMINATION FOCUS**

How can critical self-reflection (CSR) contribute to understanding our socialization into dominant cultures that oppress other groups? For example, as peace educators how might CSR help U.S. white folks better understand their socialization into a white supremacist society? Or how does internalized misogyny affect our practices in the educational sphere? How do we understand our uncomfortableness when challenged regarding our biased behaviors? What skills and understandings will support us to stay in discomfort long enough to learn and to grow? Our facilitation in this workshop will address the practice of using critical self-reflection to deepen our understanding of how we can unintentionally act in ways that come across as hurtful or unfair to others or ourselves. This is particularly important in contexts where we do peace education work in solidarity with others who are different from ourselves. Facilitation in this workshop will address the practice of using critical self-reflection to deepen our understanding of how we can unintentionally act in ways that come across as hurtful or unfair to others. This is particularly important in contexts where we do peace education work in solidarity with others who are different from ourselves.

Julia Danalevich (USA) & Maksym leligulashvili (Ukraine)

**ART AS AN INSTRUMENT AND A FORM OF DIALOGUE IN A DIVIDED COMMUNITY**

This session will present and discuss practical features of using the tools and forms of contemporary art for building peace and increasing social cohesion in conditions of social conflict, divided communities, and society. We will analyze the possibilities for using these tools and forms as preventive measures and as forms for building trust or motivation for communication between the parties of the conflict. The issues and peculiarities of these tools’ application on both methodological and practical levels will be discussed.

Khusdeep Malhotra (India)

**UNDERSTANDING PEACE ON THE GROUND: ETHNOGRAPHIC AND PARTICIPATORY INSIGHTS INTO CITIZEN-LED PEACE INITIATIVES**

This presentation will combine ethnographic evidence from Kashmir and participatory research from Sri Lanka to discuss how everyday citizens work to create and maintain peace on the ground in situations of protracted conflict. The session will engage the audience through activities which will demonstrate how common understandings of peace come about from reconciliatory processes, and ultimately lead to peace-building measures in the everyday.

Mforndip Ben Oru (Cameroon)

**COMPARING EXPERIENCES AND REFLECTIONS AS PEACE EDUCATORS**

Peace education is old in the countries of the West. In Africa and especially in Cameroon, it is a new arrival, yet it is packed full with innovative ideas that address problems of conflicts and violence. At the same time, peace education is still neglected or ignored in Cameroon, a country that is faced with enormous problems of violence, conflicts and terrorism. We peace educators know that peace education is the best education to fight against violence and terrorism. In my presentation, I will discuss my experiences; challenges as well as my perspectives. This will provide a basis to open the stage for reflections and suggestions on how I can improve my work.

Benedict Peter Weiss (Germany)

**HOW TO ADDRESS STRUCTURAL CAUSES OF GENDER VIOLENCE?**

The aim of the workshop is to address the structural causes of gender violence and to link it to the concept of intersectionality. It will start with the activity “The privilege walk”. Then, there will be a structured debate based on the “fish bowl” tool. Discussion will be about the adaptability of methods to address gender issues in diverse backgrounds. One question will be about the need to be sensitive to contexts in which it is intended to debate gender issues. As input, reference will be made to experiences with indigenous communities that are part of the K´acha Kausakunapaq project, Bolivia.

Petroula Antoniou (Cyprus) & Elissavet Karamichail (Greece)

**BUILDING BRIDGES: CULTIVATING RESPECT AND UNDERSTANDING TOWARDS REFUGEES & VICTIMS OF FORCED DISPLACEMENT**

This workshop will look at how experiential learning can be applied in promoting respect and understanding towards refugees by incorporating inclusion, interaction, and participation in a classroom. Experiential methods and reflection processes can provide alternative ways of knowing and understanding the notions of refugee, peace, and non-violent communication. During the session, participants will reflect on issues of complex identities, diversity, and racism, and develop skills to negotiate relevant values and ideas in a positive and supportive environment.

Evi Eftychiou (Cyprus) & Elissavet Karamichail (Greece)

**HOLISTIC PEACE EDUCATION: THE MONTESSORI PERSPECTIVE / MONTESSORI AND SKY SCHOOL MODELS – PEACE EDUCATION MODELS**

This workshop will elaborate on Montessori pedagogical approach and the Sky School as two educational models that contribute in the transformation of the person by enabling them to create conditions and systems that actualize nonviolence, justice, environmental care, and other peace values. Participatory activities will inform the discussion by focusing on other practices/examples of peace education and the challenges that occur especially in divided and fragmented societies. The overarching inquiry to be addressed is how peace education can be incorporated in the school curriculums as a holistic educational approach.

Sharon Holломbe (Israel/USA)

**CO-CONSTRUCTING THE SIMULATION IN EDUCATION: EXPERIENTIAL LEARNING CENTER IN A DIVIDED SOCIETY**

This workshop introduces the experiential learning methodology currently being developed and implemented using high-fidelity simulations with professional actors and facilitators and video-based debriefing aimed at addressing the necessity of equipping educators of all kinds at every stage of their professional development with the social and emotional competencies necessary to constructively meet the conflicts inherently involved in their work. This takes place in the context of the intractable conflict in Israel/Palestine in Hebrew or Arabic depending on the group. 40% of our annual workshops are for the Palestinian Israeli population in Israel. Together we will explore the complexities involved.

Dana Yudha Kristiawan (Indonesia)

**LANGUAGE & PEACE EDUCATION, PALAR IN INDONESIA**

Peace education curriculum is one in which the ‘philosophy’ and ‘practice’ of peace are embodied. This workshop applies a peace-education philosophy to the practice of English materials development in order to develop locally grounded English materials for an Islamic context. The workshop is based on PALAR (Participatory Action Learning
and Action Research) adapted to English material development. The participants engage in deep listening and critical and reflective dialogue to create materials. They take on the role of teachers exploring their local culture and students trying out sample materials to understand the principles of transnational peace education and local stakeholder buy in.

Mica Segal de la Garza (USA) & Sandra Carolina Torrico Sánchez (Mexico)

A SPECTRUM OF CONFLICTED REGIONS WORKING WITH COMPLEXITIES & PARADOXES ACROSS NARRATIVES

This session will look at conceptual distinctions between different kinds of peace education, specifically in relation to dominant narratives associated with a conflicted regions. To explore these paradoxical uses of peace education, we offer using ‘vent diagrams’ as a tool of overlapping those contested narratives. In a talking circle with guided inquiry, participants would share their research, project experience, or other tools. In collaboration with other participants, we will create a space to learn from other people’s experiences.

JULY 27 - SATURDAY

PLENARY F

Erin Dunlevy (USA)

WHAT GOES UNGRIEVED? ENCOUNTERING OUR HISTORICAL LINEAGE THROUGH RESTORATIVE JUSTICE

Restorative justice practices, built around personal narrative, foster collective healing and transformation by inviting us to encounter our own historical lineages within the context of community. By reflecting on what has gone ungrieved in our own historical lineages -- events that may have occurred before we were even born -- we allow ourselves to integrate our often fragmented generational traumas, thereby situating ourselves as subject rather than object of our own histories. And it is from this place that we move collectively towards envisioning a future full of new possibilities.

Alejandra Barrera (Mexico/Austria) & Adrián Viesca Gold (México)

IIPE MEXICO 2021: EXPERIENCING PEACE TOGETHER WHILE COMMUNALLY WEAVING THE REALMS OF OUR LIVES

Recognizing, realizing, mapping networks. We all belong to groups of people circling around topics that bring us together: from crisis to shared goals, from specific needs to contextual coincidence, there are always links that keep us doing what we do continually with those same others. From this communal standpoint we purposefully share, learn, and teach. In relation to this, we ask ourselves and our communities the following questions: Which groups can we consciously identify with? What are my groups’ clear standings for peace? What are my roles in my groups’ peaceful endeavors? What connection do my groups have with others? What are those relationships promoting? How do I nourish peace from my life?

Eamon Rafter (Ireland)

THE COMMON GOOD IN DIVIDED SOCIETIES

This presentation will explore the meaning and relevance of the ‘common good’ in the context of Northern Ireland and the persistent divisions existing twenty years on from the Good Friday/Belfast Agreement. What do we mean by ‘the common good’, how is it understood by the participants, and how can peace education help to envision and plan it? We want to support reconciliation on the island of Ireland and this requires working for a better and a shared future for everyone as much as overcoming the burden of the past.
<table>
<thead>
<tr>
<th>REFLECTION GROUPS</th>
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<td>Reflection group facilitators are marked with a “*”.</td>
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</table>

### GROUP A
- Vyonne Akoth (Kenya)
- *Barbara Barnes (USA)
- Natalie Christopher (Cyprus)
- Evie Grouta (Cyprus)
- Adhila Hassan (India)
- Kevin Kester (USA/S. Korea)
- Nena Mocnik (Slovenia/Finland)
- Kyriakos Pachouliides (Cyprus)
- Werner Wintersteiner (Austria)

### GROUP E
- Elena Antoniadou (Cyprus)
- Suleyman Gelemer (Cyprus)
- Sharon Holombe (Israel/USA)
- Ashaney Orando James (Jamaica)
- Shreya Jani (India)
- Eamon Rafter (Ireland)
- Sandra Caro Torrico Sánchez (México)
- Hale Silifkeli (Cyprus)
- *Anita Yudkin (Puerto Rico)

### GROUP B
- Kemal Aşık (Cyprus)
- Alicia Cabezudo (Argentina)
- *Erin Dunlevy (USA)
- Victoria Falco (Spain)
- Elena Papamichael (Cyprus)
- Elma Tahmaz (Bosnia and Herzegovina)
- Rajib Timalsina (Nepal)
- Benedict Weiss (Germany)
- Hakim Williams (Trinidad and Tobago)

### GROUP F
- Brigid Glustein (Canada)
- Shenel Husnu (Cyprus)
- *Tony Jenkins (USA)
- Khusdeep Malhotra (India)
- Donna McInnis (USA/Japan)
- Ben Oru (Cameroon)
- Ilenia Papalardo (Italy/Cyprus)
- Maria Paula Unigarro Alba (Colombia)
- Adrián Viesca Gold (México)

### GROUP C
- Marios Antoniou (Cyprus)
- Hogai Aryoubi (USA)
- Elissavet Karamichail (Greece)
- *Heather Kertyzia (Canada/Costa Rica)
- Dana Yudha Kristiawan (Indonesia)
- Yaprak Parlun (Cyprus)
- Tomás Darío Pérez Vega (México)
- Tatjana Popovic (Serbia)
- Michalinos Zembylas (Cyprus)

### GROUP G
- Petroula Antoniou (Cyprus)
- Alejandra Barrera (México/Austria)
- Iryna Brunoval-Kalisetska (Ukraine)
- Francesca Fragkoudi (Cyprus)
- *Janet Gerson (USA)
- Alden Jacobs (Cyprus)
- Vidya Jain (India)
- Sergio Andrés Sánchez (Colombia)
- Shereen Sayed (Egypt)

### GROUP D
- Rosie Manmeet Chawla (USA)
- Jody Ciçek (Turkey/USA)
- Evi Eftychiou (Cyprus)
- Joe Jukes (UK)
- Ozge Özogul (Cyprus)
- Francesco Pistolato (Italy)
- *Mica Segal (USA)
- Prosperity Simpemba (Zambia)
- Lourdes Torres Santos (Puerto Rico)

### GROUP H
- Qasim Aslam (Pakistan)
- Monisha Bajaj (USA)
- Amada Benavides (Colombia)
- Julia Danalevich (USA)
- Emilia Demetriou (Cyprus/Bulgaria)
- Maksym Ielgulashevili (Ukraine)
- Colins Imoh (USA/Nigeria)
- *Loizos Loukaidis (Cyprus)
- Hilmi Tekoglu (Cyprus)
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<td>Kemal Aşık (Cyprus)</td>
<td>AHDR</td>
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<td>Qasim Aslam (Pakistan)</td>
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<td>Monisha Bajaj (USA)</td>
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HUSEYIN AKANSOY
(CYPRUS)
I was born in a small village called Maratha, at the Famagusta district. When the black clouds of war appeared, I was 17 years old. On the 14th August, my village along with adjacent 2 other villages were wiped out. I lost my mother, two sisters and two brothers on that day. 30 people from my extended family were brutally killed and dumped into a ditch. As someone who has lost almost all close family in one of the most gruesome massacres in 1974, I realize that the only way to get over the loss and move on with my life is to work as hard as I can for peace and reunification of our country, to make sure that no other family will experience this terrible suffering.

ERBAY AKANSOY
CYPRUS DIALOGUE FORUM (CYPRUS)
Erbay Akansoy is the president of Humanitarian Relief Mission (HRM) since 2013. HRM was founded in 1998 and coordinated the relationships between UNOPS and later UNDP with the Turkish Cypriot Community. He is the co-coordinator of the Cyprus Dialogue Forum who has previously worked extensively for conflict transformation with political and non-political actors in Cyprus. Within this context, he has also worked with key actors from other conflict countries specifically from Palestine, Israel, Germany, Northern Ireland, Lebanon, Syria, Burma, Sri Lanka and Nepal. He is a devoted peace activist who believes in the power of dialogue and provides research and facilitation assistance and support to the political and non-political actors within the community. He has a political science background with a MSc in European Management from ESC Rouen.

VYONNE AKOTH
IMPACT CHANGE (KENYA)
Vyonne Akoth is a peace advocate by profession and Director of Impart Change. Impart Change is a local non-profit organization that empowers young people to be peace champions in their communities. Vyonne is also a Generation Change Fellow of the United States Institute of Peace (USIP), and a 2019 Sakharov Fellow with the European Parliament. Her passion for championing sustainable peace lead her to represent Kenya and Africa in numerous regional and global forums. She has been selected as a key speaker and panelist in events such as the 2015 UN ECOSOC Youth Forum and the 2017 US – Africa Partnerships Symposium.

ELENA ANTONIADOU
AMERICAN ACADEMY NICOSIA (CYPRUS)
Elena Antoniadou was born in Paphos, Cyprus, in 1990. She is a primary school teacher, with a BA in Pedagogical Sciences and a MA in Multicultural Education. Her research is focused on peace education as a vehicle of reconciliation in Cyprus. Elena was a member of the pool of trainers for the project “Education for a Culture of Peace”, which was implemented by AHDR and POST-RI under the authorization of the EU. She has done in-service trainings for teachers and she also teaches Music within schools where she has worked. She holds a Grade 8 in Piano, Singing, and Theory of Music.

PETROULA ANTONIOU
CYPRUS PEDAGOGICAL INSTITUTE (CYPRUS)
Petroula Antoniou is a Doctor in the Educational Studies Program of the Open University of Cyprus; she holds a Master’s degree in Curriculum and Teaching and a BA in Primary School Teaching. She is now an officer at the Cyprus Pedagogical Institute and an active teacher in the Elementary School Education system. Petroula was awarded with the status of Accredited Lecturer of the University of Derby. She has been trained at the European Commission in the Cabinet of the European Commissioner for Education, Culture and Multilingualism in Brussels. Her research interests lie in the area of Education for a Culture of Peace and Interculturalism.

MARIOS ANTONIOU
TEACHER, PEACE EDUCATOR (CYPRUS)
Marios is a teacher, a scholar and an activist who believes that access to good education contributes to the reduction of poverty, the increase of opportunity for a better quality of life and the strengthening of a civil society that lays the foundation for the creation of peaceful democracies. He finds inspiration in the beauty of cultural diversity and teaches about the necessity of openness to cultural understanding and the promotion of inter-culturalism. He earned his Ph.D. in Education from The University of North Carolina at Chapel Hill and has previously worked as a Research Associate at the Open University of Cyprus, as the Director of Grants and Educational Programs at Teachers2Teachers-International and taught at UNC’s Curriculum in Global Studies.
PARTICIPANT BIOGRAPHIES

HOGAI ARYOUNI
CAMBRIDGE UNIVERSITY (USA)
Hogai Arouibi is a third year PhD candidate at Cambridge University in peace education and is a part of the Cambridge Peace and Education Research Group. Her doctoral study is on women’s education in Afghanistan using qualitative research methods and an Indigenous methodology. She is currently the Deputy Editor of the Cambridge Open-Review Educational Research e-Journal and the President of the Cambridge University Afghan Society. Hogai was a Fulbright Scholar, Teach for America corps member, American Association of University Women Fellow, and Leadership for Educational Equity Policy Fellow. She is interested in education in emergencies, autisticography, and Indigenous methodology.

KEMAL AŞIK
AHDR (CYPRUS)
I currently work at the Association for Historical Dialogue and Research as a Project Assistant for the Imagine project which is an educational program on Anti-racism Education for a Culture of Peace. I completed my bachelor’s degree on Translation and Interpreting at Hacettepe University in Ankara, Turkey. I furthered my studies with a Master’s degree in the field of Communication and Media Studies, and am currently a PhD student in the same field at Eastern Mediterranean University. For both my master’s and doctorate studies, I have mainly focused on the representation of gender in media.

QASIM ASLAM
THE HISTORY PROJECT (PAKISTAN)
Qasim Aslam was nominated 30 under 30 changing classrooms globally by International Literacy Association. Qasim is the founder of History Project Pvt. Ltd., a unique dual narrative approach to authoring national history textbooks. History Project’s first publication ‘Partitioned Histories: The Other Side of Your Story’ juxtaposed competing narratives of Indian and Pakistani history, showcasing the contrast in telling of the respective nation-state’s past. The Project has now reached over 20,000 students in India and Pakistan.

MONISHA BAJAJ
UNIVERSITY OF SAN FRANCISCO (USA)
Monisha Bajaj is Professor of International and Multicultural Education at the University of San Francisco. Dr. Bajaj is the editor and author of six books, including, most recently, Human Rights Education: Theory, Research, Praxis (University of Pennsylvania Press, 2017), as well as numerous articles. She created the International Journal of Human Rights Education, and the Encyclopedia of Peace Education, both online, open-access platforms dedicated to global dissemination of knowledge about these fields. Dr. Bajaj has developed curriculum—particularly related to peace education, human rights, anti-bullying efforts and sustainability—for non-profit organizations and inter-governmental organizations, such as UNICEF and UNESCO.

BARBARA BARNES
NYC IIPE GROUP, BROOKLYN COLLEGE, DSA (USA)
Barbara Barnes is a long-time peace educator. Attended seven IIPE summer institutes. Taught in Kenya and Mozambique. Worked many years in New York City public schools: facilitated diversity and anti-bias work for teachers and students, taught conflict resolution curriculum, and developed peer mediation programs and restorative justice circles. Directed program for 10 Westchester County Colleges to improve the racial climate for learning. Taught Conflict resolution practicum and conflict resolution curriculum at Columbia Teachers College. Currently teaches ‘Diversity and Inclusion’ course at Brooklyn College. Long time peace (anti-war), anti-racist, social justice, and political activist.

ALEJANDRA BARRERA
WU (AUSTRIA/MEXICO)
Alejandra Barrera, Ph.D candidate at the Department of Socio-economics (Ecological Economics Institute, WU, Vienna), was born in Mexico City. She earned a Master of Arts in Peace Studies, Development, Security and International Conflict Transformation. Her interests are focused on bottom up perspectives (in theory and praxis), and communities work for social change through arts and elicitive conflict transformation. She has organized several Peace Encounters as well as Peace Projects in Venezuela, Mexico and Austria.

AMADA BENAVIDES
SCHOOLS OF PEACE FOUNDATION (COLOMBIA)
I am a Colombian teacher. In 1997, with a group of colleagues, I founded Schools of Peace Foundation. Since 2003 I am fully dedicated to promoting a culture of peace, peace education, and human rights education in Colombia and Latin America. In this moment, we are working with communities in postconflict rural areas affected by armed conflict in Colombia. 2005 - 2011, I was member of the UN Working Group on the use of mercenaries, Office of the High Commission on Human Rights. I am a happy wife, mother and grandmother.

IRYNA BRUNOVA-KALISETSKA
INTEGRATION AND DEVELOPMENT CENTER (IDC) (UKRAINE)
PhD in Psychology, Executive Director, NGO ‘Integration and Development Center for Information and Research’ Dr. Brunova-Kalisetska has 17 years of experience of work with prevention, transformation, and reconciliation of identity-based conflicts, including in peace education for formal education. Since 2015 Dr. Brunova-Kalisetska has been facilitating dialogues as Project Coordinator in Ukraine OSCE with central, regional, and local authorities, experts and local NGOs. Since 2017-2019 she has been facilitating two long-term dialogue processes – on conflicts in media community and with MoE and the representatives of ethnic minorities. She also facilitates dialogues on memory conflicts issues, migration and IDPs, Russian-Ukrainian issues, dialogues on community level.

ALICIA CABEZUDO
INTERNATIONAL PEACE BUREAU - IPB BERLIN / GENEVA (ARGENTINA)
Professor Emeritus, School of Education/University of Rosario / Argentina and UNESCO CHAIR on Culture of Peace and Human Rights at the University of Buenos Aires/Argentina. Think Tank Member, North South Centre of the Council of Europe, and Consultant on Global Education and Citizenship Education of the North South Centre and UNESCO / Global Citizenship Department. She is living in Colombia since 2017 teaching in Peace Education University Programs and coordinating regional and local Programs as representative of the International Peace Bureau - IPB, the Latin American Institute for Peace and Citizenship - ILAPyC and the Colombian Corporación Creer en la Paz (Believe in Peace Foundation). Author of various books, publications, and research articles on her specific and diverse expertise and education field.

ROOSIE MANMEET CHAWLA
GREATCHINA INTERNATIONAL EDUCATION (USA)
Rosie Chawla has a Masters Degree in Conflict Resolution & Negotiations from Columbia University, a business certification from Wharton Business School and Temple University. She has worked in the business field for years and has been working globally, including traveling to Greece in 2016 to research Syrian Refugees, interning for the United Nations Office for Drugs and Crime in Myanmar as a conflict researcher, and attending a fellowship from UN consultative agency to Palestine for the conflict between Palestine & Israel. Currently, her role in China is as a Global Projects Advisor developing educational projects on global issues.
NATALIE CHRISTOPHER
CYPRUS GIRLS CAN & COLUMBA-HYPATIA (CYPRUS)
Natalie Christopher is a Cypriot Astrophysicist, works on astronomy for peace and is a keen sportswoman. Frustrated at the lack of female participation in sport and the lack of recognition of female athletes that were achieving in Cyprus, she founded the Cyprus Girls Can (CGC) campaign in 2017. CGC aims to get women and girls, of all ages and abilities, across Cyprus more involved in sports. CGC provides the opportunity to try new sports, visit new places across the island and make new friends. Many women have crossed the divide or met someone from the other community through CGC.

JODY ÇIÇEK
(USA)
I am a linguist that started out my career working with communities of minority language speakers. I advocated for indigenous language rights and traditional holistic education practices. I started a program to educate impoverished children from the Chinese countryside and volunteer with an organization that teaches migrant workers' children. This is such an important pivotal job in a part of the world where interethnic conflict is high and intercultural understanding is low. I train professors and teachers as well as design language curriculum for programs throughout Asia using peace education and peace linguistics to foster understanding and affirm multiplex perspectives.

GLAFKOS CONSTANTINIDES
(CYPRUS)
Glafkos Constantinides holds University degrees in Sociology, Economics and Urban Planning. He worked initially as Urban Planner in the public sector, later as coordinator of the bi-communal Nicosia Master Plan and the New Vision for Nicosia and subsequently as independent consultant in Cyprus and abroad. His interests include the use of socio-economic perspectives in spatial planning, urban regeneration and heritage conservation, 'divided cities' and their social, economic and spatial adjustment challenges. Member of the Royal Town Planning Institute of UK (MRTPI), Fellow of the Royal Society of Arts and of the bi-communal Technical Committee on Cultural Heritage.

JULIA DANALEVICH
(USA)
Julia Danalevich is a junior at Georgetown University in Washington D.C where she is majoring in Culture and Politics focusing on educational reform and policy for women's empowerment, and minoring in Philosophy and Justice and Peace Studies. Throughout Julia's educational career she has dedicated herself to the service of others through her social justice work in her local and international communities. Julia founded her own non-profit called Finding Common Ground where she helped to raise funds for educational resources in indigenous communities in parts of South America. For this past summer, Julia has been interning at the Association for Historical Dialogue and Research here in the Buffer zone and plans to one day pursue educational policy advocacy either in the United States or in her international community.

EMILIA DEMETRIOU
OPEN SCHOOL EAST (CYPRUS/BULGARIA)
Emily Demetriou was born in Nicosia, Cyprus in 1993. She is a multidisciplinary artist/curator (BA in Fine Art, MA in Contemporary Art), whose work involves performance, writing, sound, and video. Her research is focused on institutional critique, critical pedagogy, collectivism and radical happiness—trying to reach a more socially engaging, collaborative, and participatory practice. Emily is part of duo collective Panicattack, with Turkish artist/curator Naz Balkaya, with collaboration at the heart of their practice. Panicattack has been curating the series of performance happenings Razzmatazz since 2015, supporting, and engaging with emerging and marginalised artists.

ERIN DUNLEVY
RESTORATIVE PRACTICE NYC/NY (USA)
Erin Dunlevy is a restorative justice and equity educator from New York City. Her areas of focus include developing a restorative model for critical consciousness, anti-bias strategies, and examining the impact of race, power, and privilege in schools and professional settings. Erin has written and presented extensively about evaluative measures for restorative practices in schools cited for disproportionality and high incidences of violence. In addition to her field work, Erin is an instructor at the New York University Metropolitan Center for Research on Equity and the Transformation of Schools and is a visiting professor of restorative justice at the University for Peace in Costa Rica.

CHRISTOS EFTHYMIOU
RELATIVES OF MISSING PEOPLE (CYPRUS)
Christos Efthymiou is a Civil Engineer by profession and a long time peace activist since being a student. All these years, bi-communal activities have been at the centre of his work taking a more direct form after the opening of the check points in 2003. He has taken an active part in initiatives to form a broad bi-communal movement at grassroots now taking the form of the Bi-communal Peace Initiative - United Cyprus. Since 2006 he has worked with other relatives of victims of intercommunal violence and war to form the Bi-communal association “Together We Can” and continues to play an active role in the movement.

EVI EFTHYCHOI
MORNINGSIDE MONTESSORI ELEMENTARY PRIVATE SCHOOL / UNIVERSITY OF NICOSIA (CYPRUS)
Dr. Evi Efthychiou is the co-Founder of Morningside Montessori Elementary School, which aims to promote grass root changes in the divided society of Cyprus. Peace education is at the heart of the Montessori educational approach. The trilingual aspect of the school (English, Greek and Turkish) provides the children the communication tools to break any barriers that may exist between them. Religion is being approached from a cultural perspective and history is being contextualized in order to allow multiple voices to be heard and comprehended. Evi is a Lecturer of Social Anthropology and Sociology at the University of Nicosia.

SENER ELCI
PRIMARY SCHOOL TEACHER TRADE UNION REPRESENTATIVES (CYPRUS)
Sener Elci was born in Kalaressos, Larnaca in 1963. He had to migrate with his family twice due to the societal incidents and conflicts in Cyprus in 1960s and 1970s. After completing his high school education in Famagusta, he graduated from Teacher Training College in 1984 and worked in various schools as primary school teacher. In 1986, Elci started to take active role as a unionist and he is continuing his career as General Secretary of Cyprus Turkish Teachers’ Trade Union (KTÖS) since 2001. Sener Elci as General Secretary of KTOS puts in significant effort for re-unification of Cyprus against the ongoing invasion and division of Cyprus since 1974; demilitarizing and disarmament of the Island and; contributing to the struggle of Cypriots demanding respect to their political will and the human rights.

MARIOS EPAMINONDAS
AHDR (CYPRUS)
I have studied Pedagogics (BA), History(BA), Art(MA), and Educational Leadership(MA). He has worked as an educator, school textbook author, museum animator and education policy expert. He has been active in Civil Society Organisations since the 90s as a Board Member and as a Coordinator and/or trainer/facilitator in several projects with themes related to human rights, history, intercultural learning and youth empowerment. He is one of the founding members and treasurer of the Association for Historical Dialogue and Research. Currently he works as an officer for European and International Affairs of the Ministry of Education and Culture. In 2010 he initiated the “Nicosia walk” and unconventional educational tour aiming to help participants to (un)learn the histories of the city through a multiperspective approach. In 2015 he was appointed as a member of the Bi-communal Technical Committee for Education.
ELLADA EVANGELOU
ROOFTOP THEATER (CYPRUS)
Ellada was born and raised in Cyprus. She has studied in Cyprus and the United States (BA in English, MFA in Dramaturgy, PhD in Theatre Studies / Cultural Studies). She has worked as a dramaturge, theatre director, workshop facilitator and independent consultant, in collaboration with theatre companies, NGOs and international organisations. She teaches theatre and dramaturgy in higher education in Cyprus and the USA. She is interested in the relationship between theatre and identity, and works in the intersection of arRivism and scholarship in post-colonial, post-conflict communities. She is co-founder of Rooftop Theatre and member of the Leadership Circle of the IMPACT Project. Currently, she is the Artistic Director of the 2019 Buffer Fringe Performing Arts Festival.

VICTORIA FALCÓ
(SPAIN)
Victoria Falcó is an historian specializing in contemporary history. She has an MA in Museums Education and Communication and an MA in Photographic History. Currently, she is finishing the Master in International Studies in Peace, Conflicts and Development, Unesco Chair, UIJ Spain, through which she has specialized in Peace Education, Gender and Development, Communication and Philosophy for Peace. She was an Intern at Amrita University (India) Center for Women Empowerment and Gender Equality Unesco Chair. Previously, she was a specialist in culture for social change management and research with more than 15 years of experience in contemporary art museums, education, and a wide range of institutions in Spain, UK, and India, as well as a specialist in communication for social change and ethics in photography. Throughout my career, I have developed contemporary art and photography projects with teachers and schools, and trained teachers to implement peace education through contemporary art in schools.

FRANCESCA FRAGKoudI
MAX PLANCK INSTITUTE FOR ASTROPHYSICS (CYPRUS)
Francesca Fragkoudi is an astrophysicist & science communicator based at the Max Planck Institute for Astrophysics in Germany. While exploring the nature of dark matter and how galaxies form, she is also passionate about communicating science to the public, and using it as a tool for development & peace. She founded and co-coordinates the “Columba-Hypatia: Astronomy for Peace” project, an award-winning project by GalileoMobile and AHDR, that takes place on the island of Cyprus, in which astronomy is employed as a tool for peace, diplomacy and reconciliation.

SÜLEYMAN GELENER
(CYPRUS)
Süleyman Gelenen holds a BA (Hons) in Science of Education – Primary Education from Atatürk Teacher Training Academy and a Master of Arts in International Studies in Education from the University of Birmingham. Since the early 2000s, he has been engaged in civil society that focuses on historical inquiry, contemporary understanding, and peace building. He is actively taking part in organizations at local, national, and international level to promote peace, democracy, social justice, and equality through the development of education. He contributes to the undertaking new initiatives on how education can contribute to conflict transformation, peace, reconciliation and countering of prejudice, discrimination, racism, xenophobia and extremism.

JANET GERSON
EDUCATION DIRECTOR, IIPE (USA)

BRIGID GLUSTEIN
(CANADA)
Trained as an elementary school teacher, it quickly became apparent that the formal education system was not a fit for the work I wanted to do. For the last 15 years I have had the joy of working with children, youth, and families in non-profit organizations. Experiences include working in a refugee residents and developing pedagogical tools for students travelling overseas. For the last ten years, I have been the director of a community centre that works with over 600 youth annually. Programs in sports, recreation, and education aim to help participants develop life skills, participate fully in their community, develop leadership skills, and ensure safety for vulnerable youth. Brigid Glustein lives in Montreal, Canada. A 2007 graduate from the UPEACE peace education program, much of her work is informed by practices of that field.

EVIE GROUTA
ASSOCIATION FOR HISTORICAL DIALOGUE AND RESEARCH (CYPRUS)
Evie holds a Bachelor’s Degree in Science Education from the University of Cyprus, and a Master’s Degree on Museum Studies from Leicester University. After graduating, she spent three years freelancing and exploring various fields of education such as museum education, history education, dancing, and eventually, Education for a Culture of Peace. Evie joined the team of the Association for Historical Dialogue and Research (AHDR) as an intern in 2016 and, since September 2018, she is working as a project assistant for the peace education project ‘Imagine’. Moreover, she is a board member of the non-governmental organization Youth for Exchange and Understanding Cyprus.

ADHILA HASSAN
(INDIA)
I am a Peace Educator from India. I have been working in Peace Education field for ten years both in formal and non-formal sectors. I did my Masters in Peace Education from University for Peace, Costa Rica and Masters In Life Skills Education from RGNID University, India. For the past two years, I have been a part of Operation Groundswell, which promotes experiential education through ethical travel and, as a Regional Director, I organise educational programs in South and South East Asia. I am passionate about exploring and promoting various models of peace education especially through theater and movement-based methods.

SHARON HOLLOMBE
BAR ILAN UNIVERSITY (ISRAEL)
Sharon M. Hollombe is currently the Head of Content Development and Training at HaLev: The Center for Simulation in Education at the School of Education at Bar Ilan University. Sharon studied Conflict Resolution and Education at U.C Berkeley in California, then became a teacher at the Democratic School in Hod HaSharon in Israel, and later received an M.A in Peace Education from the U.N University for Peace in Costa Rica. Sharon is particularly interested in the meeting points between Conflict Transformation and Teacher Education, on the individual and societal levels, especially in the context of so-termed intractable conflict.
PARTICIPANT BIOGRAPHIES

SHENEL HUSNU
EASTERN MEDITERRANEAN UNIVERSITY (CYPRUS)
Shenel Husnu Raman is an associate professor of social psychology. She obtained her B.Sc. in Psychology and M.Sc. in Social Psychology from Middle East Technical University, Turkey and her Ph.D. from the University of Kent, UK. She worked at the University of Kent as a part-time lecturer until moving to the University of Derby as a Senior Lecturer. In 2011 she joined the Department of Psychology at Eastern Mediterranean University, North Cyprus. Dr. Husnu Raman teaches a variety of courses at both the undergraduate and graduate level including research methods, psychology of prejudice, psychology and gender issues and advanced statistics. She is also a member of the Bicommmunal Technical Committee of Education and practices as a trainer of peace education in both communities of Cyprus. Her research is in the field of intergroup relations, prejudice reduction and gender issues.

MAKSYM IELIGULASHVILI
(UKRAINE)
Maksym ileigulashvili. Facilitator and trainer of non-formal education, works in the field of human rights protection, non-discrimination and social conflict. He actively uses art tools to work with historical memory, controversial themes, peacebuilding, and in general in non-formal education. Adapted these tools for peace building activities in the context of the conflict in Ukraine. He has been worked in the sphere of overcoming the humanitarian crisis and peace building in Ukraine since 2014. Cooperates with different national and international organizations and institutions in these topics.

COLINS IMOH
(NIGERIA)
Colins Imoh area of interest is nonviolent actions, multiculturalism, development, and peacebuilding. Professionally, he holds an MA in Conflict Transformation from Eastern Mennonite University, MPhil from the University of Cape Town in Environmental Management and Ph.D. in social foundations from the University of Toledo. He has consulted for various organization globally on peacebuilding, development, and governance. He is a member of the Mediators Beyond Borders - International Consultancy Panel; International Steering Committee Member of the African Peace Fellows –California State University, Sacramento, among other responsibilities. He was the pioneer coordinator of the Africa Network of Young Peace Builders, working from their International Secretariat in the Netherlands. He worked as the Partners for Peace Project Manager, a network whose mission is to build social capital around peacebuilding.

ALDEN JACOBS
VISUAL VOICES (USA)
Alden Jacobs is the Director and Co-founder of Visual Voices, a non-profit organization based in Cyprus and partnering internationally. The organization focuses on the intersection between strategic social art and community peacebuilding, allowing young artists from communities affected by violent conflict to share their perspectives and advocate for peace. He has been working in international community development since 2011 with assignments in Honduras, Mozambique, and Cyprus. As a Rotary Peace Fellow, he completed his Masters at the Uppsala University Department of Peace and Conflict Research. He is passionate about community development, community involvement, peacebuilding, and youth.

VIDYA JAIN
UNIVERSITY OF RAJASTHAN (INDIA)
Prof. Vidya Jain is a Professor of Political Science in the University of Rajasthan, Jaipur, (India). She was Principal of Maharani College and Director, Centre for Gandhian Studies, Jaipur. She is convenor of Nonviolence Commission, IPRA. She was Secretary General of APPRA. Vidya Jain is a scholar of Gandhian, Peace and Gender Studies. She has authored 7 books and innumerable articles in journals. She is on the editorial board of several journals. She is a member of Nonkilling Political Science Committee of the Centre for Nonkilling, Hawaii (USA). She is president of Mahatma Gandhi Foundation for Peace Research.

ASHANEY ORANDO JAMES
ASHORA MCT (JAMAICA)
Ashaney James is an educator, researcher, trainer, facilitator, coach, mentor and advocate. He is consultant with over a decade of grassroots experience. He has travelled in over 30 countries, five continents, lived in 5 countries, and consider himself a global citizen. Ashaney completed his Bachelors degree at the University of the West Indies ( Mona) in Jamaica and he is a graduate student in Peace Studies at the University of Innsbruck in Austria. His thesis looks at peace education and violence in secondary schools in Jamaica. In August 2010, he was recognized by the Prime Minister of Jamaica for Excellence in Service to the Nation’s youth. In March 2018, he was appointed as the Institute for Economics and Peace (IEP) Peace Ambassador, to act as a resource person for the Global Peace Index. Ashaney is the Managing Director at Ashora Management Consulting and Training and a Red Cross Volunteer.

SHREYA JANI
STEP TRUST (INDIA)
Shreya Jani, MA Peace Education, UN Mandated University of Peace; Diploma Conflict Resolution and Peacebuilding Delhi University; B.ed. C.I.E, Delhi University; B.A Political Science, Lady Shri Ram College, Delhi University. She is founder and managing trustee of Standing Together To Enable Peace Trust with over 15 years of work experience. She also currently works as an independent consultant for various organisations and her areas of expertise include ecology, community mental health, youth empowerment, prevention of violent extremism, secular ethics and universal values, and peace education. She has thus spoken and conducted workshops on these issues on many national and international platforms in Spain, Cyprus, South Korea, USA, Azerbaijan, Qatar, Afghanistan, and Italy including working with UNESCO MGIEP. New Delhi.

TONY JENKINS
IIPE, GLOBAL CAMPAIGN FOR PEACE EDUCATION, GEORGETOWN UNIVERSITY (USA)
Tony Jenkins PhD has 17+ years of experience directing and designing peacebuilding and international educational programs and projects. Tony is currently a Lecturer in the Program on Justice and Peace Studies at Georgetown University. 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). Tony’s applied research is focused on examining the impacts and effectiveness of peace education methods and pedagogies in nurturing personal, social and political change and transformation. He is also interested in formal and non-formal educational design and development with special interest in teacher training, alternative approaches to global security, systems design, disarmament, and gender.

JOE JUKES
CND PEACE EDUCATION (UK)
Joe Jukes (they/them) is a London-based workshop facilitator and resource designer, currently working with the theme of nuclear weapons. CND Peace Education aims to empower students in England with knowledge about nuclear weapons and peace, and to enrich critical thinking skills through active learning methods. Joe is currently finishing a new teaching resource entitled ‘Critical Mass: Lessons on gender, race and nuclear weapons’. They are interested in the role that the arts can play in educating around marginalisation.

ELISSAVET KARAMICHAIL
(GREECE)
Elissavet’s interest in peace education started during her time at United World College in Mostar. She completed her BA in World Politics and Education at Leiden University College, where she researched the potential of cross-fertilization between teacher training practices in peace and multicultural education. She is a course facilitator and steer-
ing group member of Sky School and has interned and worked as an ‘Imagine’ facilitator at the Association for Historical Dialogue and Research. She recently completed her MPhil in Education at Cambridge University, where she researched institutional dynamics around the provision of formal education to refugees in Greece.

**HEATHER KERTYZIA**  
**UNIVERSITY FOR PEACE (CANADA)**

Dr. Kertyzia is the Head of the Peace and Conflict Studies Department at the University for Peace in Costa Rica. She teaches primarily in the Peace Education and Gender and Peacebuilding Masters programs. Her participatory action research focuses on working collaboratively with educators to improve the implementation of peace practices in schools.

**KEVIN KESTER**  
**KEIMYUNG UNIVERSITY (KOREA/USA)**

Kevin Kester is Assistant Professor of International Education and Global Affairs in the Graduate School of Education and School of Global Affairs at Keimyung University in Daegu, Korea. His research interests lie in the sociology and politics of education with a focus on comparative and international education; education, conflict, and peacebuilding; and the global governance of education in conflict-affected societies. His latest publications are in Globalization, Societies and Education; Teaching in Higher Education; and Education as Change. He is the Book Review Editor for In Facts Pax and Editorial Board Member of Review of Education, Pedagogy, and Cultural Studies.

**ANDREAS KETTIS**  
**OFFICE OF THE EUROPEAN PARLIAMENT IN CYPRUS (CYPRUS)**

Andreas Kettis was born in 1976 in Lamaca. He studied Political Science with specialisation in Public International Law and International Relations at the University of Athens (Greece), and then pursued a Master of Arts in Contemporary European Studies at the University of Sussex (UK). He was a career diplomat between 2001 and 2015 and served in Embassies/diplomatic missions of Cyprus in Stockholm and Brussels. In September 2015 after succeeding in a European Competition, he was appointed Head of Unit in the European Parliament and posted in Nicosia as Head of the Office of the European Parliament in Cyprus.

**DANA YUDHA KRISTIAWAN**  
**UNIVERSITY OF NEWCASTLE (AUSTRALIA)**

Dana Kristiawan is an English lecturer at Universitas 17 Agustus 1945 Banyuwangi, Indonesia. His research interest is in English material development, Islamic identities, teaching culture and peace education. Dana has recently commenced his PhD at the University of Newcastle, Australia. He has won two travel grants from CAMTESOL conference in Cambodia to present his idea about English material design. He has been awarded research grants by the Indonesian government for developing locally grounded materials. He was also involved in community-based activities such as teaching English in prisons in Indonesia and promoting peace through the Peace Generation NGO.

**LOIZOS LOUKAIDIS**  
**ASSOCIATION FOR HISTORICAL DIALOGUE AND RESEARCH (AHDR) (CYPRUS)**

Loizos holds a BA in Primary Education (Aristotle University, Greece) and an MA in Peace Education (UPEACE, Costa Rica) and has extensive experience in the education sector both as a Primary School Teacher and a Peace Education activist, project coordinator, and researcher. His research interests include Peace Education, Gender, Human Rights, Religious Education and History Education. Loizos is currently the Educational Programs Officer of the Association for Historical Dialogue and Research (AHDR). In 2016 Loizos was appointed by the President of the Republic of Cyprus as member of the Bi-communal Technical Committee on Education in the context of the ongoing peace negotiations. He is also the Coordinator of the ‘Imagine’ Project that brings together students and teachers from across the divide in Cyprus during school hours.

**KHSUDEEP MALHOTRA**  
**TEMPLE UNIVERSITY (INDIA)**

Khusdeep Kaur Malhotra is a 5th year PhD candidate in Geography and Urban Studies at Temple University. Her dissertation is an ethnography examining identity construction and attachment to place among the Sikh community in Kashmir which has remained rooted in the state despite being the target of violence (as opposed to becoming displaced, the more likely outcome after violence).

**DONNA MCINNIS**  
**SOKA UNIVERSITY (USA/JAPAN)**

Donna McInnis is a Professor in the Department of Humanities at Soka University in Hachioji, Japan, where she teaches and develops courses on peace, justice, and human rights; peace literacy; nonviolent communication and conflict resolution; nonviolent social action and movements; mass communication and mindful media consumption; mindfulness and self-care for educators and care givers - all with a focus on altruism, compassion, and service. Research interests have focused on the need to intentionally address the role of the teacher as transformational agent rather than simply alluding to this or ignoring it altogether in teacher training programs.

**NENA MOCNIK**  
**UNIVERSITY OF TURKU/POST-DOCTORAL RESEARCHER (FINLAND)**

Nena Mocnik is a postdoctoral researcher at Turku Institute for Advanced Studies, University of Turku, Finland. She is the author of “Sexuality after War Rape: From Narrative to Embodied Research” (Routledge 2017) and several peer-reviewed articles that deal with post-war narratives, sexuality and violence, and applied drama. She is author of several human rights related forum theatre performances and her own monodrama ‘Canned’. She has delivered workshops and trainings in the field of social justice and anti-discrimination, using mostly approaches from community theatre and applied drama. In 2018, she was invited as the external expert at EUROCLIO - European Association of History Educators, developing experiential and embodied pedagogical practices in history teaching.

**ZUHAL MUSTAFAOGULLARI**  
**IMAGINE PROJECT TEACHER (CYPRUS)**

I was born in Enrekikli/Kokkina in 1971. When I was 5, I became a refugee from the western part of Cyprus to the easternmost part. After graduating from high school, I studied History Teaching at Selcuk University. I have been a teacher for the past 26 years and working at Namik Kemal Lisesi [High School], one of the biggest schools in Famagusta, for many years. I have been an Imagine teacher for the past two years, out of much love. Before that, I attended trainings offered by ‘Education for a Culture of Peace’. Since 2004, I have been attending the AHDR’s trainings. After meeting Greek Cypriot colleagues, I started to believe in peace.

**STEPHANIE NICOLAS**  
**PEACE PLAYERS (CYPRUS)**

Stephanie holds a Bachelor’s Degree in Sport Science and Coaching from the University of Bedfordshire and a Master’s degree in Globalization and Sport from Loughborough University. Her involvement in basketball led her to participate in bi-communal camps that began in Cyprus in 2005. She was a young participant, advanced to youth leader in 2006 and 2007 and in the 2008 and 2009 camps she became camp trainer. In 2011, Stephanie started volunteering for PeacePlayers Cyprus during their summer camps, twinnings and Leadership development programs, and when she finished her master’s degree she joined the PeacePlayers family as the program Coordinator.
MFORNDIP BEN ORU
CAMEROON PEACE FOUNDATION ASSOCIATION (CAMEROON)

My name is Mfonndip Ben Oru. I was born of peasant parents. After my primary education, I went to Secondary school. After my high school, I was trained as an elementary teacher. After a brief teaching career, I went back to the University. Later on I went to study Peace, and then to the Higher Teacher training College. At moment, I am a PhD second year student at the University of Busa. I am a teacher trainer and currently carrying on a Peace Education Campaign in Cameroon. I have been teaching for about 20 years.

ÖZGE ÖZOĞUL
AHDR (CYPRUS)

I was born and grew up in Nicosia, and graduated from the University of Southampton, the United Kingdom. During my bachelor’s degree, I joined the Erasmus Programme and studied at the University of Salamanca, Spain for a year, and worked at various non-governmental organizations. In 2014, I received my M.A. degree from the University of Groningen, the Netherlands, in Multilingualism with a specialization in Multilingual Education and Language Policy Planning. Upon completion of my M.A., in 2014, I received a scholarship from the European Union to pursue a PhD in Social Psychology. He is a primary school teacher while since 2008 is seconded to the Office of the Commissioner for Children’s Rights in Cyprus. Dr. Pachoulides combines successfully his educational background, his professional experiences and social activism, contributing for many years to the development of an intercommunal peace movement in Cyprus through his work with the Association for Historical Dialogue and Research (AHDR) - as Operations Officer since November 2017.

KYRIAKOS PACHOULIDES
AHDR CO-PRESIDENT (CYPRUS)

Kyiakos Pachoulides Co-President has studied pedagogical studies and psychology and holds a PhD in Social Psychology. He is a primary school teacher while since 2008 is seconded to the Office of the Commissioner for Children’s Rights in Cyprus. Dr. Pachoulides combines successfully his educational background, his professional experiences and social activism, contributing for many years to the development of an intercommunal peace movement in Cyprus through his work with the Association for Historical Dialogue and Research (AHDR) - as Operations Officer since November 2017.

ILENIA PAPALARDO
AHDR INTERN (ITALY, CYPRUS)

I attended the University of Insubria in Italy (postgraduate degree in Intercultural and Interlinguistic Mediation). Here, I focused on English and German language and culture, as well as on minorities, specifically on the Near East. I spent one year in Portugal and one semester in Sweden. At the Diplomatic Academy of Vienna, I focused on history and IRs, specifically on the MENA region. I also focused on French, German, and Arabic language. Topics of interest include issues on nationalism, identity, religion, and Ottoman history and art. I also enjoyed writing journalistic pieces on current issues in the MENA region.

ELENA PAPAMICHAEL
CYPRUS PEDAGOGIC INSTITUTE, MINISTRY OF EDUCATION AND CULTURE (CYPRUS)

Elena Papamichael holds an MA in Education: Culture, Language & Identity (2006, Goldsmiths College, University of London) and a PhD in Intercultural Education (2011, Institute of Education, University of London). She works as a Cyprus Pedagogical Institute Officer, Ministry of Education and Culture, where she conducts teacher trainings on antiracist and intercultural education. She is the author of a teachers’ handbook on diversity and intercultural education and has co-wrote the Ministry’s antiracist policy and coordinates its implementation since 2014. She also leads the Ministry’s and the Institute’s participation in European projects. She has presented her work at several international conferences.

YAPRAK PARLAN
(CYPRUS)

I am currently working at Eastern Mediterranean University as a part-time Instructor at Psychology Department and am also involved in ‘Imagine Project’ as a trainer. ‘Imagine Project’ is an Educational Program on Anti-racism Education/ Education for a Culture of Peace and it addresses primary, lower, and upper secondary and vocational schools from all areas of Cyprus across the divide. For my educational background, I have completed my Bachelor’s degree at Eastern Mediterranean University in psychology and continued my Master’s degree at the same university in developmental psychology.

TOMÁS DARÍO PÉREZ VEGA
COLECTIVO TOMATE (MÉXICO)

Tomas Dario, Founder and current director of Colectivo Tomate a non-government organization that inspires action for the transformation of spaces and the relationship among people. Colectivo Tomate aims to connect people through art, dialogue and participation in Mexico. Carrying out a project in 19 cities called “Mural City”, using elicitive conflict transformation, transnational understandings of peace and non-violent communication.

FRANCESCO PISTOLATO
(ITALY)

I am Italian. Law and foreign languages degrees, PhD. In Peace Culture. Retired teacher of German. I also worked as a translator, organizer of cultural events, peace researcher and educator. Applied philosophy as main interest.

TATJANA POPOVIC
NANSEN DIALOGUE CENTRE SERBIA (SERBIA)

Tatjana Popovic is a director of Nansen Dialogue Centre Serbia and an experienced trainer within conflict transformation field. Over the last 18 years, she facilitated a number of inter-ethnic dialogue seminars for teachers, ministries of education, and local authorities’ representatives in the Western Balkans, contributing to the reconciliation. Focus of her trainings is on Dialogue, Interactive Teaching Methodologies, Conflict Analysis Tools, and Mediation. Facilitating trainings for international groups of trainers in the UK, Norway, Armenia, and Turkey enriched her experience significantly. Tatjana holds MA in Peace Studies from the Faculty of Political Sciences, University of Belgrade and is a certified mediator.

EAMON RAFTER
GLENCREE CENTRE FOR PEACE AND RECONCILIATION (IRELAND)

Eamon Rafter is Learning Co-ordinator at the Glencree Centre for Peace and Reconciliation, in Co. Wicklow, Ireland where he has worked since 2005. He is a peace educator and dialogue facilitator with responsibility for education and training programmes with schools, youth, universities, adult and community groups. He has worked on peacebuilding programmes in Ireland north and south, Israel & Palestine, South Africa, Afghanistan, and in several European countries. His role also involves documenting and sharing the learning of the organization and, in this capacity, he compiled and edited ‘Deepening Reconciliation: Reflections on Glencree Peacebuilding’ published in 2015.
I'm Lourdes Ayme Torres Santos, a history and special education teacher in a Montessori public high school of San Juan, Puerto Rico. I also work as an educational and innovative consultant related to human rights, social change, and strategic planning.

Rajib Timalsina is Assistant Professor at the Department of Conflict, Peace and Development Studies, Tribhuvan University where he lectures on Peace Research Methods, International Humanitarian Law, peace-education, power and politics. For 2018 – 2020 tenure, he is serving as Governing Council Member at the International Peace Research Association (IPRA) representing Asia-Pacific region. He has served as research consultant to several projects pertaining to the peace process, culture of peace in Asia. He has also volunteered in various peace and reconciliation projects in Cyprus.

Hilmi Tekoglu holds a Master’s Degree in International Relations and a bachelor degree in English Language and Literature at Eastern Mediterranean University. He has also acquired a full year Exchange Programme on English Language and Culture at Leiden University, the Netherlands. Currently, he is working as a Communication and Events Officer in CiviSpace, EU Funded Technical Assistance Project. The Project aims to strengthen the role of civil society in the Turkish Cypriot community, to promote EU values and the development of a conducive environment for the further development of trust, dialogue, cooperation and closer relationship between the Turkish Cypriot and Greek Cypriot communities. Hilmi has also volunteered in various peace and reconciliation projects in Cyprus.

Elma Tahmaz holds a LLM in International criminal law and is currently engaged in another LLM in the field of International public law. She gained experience at the Prosecutor’s office of BiH, ICTY, NGO “Under the scope”. As a Rule of Law Monitoring Assistant in the OSCE Mission to BiH, she has experience developing conflict prevention plans while working in the filed office Foca. She is a Member of the Club of Bosniak intellectuals.

Micaela Segal de la Garza is an edu-learner and educator in Houston and a volunteer on the IIPE Organizing Team. Education and communication always frame Mica’s perspective when pursuing social justice, working towards peace, promoting people and their arts, protecting the environment, or having a good conversation. She studied Peace, Conflict and Development at Universitat Jaume I in Spain and Spanish, Communication and International Studies at Trinity University in Texas.

Hale Silifke is a Member of the Club of Bosniak intellectuals. As a Rule of Law Monitoring Assistant in the OSCE Mission to BiH, she has experience developing conflict prevention plans while working in the filed office Foca. She is a Member of the Club of Bosniak intellectuals.

Shereen Sayed has an MA degree in International and Comparative Education from AUC, and a Bachelor’s degree in Electrical Engineering. Since her graduation from AUC, Shereen has been passionately involved with several start-ups and NGOs in Egypt as a curriculum designer, researcher, facilitator and instructor. Her passion is working with educators to help them re-ignite their curiosity and awe towards learning processes. She also helps them design learning processes that adopt the latest learning techniques and pedagogies in the world while maintaining an eye on the contextual elements. This is what she is currently working on for Man Ahyaha community schools. In her work, Shereen focuses on the principles of peace education and interdisciplinary education among other pedagogies. Shereen had over 9 years’ experience in multinational corporations before she decided to shift career to education.

Prosperity Simpemba is the Regional Coordinator for the Southern African Regional Office of Astronomy for Development. He is based at the Copperbelt University in Zambia where he lectures on physics. His interest in astronomy started to develop during the time he was a student at the University of Zambia. He studied physics and became a pioneer of astronomy and space science in Zambia. In 2010 he became the second Africa Regional Coordinator for Space Generation Advisory Council (SGAC).

Papal & Catholic Peace Commission of Nigeria (PACPEACE)

ACB is currently working to ensure that the peace process and the human rights of minorities are protected through education and awareness of human rights in the Nigerian context.
SANDRA CAROLINA TORRICO SÁNCHEZ  
(MEXICO)  
Carolina Torrico (Mexico) studied History at University of Guadalajara and started her career as history and citizenship teacher in 2011. She holds a Master of Arts in Peace and Conflict Studies from Hacettepe University in Turkey. She currently works as teacher-librarian and digital citizenship teacher. She has participated in EUROCLIO’s programs in The Netherlands and Estonia, and Historians Without Borders in Finland. She is particularly interested in peace education through history teaching and Historians Contribution in Conflict Resolution.

ALI TUNCAY  
(CYPRUS)  
Co-Chair of the Bicomunal Technical Committee on Cultural Heritage.

MARIA PAULA UNIGARRO ALBA  
(Colombia)  
Maria Paula is from Bucaramanga, Colombia. She has experience conducting research in conflict dynamics and peace processes. One of her main subjects of interest is reconciliation — she has studied reconciliation practices between victims and ex-combatants in Colombia. Maria Paula has worked for non-profit organizations and public institutions in issues related to peace education and citizen participation. She is a political scientist from Pontificia Universidad Javeriana and received her Master’s Degree in Political Science with honors from Universidad de los Andes.

ADRIÁN VIESCA GOLD  
(MEXICO)  
After finishing high school without much liking, hope, illusion or faith in the official education system or himself, Adrián decided to search further into other forms of learning and lifestyles that made more sense. He has been delving into alternatives ever since and has found people along the way with the same calling. For the past 10 years, peace is a topic he has dedicated time and effort towards, and he deems it keeps yielding beautiful fruits and longstanding benefits through its convoluted path. He has worked alongside NGOs, spiritual explorers, self-management collectives, private consultancy and governmental institutions.

BENEDICT PETER WEISS  
(ISALP - INVESTIGACIÓN SOCIAL Y ASESORAMIENTO LEGAL POTOSÍ (GERMANY))  
i am from Freiburg (Germany), close to the French and Swiss border. I studied International Development and Spanish Philology at the University of Vienna (Austria). I worked in Colombia and Ecuador. Currently, I am hired as Civil Peace Worker at Investigación Social Asesoramiento Legal (ISALP), a local NGO in Potosí, Bolivia on 4,000 m high. Our Peace Project - K’acha Kausakunapaq - empowers indigenous communities on conflict transformation, and we work as a diverse group of Peace Volunteers.

HAKIM MOHANDAS AMANI WILLIAMS  
(GETTYSBURG COLLEGE (USA/Trinidad & Tobago))  
Dr. Hakim Mohandas Amani Williams, a native of Laventille, Trinidad & Tobago, is Associate Professor of Africana Studies, Director of Peace and Justice Studies, and affiliate in Education, Globalization Studies, and Public Policy at Gettysburg College. He also adjuncts at the Morton Deutsch International Center for Cooperation and Conflict Resolution at Teachers College (NYC), and completed his doctorate at Columbia University in International Educational Development and Peace Education. He researches school/structural violence, educational inequities, and youth/community empowerment, and has conducted workshops/trainings on mediation, conflict resolution, intercultural communication, restorative circles, leadership development and activism in diverse settings.

WERNER WINTERSTEINER  
(KLAGENFURT UNIVERSITY (AUSTRIA))  
Werner Wintersteiner, Ph.D., is a retired Professor for German Didactics of Klagenfurt University, Austria. From 2005 to 2016, he was the founding Director of the Centre for Peace Research and Peace Education. He is the Director of the University Masters Programme (further education) “Global Citizenship Education”. His main fields of research and teaching are peace education and global citizenship education; peace movements; culture and peace; globalization, post-colonialism, transculturality and literature education. He is member of the editorial board of Wissenschaft & Frieden, Zeitschrift für Friedens- und Konfliktforschung, Jahrbuch Demokratiepädagogik, Journal of Peace Research and Peace Education. He is the Director of the University Masters Programme (further education) “Global Citizenship Education”. His main fields of research and teaching are peace education and global citizenship education; peace movements; culture and peace; globalization, post-colonialism, transculturality and literature education. He is member of the editorial board of Wissenschaft & Frieden, Zeitschrift für Friedens- und Konfliktforschung, Jahrbuch Demokratiepädagogik, Journal of Peace Research and Peace Education, and teaches courses in peace education at the University of Klagenfurt, Austria.

ANITA YUDKIN  
(UNIVERSITY OF PUERTO RICO - UNESCO CHAIR FOR PEACE EDUCATION (PUERTO RICO))  
Anita Yudkin is the Coordinator of the UNESCO Chair on Education for Peace, University of Puerto Rico and a Professor at the Educational Foundations Department. She is an educator who strives to promote critical and transformative pedagogies, children’s rights, human rights, and peace education. She works on teacher professional development, educational initiatives with NGOs, and participates in the UNESCO Chairs Network on Human Rights. She has published extensively and has been invited speaker in Puerto Rico, Latin America, and the United States.

MICHALINOS ZEMBYLAS  
(OPEN UNIVERSITY OF CYPRUS (CYPRUS))  
Michalinos Zembylas is Professor of Educational Theory and Curriculum Studies at the Open University of Cyprus. He is also Honorary Professor at Nelson Mandela University in the Chair for Critical Studies in Higher Education Transformation. He has written extensively on emotion and affect in relation to social justice pedagogies, intercultural and peace education, human rights education and citizenship education. His recent books include: Psychologized Language in Education: Denaturalizing a Regime of Truth (with Z. Bekerman), and Socially Just Pedagogies in Higher Education (co-edited with V. Bozalek, R. Braidottl, and T. Sheller). In 2016, he received the Distinguished Researcher Award in “Social Sciences and Humanities” from the Cyprus Research Promotion Foundation.

MARIA ZENIOU  
(CYPRUS DIALOGUE FORUM (CYPRUS))  
Maria is one of the co-coordinator of the Cyprus Dialogue Forum Secretariat. As part of the Secretariat, Maria is responsible for the coordination and facilitation of political and non-political stakeholder dialogues on political, human rights, economic and labour issues as well as education. Through this role and working as part of the Secretariat team, she supports stakeholders in the development of shared knowledge and joint visions and values for the future. Maria has a knowledge management background and has received her PhD in this area from the University of Derby, UK.

Our Peace Project - K’acha Kausakunapaq - empowers indigenous communities on conflict transformation, and we work as a diverse group of Peace Volunteers.
The Global Campaign for Peace Education (GCPE) is a sister initiative of the IIPE.

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.

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

The Global Campaign for Peace Education is a vital resource for news on peace education from around the world, including original articles, research, curricula, and stories cultivated from journals and independent and mass media sources. The GCPE encourages article and event submissions from its members.

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
Dear IIPE 2019 Participants,

In order to gather and move forward some of the richness of our mutual learning from IIPE Cyprus, we invite you to submit to the peer-reviewed online journal, In Factis Pax: Journal of Peace Education and Social Justice. We, the organizers of IIPE and the Editorial Board, invite you to submit relevant, scholarly articles for publication. In Factis Pax is published in English, and, occasionally, with articles in Spanish. See http://www.infactispax.org/.

Your submission to In Factis Pax should be in scholarly form as described below. The article may develop the material you presented at IIPE from your current research and experience, or may build upon inquiries that arose, insights into conflicted societies, and/or practical applications. Relevant book reviews will also be considered.

In addition, we invite you to contribute to a Special Edition on the philosophical, theoretical and conceptual foundations of peace education. All submissions are double-blind, peer reviewed.

The deadline for submission of email attachments is December 1, 2019.

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) referencing system.
- Articles should not exceed 10,000 words; and book reviews 1,000 to 2,000 words, including references.

For more details, see http://www.infactispax.org/submission-guidelines/

If you have an interest in submitting an article, you may contact:

- Dale Snauwaert, IIPE Secretariat & IFP Founding Editor, dale.snauwaert@utoledo.edu

For further questions, you may speak with members of the Editorial Board who are associated with IIPE:

- Tony Jenkins, IIPE Managing Director & IFP Editorial Board
- Janet Gerson, IIPE Education Director & IFP Editorial Board
- Kevin Kester, IFP Book Review Editor
- Anita Yudkin, IFP Editorial Board
Peace Knowledge Press (PKP) is a new publishing imprint of the International Institute on Peace Education and Global Campaign for Peace Education that was launched in 2019. All publishing proceeds of Peace Knowledge Press help sustain the IIPE & GCPE.

Initial volumes of PKP will include several reprints of historical publications of IIPE Founder Dr. Betty A. Reardon. At this early stage, PKP is only inviting proposals for new publications from IIPE community members. If you are interested in submitting a proposal please contact us using our online form: https://peaceknowledgepress.com/contact-us/

Peace knowledge is the foundation upon which all education and action pursuing peace is based. Awareness of a broad knowledge base of peace is essential for designing the learning, research, strategies, and institutions essential for overcoming violence, in all its forms, and for nurturing global civic responsibility, and the development of a culture of peace.

Betty Reardon, whose life work is the inspiration for launching Peace Knowledge Press, identified 4 components of the field of peace knowledge: peace research, peace studies, peace education and peace action. We consider these 4 components to be holistically interrelated, with each offering a distinct contribution to the knowledge base.

**Peace research** is the primary source of knowledge about the causes of war and the conditions of peace and justice. Peace research emerged in the 1950s out of the work of individual researchers, mainly in the social sciences, in various parts of the world, but mainly in Europe. Called in its early days, “polemology” and/or “irenology”, it formally took the generic name of peace research when the International Peace Research Association was established in 1964.

**Peace studies** is the interdisciplinary, university level academic study of information and literature on topics relevant to peace, most broadly conceived. The material studied are derived from various academic fields; international relations, political science, economics, anthropology, philosophy, theology, history, gender studies, and literature. The point of peace studies is to provide knowledge of various forms of violence and to consider proposals for overcoming them. Its origins lie primarily in critical approaches to international relations and political science.

**Peace education** introduces an emphasis on instructional methods and pedagogical approaches essential to facilitating personal and social change and transformation. Peace education is pursued in both formal and non-formal contexts, including but not limited to schools and universities, and peacebuilding and community settings.

**Peace action** refers to knowledge derived from practical and applied experience. It is knowledge produced in the actual day-to-day struggle for peace and justice.

*The above descriptions are adapted from:*

Access an online, interactive google map of all IIPE locations: [www.bit.ly/iipemap](http://www.bit.ly/iipemap)