Dear PEC members and friends:

Greetings from Sydney, Australia, where the IPRA conference held at the University of Sydney and hosted by the Centre for Peace & Conflict Studies ended over a week ago. We are thankful to Jake Lynch, Wendy Lambourne, Frank Hutchinson and other hard working members of the IPRA for successfully putting together a full and varied program. Some 400 delegates from many regions gathered to share their ideas, experiences, practices and research findings in the diverse Commissions and working groups of IPRA, including PEC.

As in many previous conferences, PEC attracted the most number of participants (40) although a number could not attend due to delays in obtaining visas and/or lack of funding support. It is good also that in recognition of PEC numbers at the conference, PEC as a Commission also received the most number of scholarships for travel and conference participation. Under the conference theme of “Communicating Peace”, PEC participants presented papers in panels reflecting various issues and sub-themes such as conflict resolution/transformation, historical analysis, institutional and individual testimonials on communicating peace, peace education for youth and children, and transformative education for peace, justice and sustainability. Again, the PEC program affirmed the continuing and also growing interest in peace education worldwide, and each IPRA conference provides a valuable opportunity for peace educators to exchange best practices and ongoing theoretical reflections. The first session brought all PEC delegates together to share their experiences on holes and challenges of educating for peace.
globally in a roundtable. The PEC program is included in this newsletter issue, and PEC members are invited to write to presenters if they would like copies of their papers.

During the 5 day conference, PEC held 2 business meetings as well as a meeting of the Editorial Board of the Journal of Peace Education. As the outgoing overall PEC Convenor, I expressed my thanks and appreciation to all PEC and PEC Council members for your support and patience. On behalf of PEC, may I express also our gratitude to Tara Hopkins in Turkey who began the detailed and time-consuming work of receiving, reviewing and selecting proposals for the PEC sessions from September 2009. However, due to Tara’s pressing and heavy workload in 2010, I continued the final phase of organizing the PEC program. Despite the considerable distance of this IPRA venue, it is good to see so much interest and commitment among members as well as new colleagues to participate in PEC –IPRA 2010. We missed a number of our “regular” PEC participants this time, but hopefully they can join the next IPRA conference in 2010.

The PEC business meetings also enabled Jeannie Lum, as Editor of the Journal of Peace Education, and Anita Wenden, as JPE’s Liaison Officer to the publisher, to present a positive report on the continuing success of the JPE, including the increase from 2 to 3 issues in 2011. The meeting expressed PEC’s thanks to Jeannie and Anita for their dedicated work on this very significant aspect of PEC’s role in disseminating knowledge and experiences on peace education around the world. There was also agreement by acclamation that Candice Carter will assume the role of JPE Liaison Officer in 2010 when Anita completes her term. Thanks to Candice for her willingness to take on this key responsibility. The meeting also discussed and supported in principle the suggestion that complimentary issues of the Journal should be given to selected key educational institutions in especially South regions as a way to make the rich ideas and work of peace education more accessible globally. The funding for such complimentary subscriptions will be obtained from the earnings that have accumulated to PEC via membership subscriptions to JPE/PEC over the past several years. The new PEC leadership will be in contact shortly requesting nominations for relevant and deserving institutions.

Finally, but not least, I also very pleased to announce that the new overall PEC Convenor for 2010-2012 will be our friend and colleague from Queen’s University, Belfast, Northern Ireland: Claire McGlynn. With a major research and teaching focus on the theme of cultural diversity and intercultural education, Claire has been with the PEC community for several years. She is also very active in the Peace Education group at the annual AERA conferences. On behalf of all PEC members and associates worldwide, I would like to extend to Claire our warmest congratulations for taking on the overall Convenor’s role. PEC will be Claire’s very good hands for the next 2 years, and she looks forward to the support of all PEC members and friends in this coordinating role. Claire will be in touch with members via the next PEC newsletter issue or other communications and her email is c.mcglynn@qub.ac.uk

The PEC business meeting also affirmed that the coordinating of the PEC program at the next IPRA conference in 2010 will be jointly taken care of by John Synott, Centre for Peace & Conflict Studies, University of Sydney, and Victoria Fontan, University for Peace in Costa Rica. It will be a fruitful cooperation of experiences and energies from across the continents and oceans, and we extend also our congratulations and thanks to John and Victoria for being willing to take on this essential work.

The composition of the new PEC Council for 2010-2012 will be confirmed and announced by Claire in the near future, as several members of the 2008-2010 Council could not attend IPRA Sydney. To ensure
continuity as well as to enable newer members to join the Council, a number of long serving members will be retiring and PEC acknowledges their insights and contributions over the years. Also, as is usual practice, the composition of the new Council will reflect regional and country diversity. May I express my appreciation and thanks to all Council members for their kind and helpful support over the past four years.

This issue of the PEC Newsletter will be my final formal duty as the overall PEC Convenor for 2008-2010. As I mentioned in my remarks during the Sydney conference, I feel that the PEC community remains a fruitful way for peace educators across diverse regions to network and to share ideas and experiences, through gathering when possible in IPRA conferences, contributing to the JPE, and the occasional PEC Newsletter (do please regularly send your items on your activities, notices of meetings, articles, resources etc to Claire!). PEC is often not the only peace education-related organization in which PEC members participate; we bring our peace education perspectives to integrate in other fields and movements of transformative education, which accords well with the principle of infusion that peace education promotes. Even at IPRA, all PEC members take the opportunity to present in or to attend other interesting Commissions or working groups. It is to PEC’s credibility and visibility within the IPRA family that PEC members regularly serve on the IPRA Council, convene or co-convene other Commissions and serve as officers in the IPRA Foundations (this year, our PEC member Linda Johnston, is the current IPRA Foundation President). I truly hope to have continuing opportunities to meet PEC members in future IPRA gatherings or other related networks. Again, as I noted in the business meeting and in previous newsletters, my apologies for not being able to do more in my role as PEC convenor due to various unanticipated challenges in my institutional roles and to the need to relocate, as go into ‘‘exile’’ more often than desired.

My best wishes go to all PEC members and friends for your ongoing initiatives and dedicated work to educate for peace, and in so doing, to help build a more peaceful, just, respectful and sustainable world.

Warmest regards

Swee-Hin

Toh Swee-Hin
PEC Convenor 2008-2010
Distinguished Professor, University for Peace, Costa Rica
Laureate, UNESCO Prize for Peace Education (2000)

p/s the new IPRA Secretary-General position (2010-2012) will be jointly held by Katsuya Kodama (Japan) and Jake Lynch (Australia).

p/p/s the 2 photos above are scenes from my recent time spent in South Korea prior to IPRA Sydney, where I facilitated a workshop for community-based (NGOs, church groups) peace educators, and also the 10th Asia-Pacific training workshop for some 35 mostly teacher educators from 23 Asia-Pacific countries on education for international understanding toward a culture of peace (which considerably parallels peace education) under the auspices of APCEIU, the UNESCO-affiliated Asia-Pacific Centre of Education for International Understanding in Seoul, Republic of Korea.
News from PEC Members & Friends

Claire McGlynn
School of Education, Queen’s University Belfast

Is it just me or do the years go faster as I get older? This academic year has gone by in a whirlwind of activity and definitely not enough time to read all of the wonderful peace education work that my international colleagues have produced. I have been working on two research projects in integrated schools— Characteristics of good educational practice in integrated schools in response to cultural diversity in Northern Ireland (funded by Esmee Fairbairn Foundation) and Teaching children together in conflict and post-conflict societies: a study of principals’ perspectives on integrated education pedagogies (with Zvi Bekerman at the Hebrew University, Jerusalem). I am currently writing about leadership in integrated schools and (with Michalinos Zembylas) pedagogy of discomfort. I have also recently submitted a number of research proposals for funding so fingers crossed.

In January I facilitated the first ever exchange in Belfast between principals of integrated schools in Israel and Northern Ireland. In April I took principals from Northern Ireland to Israel to explore leadership and classroom practice, which was very informative. The journeys that these peace education pioneers have taken have been remarkably similar and they have taken great encouragement from each other. We now hope to exchange teachers and members of the corresponding NGOs. Unfortunately we got caught by the unpronounceable Icelandic volcano and were stranded in Tel Aviv for an extra 6 days, during which time the integrated school in Northern Ireland had a general inspection announced! The volcano got me again on my way back from Denver where I chaired the Peace Education SIG of AERA and so I suggest not travelling at the same time as me!

Publication update


Elavie Ndura-Quedraogo announced at the PEC Business Meeting the call for submissions for the 2011 AERA Annual Meeting to be held during Friday, April 8 - Tuesday, April 12 in New Orleans, Louisiana, USA on the theme of “Inciting the Social Imagination: Education Research for the Public Good”. A full description of the theme as well as forms for submitting proposals can be found on the AERA homepage. The deadline was extended to July 22, 2010 at 11:59 p.m. PDT. PEC members are encouraged to submit proposals for consideration to be presented in the Peace Education section of AERA which Elavie will be coordinating.

James Page from Queensland University for Technology has just published an article on `Peace Education` in the most recent edition of the International Encyclopedia of Peace Education (Publisher: Elsevier). For an online version of this, please click on: http://eprints.qut.edu.au/28731/

Jeannie Lum
University of Hawaii

This past year in Hawaii several events have occurred to increase awareness of peace in Hawaii.

The Hawaii School Peace Gardens Consortium was started in the Fall 2009 as a branch of the International School Peace Gardens project at the International Holistic Tourism Education Centre in Canada (see www.ihtec.org/index.php?id=77). Julia Morton Marr, the founder of the program was invited to Hawaii for a kick-off of the initiative in Hawaii and more than 80 schools and organizations attended the opening dinner/ceremony.

Peace Day Hawaii 2009 celebrations were extended over several events from September 19, 20, 21 under the umbrella theme of creating cultures of peace. On September 19, 2009, more than 700 SGI-USA members, teachers, local officials and guests gathered at the SGI-USA Hawaii Culture Center for a talk given by peace activist Betty Williams. The event was
a part of Hawaii's third annual "Peace Day Hawaii: Uniting with Aloha” and a kick-off of the Peace Day Hawaii 2009 weekend of events.

Ms. Williams, the founder of World Centers of Compassion for Children International, received the 1976 Nobel Peace Prize for her work to restore peace in Northern Ireland. As a witness to car ploughing into a mother and killing her three children in the streets of Belfast, victims of the sectarian violence between Protestant and Catholic groups in Northern Ireland, Ms. Williams drove into Provisional Irish Republican Army territory the following day to gather signatures from women for her homemade petition for peace. As a result, hundreds of women took to the streets that day and collected 6,000 signatures.

Over the years, Ms. Williams has been successful in gathering tens of thousands of women and men from both Protestant and Catholic faiths to take part in marches for peace. She is currently the president of the World Centers of Compassion for Children International, which seeks to create a strong political voice for children who live in areas afflicted by war, hunger, and social, economic and political upheaval. Ms. Williams continues to dedicate her life to giving voice to children around the world who are victims of violence, and hopes to bring about a reversal of thinking on how the world deals with such issues.

On Sunday, September 20, at the Hawaii State Capitol Rotunda & Auditorium, the Peace Educational Forum featured from the Hawaii School Peace Gardens Consortium with members of the public, private and charter schools presenting information on their garden projects! They talked about their progress in integrating peace education across their curriculums with a focus on sustainable gardening. Our Keynote speaker was Betty Williams, Nobel Peace Laureate 1976, Founder of the Global Children’s Studies Center in 1992, and President of the World Centers of Compassion for Children International. We also showed the powerful film, "Synthetic Sea Story" to see the real impact of plastic from the ocean to the dinner table. Speakers from local state agencies and private organizations (Beach Environmental Awareness Campaign Hawaii (B.E.A.C.H.), University of Hawaii Sustainable Saunders, Blue Planet Foundation, Hawaii State Department of Land and Natural Resources, Oahu Invasive Species Committee, Victory Over Violence, Hawaii School Peace Gardens) dedicated to raising environmental awareness and partnering with the schools to educate for sustainability in creating cultures of peace spoke and had booths explaining what their organizations are doing to educate for environmental sustainability. We welcomed the public, families, students, educators, administrators, and peaceniks of all ages!

At the Monday, September 21st celebration at the State Capitol, the winner of the Distinguished Peacemaker Award for 2009 went to Scott Matayoshi, educator and founder of the Peacemakers Club at Nanakuli Intermediate School. Scott entered through the Teach For America Program and created a club for students to promote nonviolence in a school and neighborhood with high incidences of crime and violence among youth. Last year’s 2008 award recipient, Glenn Paige, Professor Emeritus of political science at the University of Hawai‘i, author of Nonkilling Global Political Science (2009) and founder of the Global Center for Nonkilling (www.nonkilling.org/) was there to pass on the honor.

**Studies and research in peace education.** At the University of Hawaii, College of Education, Department of Educational Foundations M.A. and Ph.D. students are now able to focus their thesis/dissertation topics in peace education. The program is interdisciplinary and students may create their own line of study and research in any area of peace education by constructing their plan of course
work among different departments within and outside of the College of Education at UH. Contact Dr. Jeannie Lum, jlum@hawaii.edu for more information.

TRAVELLING WITH GANDHI 20-25th March 2010. New Delhi

A Report by Leban Serto Ph.D.
Co-ordinator, Peace Studies
Martin Luther Christian University, Shillong
Central Ward, Shillong-793001.Meghalaya
Phone no : 0364-2505200., Mobile no : 9436034426.

For a full copy of the report course design for the participants of the Peace Studies, Post Graduate Diploma in Peace Studies. Martin Luther Christian University, Shillong, Meghalaya. In collaboration with the Schumacher Centre, New Delhi and Gandhi Peace Foundation, New Delhi. please write to Dr. Leban Serto. Email: leban.serto@gmail.com

SUMMARY

The program “Travelling with Gandhi” jointly held in collaboration with the Gandhi Peace Foundation (GPF) New Delhi, Schumacher Centre, New Delhi and the Peace Studies Dept of the Post Graduate Diploma in Peace Studies (PGDPS), Martin Luther Christian University, MLCU, Shillong, from the 20th till the 25th March 2010, at the Gandhi Peace Foundation concluded successfully. On the inaugural day, 20th March, the speakers were Surendra Kumar, Secretary of the Gandhi Peace Foundation,(GPF) New Delhi and Dr. D. K Giri of the Schumacher Centre, New Delhi, who also came along with his team consisting of Suzanne Cherian, Christy and Indu Ratna. Dr Toshi Naro from Nagaland and Dr Leban Serto of the Martin Luther Christian University also shared and moderated on the days programme. There was self introduction of the part of the participants, altogether 12 participants were present from the North East India and Martin Luther Christian University and some other students and participants also joined for the inaugural day. Surendra Kumar shared the dreams and ideals of the Father of the Nation Mahatma Gandhi and also of the GPF. Dr Giri, shared about the Schumacher Centre and the close association of the ideals with Gandhian values and principles. The travel of the participants was made possible with the support from the Schumacher Centre, New Delhi....

The student participants also made presentation of their work and activities they had done throughout the year. The program also included visit to the Raj Ghat, Gandhi Literature Centre and Gandhi Smriti. They also visited the United Nations Information Centre (UNIC) and Habitat Centre, New Delhi. The participants also attended the J. P Narayan memorial lecture held on the 23rd March at the Auditorium Hall. The participants experienced first hand from the eminent Gandhians of the Gandhi Peace Foundation, the hospitality, simplicity, the sharing of narratives, the dreams and ideals of non-violence and also made a lasting impression on each one present as was expressed during the recap reflection and feedback exercise.

This program was made possible due to the support of the Gandhi Peace Foundation in the person of Surendra Kumar, the Secretary and Chairperson Sushri Radha Bhatt. Dr D. K Giri and his team of the Schumacher Centre for providing the Travel grants for participants from the North East India.
report given here, which include the narratives, feedback, detailed report, list of persons, list of presenters and some photos. Comments and suggestions are welcome.

Concept note: Rationale and background

The north east region of India is inhabited by very colourful group of people in the country. It is blessed with great natural beauty and rich variety of flora and fauna. Unfortunately this region has been facing a number of critical problems since many years. Insurgencies, violent conflicts, corruption and exploitation are wide-spread. States like Manipur, Nagaland and Assam are more affected by these destructive forces. Innocent children and women are mostly the victims. They are made orphans and widows by losing their fathers/ husbands in insurgencies and violent conflicts. Presently there is degeneration of values at all levels of the society. Unemployment and poverty are on the increase. Youth are disillusioned with the Government and political leadership. Military operations have not succeeded in checking insurgencies and establishing peace. Though there have been a number of peace initiatives and crises-management efforts in the past, much more needs to be done to establish peace and promote sustainable development in this region. More than governmental or military initiatives, a civil society initiative seems to be the need of the hour for the north east.

Recently, we have also jointly conducted workshops and exhibitions with the Institute of Peace Education, Tuebingen. We will continue to conduct workshops/orientations and reach out to communities in the North East India. We like to work joining hands with like minded organisations to promote music, peace exhibition, Gandhian ideals and peace education, incorporation of peace and livelihood and sustainable programs. We planned to work with the Gandhi Peace Foundation (GPF), New Delhi, and Schumacher Centre, New Delhi and some details outlines of interest are proposed in the programme.

Details of Partnership with Gandhi Peace Foundation (GPF) New Delhi

Aims and Objectives:
• To understand Gandhi’s ideal and promote non-violent skills among the students and leaders of communities of students of the Peace Studies Department of Martin Luther Christian University
• To help understand Gandhian Ideals and Peace Education
• To help disseminate the Gandhian ideals during field work among schools and colleges in North East India, in the State of Manipur, Nagaland, Tripura, Assam and Meghalaya
• To inculcate the ideals of tolerance and human rights and promote the culture of dialogue and non violent conflict resolution
• To promote communal harmony and understanding the values and diversity for North East India and to in corporate Gandhian ideals
• To value human beings with human dignity and innovate livelihood sustenance for the people and communities in North East India.
• To organise workshops and consultations with like minded organisations and conduct periodical consultations in Northeast India and New Delhi.
• To promote welfare of weaker sections of the communities, especially children, women, tribal and other lesser economically deprived sections of the Society.
• To prepare journals, newsletters and disseminate the ideals for wider circulations.
Aims and Objectives:
• Exploring the various potential viability of the Northeast India
• Developing partnership and projects with the people relating to peace and livelihood
• Assisting technical support to enhance and build the human resource potential for the North East India.
• Developing viable economic program for communities/tribes and people groups in North East India.
• Bringing human dignity and human rights understanding and democratic participation
• Encouraging non violent conflict resolution and peace building.

Period: January to December 2010.
(Note: The MLCU, Peace Studies department has incorporated the study of Gandhian Ideals in its course in November 2009. And has started this advocacy. What is given here is the objectives starting from the year 2010 onward)

Outcome:
• To capacitate the students of the PGDPS in the Gandhian Ideals and Peace Education with practical exposures and indepth learning’s through lectures and talks and visits to places and also talks by eminent Gandhians.
• To spread the Gandhian ideals to schools and colleges and at the various community level in North East India
• To understand Gandhi’s ideal, non-violence with freshness and vigour.
• Building partnership with institution and civil societies and other related Government Agencies in North East India and beyond.


Jacinta Papp

A peaceful attitude can be learnt and developed especially during the childhood stage. If a child learns to solve his small conflicts peacefully, he/she can become a peacemaker later on,- the participants of Peace Department, Martin Luther Christian University (MLCU), Shillong, India believe. Pongtung situated 63 km from Shillong, a village on the border of Meghalaya state of India and Bangladesh is in a special need for peace education due to the frequent conflict situations arising between the two countries. The village is dominated by the Khasi tribe of India, but other Indian tribes as well as Bengali people can also be found here. Their number keeps on increasing day by day on the pretext of business, and they come and live as refugees and migrants in the region. The constant conflict on the border affects the village indirectly. Most of the villagers developed an opposing attitude towards the Bengali people. The principle Rev Dalington Nongrumjang belonging to the Khasi- Jaintia Presbyterian church-supported secondary school being a peace studies student himself extended the invitation to us, the participants of PG Diploma in Peace Studies, MLCU to conduct a one-day peace-propagating program for the students – altogether about 250 children, plus the teachers and interested villagers participated . After facing some technical problems generating electricity from the two hired generators, we started the program with some peace-related action songs to get the attention of the students. Dr Leban Serto co-ordinator
gave an introduction and the purpose of the program. Sister Marline Pinto, an educator, shared about peaceful attitude and global peace movements and her visit to Hiroshima Peace Museum. Jacinta Papp, from Hungary, resident in Shillong, talked about revenge - causing most of the big conflicts, wars in the world and about being a peacemaker as a child. After hearing from Ms Hau, lecturer of MLCU, about creating a safer environment, we watched 'Paper Cranes' the special animation movie from Japan - about the danger of nuclear bombs. This was followed by the movie on Mahatma Gandhi - a Force more powerful, produced by Steve York. This was followed by Sister Marline Pinto who asked the children some questions checking how much they got of our presentations. Some of the children knew the full name of ‘Mohandas Karamchand Gandhi’. After about three hours of a hectic scheduled. Ms Jacinta wound up the day by teaching an action song about equality of all people. Children from other neighbouring school also came to participate and it was a jam packed room full of children. Perhaps the message of Peace Education and the seeds of creating a society of a World without war has been finally shown amidst the mind and hearts of all present for the day in the Pontung high school, East Khasi Hills, Meghalaya, India. Further plans are laid to regularly visit the school and experiment lesson plan on Peace Education and Gandhian ideals and to develop further the teacher training modules, promote tolerance, co-existence, Peace Education and human rights education.

Written by Jacinta Papp, with inputs from Lebanon Serto. More queries can be made at: peacestudies.mlcu@gmail.com
Conflict Resolution and Peace Education

Transformations across Disciplines

Edited by Candice C. Carter

Peace education includes lessons about conflict sources, transformation and resolution. While featuring field-based examples in multiple disciplines, including political science, anthropology, communication, psychology, sociology, counseling, law and teacher training, this book presents real cases of conflict work. Explained are concepts underlying conflict transformation and strategies that have been adapted for use in professional practice. The contributors describe formal peace education with university students in different fields of study and informal learning of adults in community settings. Comprehensively, this book supports professionals who specialize in conflict work as well as instructors and learners in several disciplines which all respond to conflict.

"Peace is the cornerstone of our survival as humans. It is imperative for PEACE to have a prominent place in education. The book Conflict Resolution and PEACE Education provides this supreme human value a status in learning.”--Desmond M. Tutu, Archbishop Emeritus of Cape Town. Peace Prize Nobel Laureate

“The message of this important book is already in the fine front cover: from many roots, academic disciplines and human experience all over, comes a solid stem with many branches in all directions, all kinds of conflicts and cooperation – and the blossoming: positive peace.”--Johan Galtung, Professor of Peace Studies and Founder of TRANSCEND: A Peace Development Environment Network


Candice C. Carter is Associate Professor of Social Education and Director of the Conflict Transformation Program at the University of North Florida. 240 pp. / 0-230-62063-9 / $85.00 cl.

PALGRAVE MACMILLAN  ❖  ❖ 20% DISCOUNT ORDER FORM Promo Code: P356ED

<table>
<thead>
<tr>
<th>Qty</th>
<th>ISBN</th>
<th>Author/Title List Price</th>
<th>20% Discount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0-230-62063-9 Carter/Conflict Resolution and Peace Education</td>
<td>$85.00</td>
<td>$68.00</td>
</tr>
</tbody>
</table>

SHIP TO:
Name: _____________________________________________
Institution: ________________________________________
Department: _________________________________________
Address: __________________________________________

(Shipments made to P.O. Box cannot be tracked; use street address if possible)
City: ______________________________________________
State: ________ Zip: ________________________________
Peace Philosophy in Action

Edited by Candice C. Carter and Ravindra Kumar

This book documents recent and historical events in the theoretically-based practice of peace development. Its diverse collection of essays describes different aspects of applied philosophy in peace action, commonly involving the contributors’ continual engagement in the field, while offering support and optimal responses to conflict and violence. This study has never been timelier, as the omnipresence of conflict and the widespread opportunities to respond to them with nonviolence and peace practices.


Candice C. Carter is Associate Professor of Social Education and Director of the Conflict Transformation Program at the University of North Florida.
Ravindra Kumar is an eminent writer, scholar, political-scientist, peace-worker, and educationist whose more than 100 works analyze personalities of the Indian Sub-continent, including Gautama Buddha and Mahatma Gandhi, and several social, religious, political, historical, educational and cultural issues.

256 pp. / 0-230-62240-2 / $85.00 cl.

PALGRAVE MACMILLAN □ □ 20% DISCOUNT ORDER FORM Promo Code: P356ED

Qty ISBN Author/Title List Price 20% Discount
___ 0-230-62240-2 Carter/Peace Philosophy in Action $85.00

C$103.00
C$88.00

SHIP TO:
Name: _____________________________________________
Institution: _________________________________________
Department: _________________________________________
Address: _____________________________________________
(Shipments made to P.O. Box cannot be tracked; use street address if possible)
City: _____________________________________________
State: __________ Zip: ____________________________

Send U.S. orders to:
MPS
16365 James Madison Hwy.
(Rte 15)
Gordonsville, VA 22942
Fax your order: (800) 672-2054
Order by phone: (888) 330-8477
Save when you order online!
www.palgrave-usa.com

Payment Options:
_ Enclosed is a check or money order made payable to
Palgrave Macmillan or H. B. Fenn*
_ Charge my credit card:
In the US: _ Visa _ Mastercard _ American Express
In Canada: _ Visa _ Mastercard
MPS will appear as the payee on your invoice.
for U.S. orders, please add $5.00 for shipping
for Canadian orders, please add C$3.50 for shipping
Card #: ________________________________________
Exp. Date: ________________________________________
Signature: _________________________________________
Phone: ___________________________________________

When ordering by phone or on the web, refer to the PROMO CODE to get the 20% discount.
In January 2008, the international Journal of Peace Education was moved to the University of Hawaii, College of Education, Department of Educational Foundations. The Journal invites manuscripts on a broad range of topics as these relate to the goals of the *Journal of Peace Education* from areas such as education for/about:

- conflict resolution /transformation
- global issues
- disarmament
- environmental care
- ecological sustainability
- indigenous peoples
- gender equality
- anti-discrimination/racism
- educational social movements
- civic responsibility
- human rights
- cultural diversity
- intercultural understanding
- social futures
- global citizenship
- service learning
- teacher professional development
- leadership & policymaking
- P-20 & adult life-long learning
- social justice
- mediation/reconciliation
- non-violence
- multicultural/intercultural understanding

IPRA and all Commission members, especially PEC members are encouraged to send in their submissions for publication. Go to [http://www.tandf.co.uk/journals/journal.asp?issn=1740-0201&linktype=44](http://www.tandf.co.uk/journals/journal.asp?issn=1740-0201&linktype=44) for author’s instructions and guidelines for submission.

Beginning 2011 JPE will increase their publication from two to three editions each year.

Two Calls for Papers are currently out for special editions.
The Politics, Praxis, and Possibilities of Critical Peace Education

Special Issue Co-Editors:
Monisha Bajaj and Edward J. Brantmeier

Objective of the Special Issue

Several scholars of peace education have explored the links between critical research in education in examining educational endeavors worldwide. This special issue seeks to illuminate the interstices of peace education and critical pedagogy, anti-oppression and postcolonial pedagogy, and/or critical multiculturalism in global contexts.

In their scholarship, Brantmeier (2008) called for a “critical peace education approach that includes consciousness-raising, vision, and transformative action,” and Bajaj (2008) similarly argued for “a reclaimed ‘critical peace education’ in which attention is paid to issues of structural inequality and empirical study aimed towards local understandings of how participants can cultivate a sense of transformative agency.”

Critical approaches offer peace educators and researchers the contextual and conceptual resources for understanding the structural impediments to advancing the possibility and promise of peace education in diverse locales across the globe. Rather than status quo reproduction, critical approaches in peace education and peace research aim to empower cultural actors as transformative change agents (Freire, 1973) who critically analyze the dynamics and the intersectionality of race, class, gender, ability/disability, sexual orientation, language, religion, and geography.

This peer-reviewed special issue of Journal of Peace Education will explore the possibilities and limitations of critical peace education in research and practice, and develop new and expanded concepts, methods, and approaches for exploring issues of peace and education.

Notes for Prospective Authors:

Expressions of interest including a 1,000 word should be sent to the Editor by: October 1st, 2010

If selected, submissions should be between 5,000 - 9,000 words and follow the journal’s style requirements. Details can be found at http://www.tandf.co.uk/journals/journal.asp?issn=1740-0201&linktype=44

For any further information or to submit your expression of interest and proposal, please contact the Special Issue editors via the following address: bajaj@tc.edu
“Peace Education: Past, Present, & Future”

Editor: B. Jeannie Lum

Objectives of the Special Issue:

Peace Education is currently a burgeoning field of scholarship and research that continually experiences challenges to its legitimation and participation in more traditional and conventional approaches to education. Today, it receives increasing recognition by educators and the public in response to growing societal interests in globalization and local forms of school violence.

“Peace” is a guiding concept and principle that motivates current educational movements to redirect cultures of war into cultures of peace and transform their school cultures into constructive learning communities. Peace education has worked in repairing the physical, psychological, and social fabric of human lives and societies impacted by natural disasters, war, violence, and human struggle throughout highly developed and underdeveloped countries. It addresses all life stages of human development and growth that lead to sustainable peace education practices within formal institutional and informal settings. This special edition will examine the field of peace education, its past, present, and projected future.

This call for papers invites submissions that take an overview of the field of peace education, its emergence and gradual formation from the past, the current state of the field and possible visions for the future. It encourages submissions that utilize multidisciplinary, interdisciplinary, and transdisciplinary methodological approaches to study and research. It accepts works that examines the conceptual foundations of peace education and accounts for the relationship of theory to practice/praxis within a variety of traditional, modern, and post-modern philosophical frameworks. It seeks papers that review historical trends and/or analyze specified areas of peace education, e.g. environmental ecology, varieties of conflict resolution and mediation, non-traditional school practices, philosophical concepts, historical and current figures, educational movements, multicultural communities, local to global transitions, national/international and comparative education, educational programs in various regions around the world, impact and effectiveness of NGO activities and global institutions, indigenous education, etc. Importantly, it looks for overviews and discussions in peace education about context based schooling practices - curriculum, discipline, classroom management, assessment & evaluation, educational policy and accounts regarding any members involved in schooling. Importantly, it seeks works that venture to understand how peace education might be distinguished as a field of scholarship and research from other educational traditions.

Notes for Prospective Authors:

Expressions of interest including a 1,000 word should be sent to the Editor by: November 15th, 2010

Please contact Jeannie Lum (jlum@hawaii.edu), if you have inquiries regarding your topic prior to submitting your proposal.

If selected, submissions should be between 5,000 - 9,000 words and follow the journal’s style requirements. Details can be found at http://www.tandf.co.uk/journals/journal.asp?issn=1740-0201&linktype=44
CONTRIBUTIONS TO NEXT ISSUE OF PEC NEWSLETTER

(a) A summary of your recent peace education activities (conference and workshop presentations, publications, projects, consultancies)
(b) Notices of books and other publications and sources of helpful information and ideas for peace education;
(c) Notices of forthcoming conferences and seminars
(d) Notices of academic programs for further studies in peace education and related fields
(e) Short articles or reflections on current issues relevant to peace education

Please send your news items to the new PEC overall Convenor, Claire McGlynn, email c.mcglynn@qub.ac.uk

PROGRAM DETAILS FOR IPRA SYDNEY 2010 PEC SESSIONS:

INTERNATIONAL PEACE RESEARCH ASSOCIATION

IPRA Sydney 2010

**Location:** Sydney, AUSTRALIA

**Date:** 6th - 10th July

**Theme:** *Communicating Peace*

**Host:** Centre for Peace and Conflict Studies, University of Sydney
**PROGRAM FOR PEACE EDUCATION COMMISSION**

*NB: PLEASE NOTE A FEW CHANGES DUE TO LAST MINUTE WITHDRAWALS.*

Name of Commission: Peace Education Commission (PEC)

---

### Commission Session 1: Tuesday July 6: 16:00 – 17:30

**Title of Session:** Part A: 16:00-17:00

**Round Table on of Peace Education in Diverse Regions: Challenges and Hopes**

**Part B: 17:00-18:00**

**Peace Education Commission (PEC) General Meeting**

**Chair:**

Toh Swee-Hin (S.H. Toh), Convenor, PEC, University for Peace, Costa Rica

**Discussants:**

PEC Delegates

---

### Commission Session 2:

**PEC Session I: Wednesday July 7: 11:00 – 12:30**

**Title of Session:** Education for Conflict Resolution & Peacebuilding

**Chair:** Claire McGlynn, Queen’s University Belfast, UK

<table>
<thead>
<tr>
<th>Title of Paper</th>
<th>Name of Presenter</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 I.1 The development of a Peace Education Program for Post-conflict Bougainville: the successes &amp; challenges</td>
<td>Kathy Jenkins &amp; Bertram Jenkins</td>
<td>University of New England</td>
</tr>
<tr>
<td>2 I.2 African Traditional Education: A viable alternative for Peacebuilding process in Modern Africa</td>
<td>Kingsley Okoro</td>
<td>Ebonyi State University</td>
</tr>
<tr>
<td>2 I.3 Impact of Peace and Conflict Resolution on Students</td>
<td>Gohar Markosyan</td>
<td>Women for Armenia</td>
</tr>
</tbody>
</table>

**PEC Session II**

**Wednesday July 7: 11:00 – 12:30**

**Title of Session:** Transformative Education for Justice, Sustainability and Peace

**Chair:** Kazuyo Yamane, Kochi University, Japan

<table>
<thead>
<tr>
<th>Title of Paper</th>
<th>Name of Presenter</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 II.1 Whole Person, Whole Planet Education for a more peaceful 21st Century</td>
<td>Linda Groff</td>
<td>California State University</td>
</tr>
<tr>
<td>2 II.2 Option for the poor: the path of solidarity in communicating Peace Education</td>
<td>Angelina Gutierrez</td>
<td>St Scholas, Philippines</td>
</tr>
<tr>
<td>2 II.3 Transcending the Ecological Crisis: Lessons from Faiths &amp; Interfaith Institutions</td>
<td>Toh Swee-Hin (S.H. Toh) &amp; Virginia Cawagas</td>
<td>University of Peace, Costa Rica</td>
</tr>
</tbody>
</table>

---

### Commission Session 3: Wednesday July 7: 16:00 – 17:30

**PEC Session I: Wednesday July 7: 16:00 – 17:30**

**Title of Session:** Communicating Peace through Education and Service: Individual & Institutional Testimonials
<table>
<thead>
<tr>
<th>Chair:       Helen Ware, University of New England, Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of Paper</strong></td>
</tr>
<tr>
<td>3 I.1 The Six Billion Paths to Peace Initiative Local &amp; International Efforts of George Mason University to Foster Peaceful Coexistence</td>
</tr>
<tr>
<td>3 I.2 Local &amp; International Efforts of George Mason University to Foster Peaceful Coexistence</td>
</tr>
<tr>
<td>3 I.3 Academic &amp; Community Projects of the University of Hawaii at Manoa</td>
</tr>
<tr>
<td>3 I.4 Curriculum for Human Rights &amp; Human Security, University of California-Berkeley</td>
</tr>
<tr>
<td><strong>PEC Session II</strong></td>
</tr>
<tr>
<td><strong>Title of Session:</strong></td>
</tr>
<tr>
<td><strong>Chair:</strong></td>
</tr>
<tr>
<td><strong>Title of Paper</strong></td>
</tr>
<tr>
<td>3 II.1 Peace Education in Integrated Schools in Northern Ireland: Ways of Leading for Inclusion</td>
</tr>
<tr>
<td>3 II.2 Intercultural Education as a Method of Early Conflict Prevention in Multicultural Societies</td>
</tr>
<tr>
<td>3 II.3 Intercultural Communication in Peacekeeping and Valuing Diversity: A View from the Developing Nations</td>
</tr>
<tr>
<td>3 II.4 Peace Education – the missing link in Indo-Pak peace process and the need for inclusion</td>
</tr>
<tr>
<td><strong>Meeting</strong></td>
</tr>
<tr>
<td><strong>Title</strong></td>
</tr>
<tr>
<td><strong>Commission Session 4: Thursday July 8: 11:00 – 12:30</strong></td>
</tr>
<tr>
<td><strong>Title of Session:</strong></td>
</tr>
<tr>
<td><strong>Chair:</strong></td>
</tr>
<tr>
<td><strong>Title of Paper</strong></td>
</tr>
<tr>
<td>4 I.1 Peaceful Pedagogy: Vision &amp; Philosophy</td>
</tr>
<tr>
<td>4 I.2 Peaceful Pedagogy: A Human Rights Curriculum for Peacebuilding in Schools and Communities</td>
</tr>
<tr>
<td>4 I.3 CANCELLED Peacebuilding through empowering women by education in Afghanistan</td>
</tr>
<tr>
<td><strong>RE-SCHEDULED TO</strong></td>
</tr>
<tr>
<td>PEC Session II</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td><strong>Title of Session</strong></td>
</tr>
<tr>
<td><strong>Chair:</strong></td>
</tr>
<tr>
<td>Title of Paper</td>
</tr>
<tr>
<td>4 II.1</td>
</tr>
<tr>
<td>4 II.2</td>
</tr>
<tr>
<td>4 II.3</td>
</tr>
<tr>
<td>4 II.4</td>
</tr>
</tbody>
</table>

Session 5: Thursday July 8: 14:00 – 15:30

Commission Session 5: Thursday July 8: 14:00 – 15:30

**PEC Session I: Thursday July 8: 14:00 – 15:30**

**Title of Session:** Historical Analysis & Initiatives in Peace Education

**Chair:** Jeannie Lum, University of Hawaii at Manoa, USA

<table>
<thead>
<tr>
<th>Title of Paper</th>
<th>Name of Presenter</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 I.1</td>
<td>The Role of the Center of Tokyo Air-Raids and War Damage in Peace Education</td>
<td>Kazuyo Yamane</td>
</tr>
<tr>
<td>5 I.2</td>
<td>Language as medium for sustaining cultures of war and violence or a culture of peace: An historical analysis of the 1759 Battle on the Plains of Abraham</td>
<td>Tom Rippon</td>
</tr>
<tr>
<td>5 I.3</td>
<td>Comparison between Japan and the U.S.: Atomic Bombing described in the Historical Textbooks</td>
<td>Kyoko Oshima</td>
</tr>
</tbody>
</table>

**PEC Session II: Thursday July 8: 14:00 – 15:30**

**Title of Session:** Philosophical, Theoretical, Pedagogical & Communication Perspectives in Peace Education

**Chair:** Brett Noel, Ohio University

<table>
<thead>
<tr>
<th>Title of Paper</th>
<th>Name of Presenter</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 II.1</td>
<td>Why a Global Peace Communication Ethic is Feasible for the 21st Century</td>
<td>Claire Badaracco</td>
</tr>
<tr>
<td>5 II.2</td>
<td>CANCELLED Education, modernization, and peace: “End of History?”</td>
<td>Vidar Vambhein</td>
</tr>
<tr>
<td>5 II.3</td>
<td>Learning from educational theories and practices to better communicate peace</td>
<td>Ivana Milojevic</td>
</tr>
<tr>
<td>5 II.4</td>
<td>Explaining the peace-oriented curriculum in Kant’s philosophy</td>
<td>Mostafa Ghaderi</td>
</tr>
</tbody>
</table>
### Commission Session 6: Friday July 9: 11:00 – 12:30

**PEC Session I : Friday July 9: 11:00 – 12:30**

**Title of Session:** Educating Children and Youth for a Peaceful World  
**Chair:** Tom Rippon, Royal Roads University – Camosun College, Canada

<table>
<thead>
<tr>
<th>Title of Paper</th>
<th>Name of Presenter</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 I.1 The Japanese local government activities for the “International Decade for a Culture of Peace and Non-Violence for the Children of the World”</td>
<td>Takehiko Ito</td>
<td>Wako University, Japan</td>
</tr>
<tr>
<td>6 I.2 Youth, Globalization and Progress</td>
<td>Sarah Horowitz</td>
<td>University Argentina</td>
</tr>
<tr>
<td>6 I.3 Peace Education and Entrepreneurial Education: Meeting the Trends of Development</td>
<td>John Synott</td>
<td>Centre for University Australia</td>
</tr>
<tr>
<td>6 I.4 Communicating Peace: Creating a Community of Peace on the Road</td>
<td>Linda Longmire</td>
<td>Hofstra University</td>
</tr>
<tr>
<td></td>
<td>Timothy H. Smith</td>
<td>Hofstra University</td>
</tr>
</tbody>
</table>

**PEC Session II**  
**Friday July 9: 11:00 – 12:30**

**Title of Session:** Cultural Identity and Cross-Cultural Understanding  
**Chair:** Elavie Ndura-Quedraogo, George Mason University, USA

<table>
<thead>
<tr>
<th>Title of Paper</th>
<th>Name of Presenter</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 II.1 Peace-oriented curriculum based on theories of difference and similarity</td>
<td>Mostafa Ghaderi</td>
<td>Kurdistan University, Iran</td>
</tr>
<tr>
<td>6 II.2 Cultural Chameleon – a New Identity for a Peacemaker</td>
<td>Ulla Lehtonen</td>
<td>University of Helsinki, Finland</td>
</tr>
<tr>
<td>6 II.3 CANCELLED Program Evaluation at International Berkeley: 79 Years of Fostering Cross-Cultural Understanding</td>
<td>Chiara Logli</td>
<td>University of East-West Center USA</td>
</tr>
</tbody>
</table>

**REPLACE WITH**

Peacebuilding through empowering women by education in Afghanistan  
Chiara Logli  
Shazia Saba  
USAID/Afghanistan

### Commission Session 7 : Friday July 9: 16:00 – 17:30

**PEC Session I: Friday July 9: 16:00 – 17:30**

**Title of Session:** Education for Conflict Resolution & Transformation: Lessons & Challenges  
**Chair:** Linda Johnston, Kennesaw State University, USA

<table>
<thead>
<tr>
<th>Title of Paper</th>
<th>Name of Presenter</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 I.1 Conflict Resolution Education in Indonesia: Mapping the Challenges involved in Diffusing CRE in a Collectivistic Culture</td>
<td>Claudia Hale &amp; Brett Noel</td>
<td>Ohio University, USA</td>
</tr>
<tr>
<td>7 I.2 Effect of family conflict and resolution: Implication for social order in Abia State</td>
<td>Joyce NNanna</td>
<td>Abia State College of Education, Nigeria</td>
</tr>
<tr>
<td>7 I.3 “South-South” co-operation for elicitive conflict transformation: Peace education and research in conflict</td>
<td>Victoria Fontan</td>
<td>University of Costa Rica</td>
</tr>
<tr>
<td><strong>PEC Session II</strong></td>
<td><strong>Friday July 9: 16:00 – 17:30</strong></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Title of Session</strong></td>
<td><strong>Healing, Inner Peace &amp; Self-Development Strategies</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Chair</strong></td>
<td>James Page, QUT, Australia</td>
<td></td>
</tr>
<tr>
<td><strong>Title of Paper</strong></td>
<td><strong>Name of Presenter</strong></td>
<td><strong>Affiliation</strong></td>
</tr>
<tr>
<td>7 I.1</td>
<td>Promoting Peace through Prison-based Animal Programs</td>
<td>Kristen Yamamoto</td>
</tr>
<tr>
<td>7 I.2</td>
<td>Towards sustainable peacebuilding through a Peace Revolution online self-development program</td>
<td>Claire Holland, Samantha Hardy</td>
</tr>
<tr>
<td>7 I.3</td>
<td>Research on the effects of a training course: The power of music and values to reduce violence and stress in the classroom</td>
<td>Maria Elena Lopez Vinader</td>
</tr>
<tr>
<td>7 I.4</td>
<td>Bridging the Gap between Peace Studies and Inner Peace: A Formula for teaching Yoga to the Academic World</td>
<td>Sowmya Ayyar</td>
</tr>
</tbody>
</table>

| **Commision Session 8: Saturday July 10: 14:00 – 15:30** |
|----------------|-------------------------------------------------|
| **PEC Session** | **Experiential, Participatory & Ethical Strategies & Perspectives** |
| **Title of Session:** | **Chair:** Toh Swee-Hin, University for Peace, Costa Rica |
| **8.1** | Landscape Interpretation and Peace Education: An Urban Walk in Sydney | Peter Herborn, Frank Hutchinson | University of Western Sydney, Australia Centre for Peace and Conflict Studies, University of Innsbruck, Austria |
| **8.2** | The Possibility of World Order Studies with Participatory Learning | Daisuke Nojima | Ritsumeikan University, Japan |
| **8.3** | Ethics, Sports, and Conflict | Linda Johnston | Kennesaw State University, USA |
| **8.4** | Roles of Civil Society Organizations in Peace Education | Muhammad Ayaz, Hameed Ul Mehdi | Communication and Advanced Linguistics, Pakistan |

**PRESENTERS & ABSTRACTS**

The following are concise abstracts and bios of some presenters (in alphabetical order by surname) in the PEC sessions that were provided to date before printing of this PEC program booklet. If an abstract has been inadvertently omitted, please accept our apologies.

**DUQUET, Nils**

**Title:** Peace education in Flanders: a mismatch between supply and demand?
Abstract: In Flanders (the Dutch-speaking part of Belgium), the majority of primary and secondary schools organise peace education projects for their pupils. A large number of these schools use the assistance of civil society groups for the organisation of these projects. Yet, it is unclear how effective these peace education projects are and how well this demand for specific projects is met by the supply of projects by civil society organisations. In this paper we will analyse the potential mismatch between the demand and supply of peace education in Flanders (Belgium). We will do this by comparing the results of (1) a large-scale quantitative survey on peace education projects in 534 schools, (2) the results of a qualitative and quantitative analysis of 454 peace education projects currently offered by civil society, and (3) the results of in-depth focus group interviews with a number of teachers on the subject of peace education. We find that, although the overall satisfaction of schools with projects offered by civil society is relatively high, a number of mismatches still persist. We will conclude with a number of lessons that can be drawn from this study for schools, civil society and policy at large.

Bio: Nils Duquet (°1980) studied sociology and political sciences at the Free University of Brussels (VUB). He joined the Flemish Peace Institute in April 2006. At the Peace Institute he conducts academic and policy oriented research and prepares policy advices. He focuses, among other things, on peace education, the facts and figures of the Belgian arms production and trade, research on small arms, and the follow up on outsourced research of the institute. In addition, he is currently preparing a doctoral thesis on the importance of oil for the arms acquisition of insurgent groups in Sub-Saharan Africa. Before he joined the Flemish Peace Institute he was a researcher at the TOR research group of the VUB with a focus on problematic school careers and the transition from school to work among young people.

FONTAN, Victoria

Title: “South-South” co-operation for elicitive conflict transformation: Peace education and research in conflict areas- From Doing to Being

Abstract: More than three years ago, the UN-mantated University for Peace, based in Costa Rica, was awarded funding from the Dutch Ministry of Foreign Affairs to foster and support the establishment of Peace and Conflict Studies programs in conflict areas of Asia, Africa and the Middle East. To date, the program has trained more than thirty Junior Fellows to design transformative education-based curricula tailored to their institutional needs, as well as delivered thirty-four peace education co-teachings with Senior Professors in partner institutions as diverse as Sudan, Iraq, Kashmir or Sri Lanka. This paper will analyze the conceptual and epistemological evolution of the University for Peace’s programs of curriculum design in Peace and Conflict Studies and Peace Education in post-conflict societies. From doing to being is to date our main challenge in terms of re-inventing transformative education alongside our partners in conflict areas.

Bio: Victoria Fontan is an Associate Professor of Peace and Conflict Studies at the University for Peace, Costa Rica. Her original specialization has been in insurgency studies, focusing on the role of humiliation in relation to the emergence of insurgencies, mostly in a Middle Eastern context. She has published on Lebanon and Iraq, and have worked on both countries for the first ten years of her academic career. She is now shifting specializations towards the application of new sciences metaphors to Peace and Conflict Studies and is currently finishing her second PhD thesis on the cybernetics of peace. She has been at the University for Peace since 2005 and presently serves as UPEAC E’s academic co-ordinator for the UPeace Great Lakes Program.
GROFF, Linda

Title: Whole Person, WholePlanet Education for a More Peaceful 21st Century: A Proposal from a Systems and Futures Perspectives.

Abstract: This paper/presentation begins with a premise on the need to re-examine 21st century university education models of learning, with a hypothesis that our predominant university education model is still largely based on a 19th century Newtonian worldview, which sees reality as made up of a number of separate parts—in this case different university disciplines and departments. The characteristics of a Newtonian worldview or paradigm are presented, followed by how this model still largely underpins our current university models of education. It is also argued that seeing everything as separate from each other does not aid the creation of a more peaceful world.

Bio: Linda Groff is the Director of the Global Options and Evolutionary Futures Consulting Global/Evolutionary Futures, Peace, & Intercultural/Interreligious Synergy in Playa del Rey, CA 90293 and Professor, Political Science & Future Studies and Coordinator, Behavioral Science Undergraduate Program of California State University, USA. Linda teaches, writes, consults, and gives talks and workshops, in the USA and globally, on global futures/evolution, peace/conflict resolution, intercultural/interreligious, and spiritual/consciousness topics to a wide range of professional, educational, community, business, and governmental groups, and has published approximately 50 articles on such subjects, with books in process.

NOEL, Brett & HALE, Claudia

Title: Conflict Resolution Education in Indoensia: Mapping the Challenges involved in Diffusing CRE in a Collectivistic Culture

Abstract: After the fall of President Suharto, the Indonesian educational system experienced an increasing level of decentralization, with regulations concerning the curriculum slowly becoming a general list of standards and competencies. Among the expectations that have been identified is the need for Indonesia’s schools to promote tolerance and teach democratic values; however, the way in which this is to be done remains an open question for many Indonesian educators. The research reported here builds on previous work in exploring the potential for adapting Western-based Conflict Resolution Education (CRE) to the more collectivistic Indonesian culture and education system. In particular, we use Rogers’ theory of the Diffusion of Innovations to examine the challenges involved in introducing Cooperative Learning (CL) and Noncoercive Classroom Management (NCCM), two of the cornerstones of CRE, to a group of Indonesian educators.

Bio: Brett Noel holds a B.A. in English from Ohio University, an M.Ed. in Special Education and an MA in International Studies (Southeast Asian Studies) from Ohio University. He earned his Ph.D. in Curriculum and Instruction from Ohio University and completed his Dissertation as a Fulbright Scholar in Indonesia. He currently teaches Foundational C& I, Classroom Management and Introductory courses in Special Education. His primary research interests include International Teacher Education with specific focus on Conflict Resolution Education and Special Education in Indonesia, student social-emotional development, classroom relational communication & management. Secondary to this is his interests in exploring the use of qualitative research methods via critical theory and ethnography.
HOLLAND, Claire & HARDY, Samantha

Title: Towards sustainable peacebuilding through a “Peace Revolution” online self-development program

Abstract: This paper presents the Peace Revolution Project, an innovative approach to educating young people from all over the world about peace. The Peace Revolution motto is “Peace In, Peace Out” reflecting the project’s aim to support young people to develop inner peace, as well as to prepare them to engage in peace-building activities in the wider community. The project successfully engages in international education that crosses boundaries both geographical and cultural. In an online environment, participants learn about inner peace, engage in self-development activities, receive guidance from peace coaches, reflect on their current practices and engage with their peers. The platform provides an innovative combination of multimedia technology for Inner Peace guidance using various media such as meditation MP3s, live meditation broadcasting, and online Q&A sessions. Launched in July 2009, the Peace Revolution website has now has approximately 1,000 young rebels from 129 countries regularly and meaningfully engaged online.

BIO: Sam is Associate Professor of Conflict Resolution at James Cook University and Adjunct Associate Professor at Bond University. She is also the Research and Development Coordinator of the youth Peace Revolution Program, Thailand. Since 1997 Sam has taught law, conflict management and conflict resolution to university students, lawyers and a wide range of people from private and public organisations. She also has a consultancy practice in creative conflict engagement and education. Sam is a Nationally Accredited Mediator and completed advanced negotiation training at Harvard Law School. Claire has a Masters in Mediation and Conflict Resolution and is a participant in the Peace Revolution Project. She attended the 2010 retreat in Thailand and is an active Peace Rebel.

HOROWITZ, Sara

Title: Youth, Globalization and Progress

Abstract: This presentation seeks first to define the terms that will be used throughout this essay; then, to discuss the notion of economic and global ethics –its risks and negative consequences-, and the need of a global ethic. Finally, it will make a reference to the role of youth in an ethical world. The paper will also discuss violence and analyze the probable and preferred futures, ending with the need to recover hopes and utopias in the design of future peaceful scenarios, towards which we are headed and which will serve us as a guideline.

Bio: Sara Horowitz has been Professor in charge and teacher at Postgraduate School, Faculty of Agronomy, University of Buenos Aires, Argentina since 2003. She also teaches in the TRANSCEND Peace University and European Peace University. She holds a Ph.D. School of Psychology, University of Belgrano and an M.A. School of Psychology, University of Buenos Aires and has received advanced training in conflict resolution at Harvard University. She has served on the Council of PEC JPRA since 2000 and as a Researcher of Toda Institute for Global Peace and Policy Research, Japan/Hawaii, 2000 -2004. She is also co-founder and Academic Director of ASOCIACION RESPUESTA PARA LA PAZ (NGO), a non-profit agency dealing with the teaching and practice of Mediation and Negotiation since 1995.
ITO, Takehiko, TAKIGUCHI, Masaru & NARA, Katsuyuki Nara

Title: The Japanese local government activities for the “International Decade for a Culture of Peace and Non-Violence for the Children of the World”

Abstract: We, the Japanese Society for Developing the Culture of Peace, submitted the report to the United Nations on January 30th, 2010, on our activities related to the years 2001 through 2010 as the International Decade. Our activities began with formation of the Japanese Society for Developing the Culture of Peace in 2000. We have carried out various activities for the past decade in cooperation with UNESCO. The purpose of the present study is to introduce the results and conclusion of our most recent activity, a survey on 806 local governments’ approaches to issues related to culture of peace. Three hundred local governments responded the questionnaire. The results showed varieties of activities for peace including education for peace. Although the Japanese Government has been reluctant to promote culture of peace in accordance with UNESCO, many of the local governments has been making effort to cultivate the culture of peace in cooperation with local people and schools.

Prof. Takehiko Ito has been teaching psychology at Wako University in Tokyo for more than twenty years. He is interested in building peace psychology discipline in Japanese context. His recent work includes: Ito, T. 2008 Masato Tanaka: A developmental psychologist for social justice The Journal of Engaged Pedagogy, 7(1), 65-72. His e-mail address is take@wako.ac.jp

KHANNA, Jatinder Khanna & COSTA, Rejane P.

Title: Intercultural Communication in Peacekeeping and Valuing Diversity: A View from the Developing Nations

Abstract: The military has always been the core of international relations but now its role between the spectrums of “War” and “peace” and “military” and “civilian” are being redefined. Owing to the challenges of globalization, their role has expanded to restore peace, provide humanitarian relief and enhance intercultural communication. This expansion of role is a paradigm shift from the times when peacekeeping forces were primarily activated to serve the strategic and military interest of the senders. Traditionally, U.N. has been the most active in peacekeeping missions. Developing nations like India, Brazil and Pakistan tend to participate more actively in peacekeeping than “developed” countries. Through these missions, developing countries also gain significant military experience on a “foreign turf”. Yet for all 192 member nations, U.N. peacekeeping missions are complex decision-making systems where representatives drawn from various nations are involved in sensitive peace restoration operations around the world. Peacekeeping forces have to manage diversity in many ways. In this context, this paper highlights importance of intercultural communication for a culturally sensitive peacekeeping force.

Bios: Jatinder Khanna is a New Delhi based- researcher and educationist whosas devoted her life to enriching lives in the education domain through research, scholarship and teaching. Her degrees include a M.A.from the Centre for Studies in Regional Development at Jawaharlal Nehru University (J.N.U., New Delhi), a Bachelor in Education from Jamia Millia Islamia, and an M.A. and Ph.D. from School of International Studies at J.N.U. She has presented papers at various national and international forums on her areas of continued interest. These include social, geo-political, strategic and regional development issues of contemporary concern.
Captain Rejane Pinto Costa is an officer at the Brazilian Army Command and General Staff College. She is a post-graduate and research assistant at the Strategic Studies Center. She has a BA in Languages from the Federal University of Santa Catarina, a MEd and a PhD in Education from Federal University of Rio de Janeiro. The focus of her research is on multicultural peace education in the preparation and employment of the military in peacekeeping missions.

MALIK, Mohammad Ashaq

Title: Peace Education – the missing link in Indo-Pak peace process and the need for inclusion.

Abstract: Peace education is the basic requirement for attaining sustainable peace and development. The Indian sub-continent is a multicultural and multiethnic hub of a billion inhabitants. The two main obstacles to its progress and development are the communal riots and its perpetual conflict over Kashmir with neighboring Pakistan. The Pakistan on the other hand also faces similar rather worse situation at home than India, and Kashmir remains the epicenter of misunderstanding with India since its creation. Both neighbors, now the nuclear ones, face the threat of possible war. The one common missing link in both the nations - may it be maintaining peace at their homes or with each other, is peace education. The current study is an attempt to identify this missing link, and highlight the need for two nations to introduce peace education at all levels by establishing peace institutions and developing nationwide curricula.

Bio: Malik is presently back home (India) after 8 years (2000-2008) service in Eritrea (East Africa), finally as Director of Research at Eritrean Institute of Technology. He is currently an Acedemician in Higher Education and informally engaged in peace and development works. He has been an all time volunteer for good cause, serving in over 30 development organizations including a dozen UN offices worldwide as online volunteer in past 8 years. He was winner of online volunteer of the year award for the year 2005 by UNV. Recently, he founded Attitude Change Internation (www.attitude.org.in), which seeks to attain sustainable peace and development by changing the way people think.

JENKINS, Kathy & JENKINS, Bert

Title: The development of a Peace Education Program for Post-conflict Bougainville: the successes & challenges

Abstract: Over a decade of violent conflict in Bougainville left numerous people suffering the effects of injury, rape, grief, displacement and post-traumatic stress. Consequently, the idea of developing a peace program was instigated by the NGO sector while the funding was provided by the United States Institute of Peace. The program was created by means of a dialogic approach with community educators and teachers within workshop contexts in Bougainville. Initially, the outcomes from a series of workshops were developed: the first series, identifying 12 themes that were relevant to peace and conflict within the context of Bougainville; the second engaged in ‘how to
teach’ peace through the application of active and cooperative learning processes and the final series of workshops, involved illustrating and evaluating these strategies that were devised to focus on the 12 themes. Currently, we are in the process of writing and adjusting the program based upon 12 ‘Activity-based Lessons’, in light of comments provided by local workshop participants. Nevertheless, we have learnt much as a result of our lengthy and on-going involvement in this process of peace curriculum development – some positive and some less so. Subsequently, much of what has occurred via this process has proven productive while other issues challenged the success of this process and its implementation.

**Bios:** Kathy Jenkins has practised as a secondary teacher of English and History in Queensland and New South Wales, Australia. She later progressed into the world of academia within the Learning and Teaching area (pedagogy). Kathy’s areas of research have broadened over time to include teacher education, rural and remote education, cooperative learning and environmental education, with its obvious links to peace education. Subsequently, she has become involved in working and researching within some countries that have both environmental and peace conflicts/insecurities such as Sri Lanka and Bougainville. Recently, Kathy has become involved in supporting the construction of workshops inclusive of active, cooperative strategies.

Bert Jenkins has a background as an ecologist and scientist. He has been involved in transformative environmental education for over three decades and has worked with both government and non-government organizations. Bert has been teaching peace studies at UNE for the past seven years and his current research is on building peace in Bougainville through community-based organizations. He works with Kathy on projects in the areas of environmental and peace education. His university teaching includes peacemaking and environmental peace. Bert grew up in Sri Lanka and he immigrated to Australia in 1975.

**JOHNSTON, Linda & THORNBERRY, Derek**

**Title:** Examining Outdoor Experiential Facilitations for Conflict Management Components: Utilizing Outdoor Facilitative Principles and Elements to Design an Outdoor-Experiential Conflict Management Facilitation Model

**Abstract:** The following research study was designed to explore the commonalities between one multi-faceted area of exploratory research with another area of practical and direct application. When the components of outdoor experiential facilitations are examined, there are both shared terminology and similar pedagogic and theoretical underpinnings. The research is based on this research question: “How does one design an outdoor facilitation based on conflict management principles?” The requirement for an understanding of what exact principles and elements are necessary in order to design the most appropriate facilitation model then becomes the priority, which is the purpose of this study.

**Bio:** Linda M. Johnston is the Director of the Master of Science in Conflict Management Program, The Director of the Center for Conflict Management, and an Associate Professor of Conflict Management at Kennesaw State University in Atlanta, Georgia. Her research interests include racial and ethnic conflict, bullying, sports-related violence, health-related conflict, narrative and discourse theory, and world view theory. She is a trained mediator, negotiator, ombuds, and facilitator. She works both domestically and internationally. She has also done conflict resolution work in Ukraine, Republic of Georgia, Barbados, Nigeria, Egypt, and in the US. Dr. Johnston is the President of the International Peace Research Association Foundation, serves on the Small Research Grants Committee, and administers the International Senesh Fellowship Program. She is also on the Board of Hands Along the Nile and the On-line Advisory Committee for the UN School of Peace in Costa Rica.
LONGMIRE, Linda & SMITH, Timothy H.

Title: Communicating Peace: Creating a Community of Peace on the Road

Abstract: This paper examines several unique study abroad programs at Hofstra University developed over the last twenty years according to an “Odyssey” model. These programs raise important questions about peace education in an era of globalization. Our paper draws in part upon student reflections on their own learning in these programs. The courses in each program are interdisciplinary, interrelated and experiential, and are designed to provide students with a rich comparative perspective on global issues and controversies. They also highlight the challenges of grassroots social movements in their responses to globalization. A course on human rights includes an examination of minority rights (e.g., the Basques, the Roma, etc.) as well as problems such as human trafficking. These issues and experiences will be explored in some detail in order to understand more fully a pedagogy of peace and the challenges of teaching human rights to university students.

Bios: Linda Longmire is Professor of Global Studies in the Global Studies and Geography Department of Hofstra University in Hempstead, N.Y. She directs and teaches three unique study abroad programs at Hofstra University: the Mexican Odyssey, the Italian Odyssey and the European Odyssey. She also teaches courses on Human Rights, Human Trafficking, Global Studies, and Women’s Studies. Linda is the co-editor of Untying the Tongue: Gender, Power and the Word. She produces and hosts a weekly radio show about global politics entitled “What Kind of World: Visions and Choices”.

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

Lum, Jeannie

Title: Intentional Leadership in Peace Education

Abstract: This paper puts forth the concept of “intentional leadership” as a possible model for peace educators to think about in regards to their practices in education. The study of intentional leadership began in 1986 with an interest in the relationship of how values are manifested in human actions carried out in a qualitative ethnographic case study about a principal and his management of a high school. The concept is derived originally from studies in the philosophy of intentionality (Searle) and an interdisciplinary theoretical approach to research. In this paper, I discuss some of the principle value aspects of this perspective and their applications in teaching and everyday living. I distinguish individual human acts of intention from acts of collective intentionality and raise questions about how peace educators measure their effectiveness as teachers. I examine the issue of ‘value-neutrality’ as a traditional expectation in academic teaching and whether it is possible for peace educators to maintain such a position if they teach for peace as intentional leaders. Finally, I raise for discussion the transformative potential of intentionality in communicative practices in teaching for peace and ask, “How does it appear in the classroom?”

Bio: Jeannie Lum, Ph.D. is an Associate Professor at the University of Hawaii at Manoa, College of Education, Department of Educational Foundations. She received her doctorate at the University of California, Berkeley, majoring in philosophy of education with an interdisciplinary approach to studies in intentionality in human
action and development. Her M.A. degree is in Comparative Cultures from University of California, Irvine. Her field of research and application is peace education. She is currently Editor of the Journal of Peace Education.

Bio: Takehiko Ito has been teaching psychology at Wako University in Tokyo for more than twenty years. He is interested in building peace psychology discipline in Japanese context. His recent work includes: Ito, T. 2008 Masato Tanaka: A developmental psychologist for social justice The Journal of Engaged Pedagogy, 7(1), 65-72. His e-mail address is take@wako.ac.jp

NOEL, Brett & HALE, Claudia

Title: Conflict Resolution Education in Indonesia: Mapping the Challenges involved in Diffusing CRE in a Collectivistic Culture

Abstract: After the fall of President Suharto, the Indonesian educational system experienced an increasing level of decentralization, with regulations concerning the curriculum slowly becoming a general list of standards and competencies. Among the expectations that have been identified is the need for Indonesia’s schools to promote tolerance and teach democratic values; however, the way in which this is to be done remains an open question for many Indonesian educators. The research reported here builds on previous work in exploring the potential for adapting Western-based Conflict Resolution Education (CRE) to the more collectivistic Indonesian culture and education system. In particular, we use Rogers’ theory of the Diffusion of Innovations to examine the challenges involved in introducing Cooperative Learning (CL) and Noncoercive Classroom Management (NCCM), two of the cornerstones of CRE, to a group of Indonesian educators.

Bio: Brett Noel holds a B.A. in English from Ohio University, an M.Ed. in Special Education and an MA in International Studies (Southeast Asian Studies) from Ohio University. He earned his Ph.D. in Curriculum and Instruction from Ohio University and completed his Dissertation as a Fulbright Scholar in Indonesia. He currently teaches Foundational C& I, Classroom Management and Introductory courses in Special Education. His primary research interests include International Teacher Education with specific focus on Conflict Resolution Education and Special Education in Indonesia, student social-emotional development, classroom relational communication & management. Secondary to this is his interests in exploring the use of qualitative research methods via critical theory and ethnography.

MCGLYNN, Claire & LONDON, Tim

Title: Peace Education in Integrated Schools in Northern Ireland: Ways of Leading for Inclusion

Abstract: As teachers are increasingly tasked with addressing the needs of all learners, there is a gap in our understanding of the organizational conditions that drive responses to diversity and of the extent to which leadership vision maps onto a school’s policies and culture. This article considers how two schools in Northern Ireland have moved beyond integrating Catholic and Protestant children towards inclusive practice that responds to a much wider diversity of learners yet still maintain a clear focus on their primary purpose, bringing Catholics and Protestants together. It portrays the inclusive school as a place where multiple and intersecting spheres of ‘difference’ come together, including religion, ethnicity, gender, ability/disability, socio-economic status, and language. Whilst the schools express differing visions of integration of Catholics and Protestants they share a commitment to responding creatively to multiple forms of diversity and to learning from difference, which is reflected in somewhat similar pedagogical approaches. However we argue that cultural diversity cannot be
understood as ‘just another’ dimension within Ainscow, Booth and Dyson’s (2006) framework for inclusion. By supplementing this notion of inclusion with perspectives from multicultural education and change leadership this article brings new insight to responses to diversity and to the organizational conditions that drive them. Whilst it demonstrates how policy and internal culture can be nurtured by the successful communication of a clear leadership vision it also draws attention to the need for further work with teachers around cultural diversity.

**Bios:** Claire McGlynn lectures at the School of Education, Queen’s University, Belfast. She has been teaching in a variety of educational settings in England and Northern Ireland for more than twenty years and was a founder teacher of New-Bridge Integrated College in 1995. Her research interests include integrated education in Northern Ireland, multicultural and intercultural education, education for social cohesion in conflict and post-conflict societies and teacher education for diversity. She is the co-editor of *Peace education in conflict and post-conflict societies: comparative perspectives* (Palgrave Macmillan USA 2009) and *Addressing ethnic conflict through peace education: international perspectives* (Palgrave Macmillan USA, 2007). She was 2009-10 Chair of the Peace Education special interest group of the American Educational Research Association and is a member of the editorial board of the Journal of Peace Education.

Tim London has worked as a teacher and school administrator, both in the United States and abroad, as well as with the American Federation of Teachers and a non-profit foundation providing educational opportunities to underserved families. After earning my doctorate in Leadership, Policy, and Organization from Peabody College of Vanderbilt University, I was an assistant professor in Kennesaw State University’s department of Educational Leadership. He is currently a Teaching Fellow in the School of Education at Queen's University of Belfast, Northern Ireland focusing on educational leadership. Over the last several years, he has co-authored a book (*Leading Schools During Crisis*) and multiple research articles.

---

**NDURA-OUEDRAOGO, Elavie , TSUCHIDA, Ineko, LUM,Jeannie & SHACKFORD-BRADLEY**

**Title:** Communicating Peace through Education and Service: Individual and Institutional Testimonials

**Abstract:** We are nearing the end of the International Decade for a Culture of Peace, yet, the world continues to face monumental problems as gender-based violence, haunting instances of child abuse, inter-group conflicts, and the constant threat of war challenges humanity’s interconnectedness and the notion of the common good. The four presenters argue that there is still hope to further peace within and around us. Grounding their discussions in the Six Billion Paths to Peace framework initiated by the Shinnyo-en Foundation, they discuss practical individual and institutional projects that have been implemented at their respective institutions to communicate peace by creating harmony between groups and communities.

Ineko Tsuchida, a representative from the Shinnyo-en Foundation, provides an overview of the Six Billion Paths initiative. Jeannie Lum discusses the impact of this initiative on academic and community projects undertaken at the University of Hawaii at Manoa. Julie Shackford-Bradley describes a curriculum designed to teach human rights and human security at the University of California-Berkeley. Elavie Ndura-Ouédraogo shares local and international efforts undertaken by George Mason University to foster peaceful coexistence.

**Bios:** Ineko Tsuchida is Associate Director of Programs at the Shinnyo-en Foundation. She develops and implements educational materials for the Foundation’s Six Billion Paths to Peace initiative, and serves as liaison to leading academic institutions in peace education, peace studies, and service-learning as director of the Shinnyo-en Foundation’s Fellows Program. Her doctoral research at UC Berkeley studied cross-cultural teachers’ classroom management and student responsibility. As a research associate at the Developmental Studies Center in Oakland, Ineko researched and published on educational policies, elementary science education, and teachers’ professional development in Japan. Ineko served as associate director of the Institute for Research on Women and Gender at Stanford University. She supervised pre-service teachers while teaching at San Jose State University.
More recently, Ineko coordinated the development of California’s Preschool Learning Foundations for WestEd’s Center for Child and Family Studies.

Elavie Ndura-Ouédraogo is Associate Professor of Education at George Mason University. A teacher educator with many years teaching experience in high schools in Africa and the U.S, she coordinates the Shinnyo Fellowship for Peacebuilding through Intercultural Dialogue at GMU. She co-authored 147 Tips for Teaching Peace and Reconciliation (Atwood Publishing 2009). She co-edited Seeds of New Hope: Pan-African Peace Studies for the Twenty-First Century (Africa World Press 2009); Building Cultures of Peace: Transdisciplinary Voices of Hope and Action (Cambridge Scholars Publishing 2009); and Seeds Bearing Fruit: Pan-African Peace Action for the Twenty-First Century (AWP 2010, forthcoming). Her articles have been published in various scholarly journals including Harvard Educational Review; Journal of Peace Education; Peace and Change; Multicultural Perspectives; and Intercultural Education. She serves on the Board of the Peace and Justice Studies Association and is the Chair of the Peace Education Special Interest Group of the American Educational Association.

Jeannie Lum is Professor at the University of Hawaii at Manoa. Her current work focuses on the paradigm 'creating cultures of peace' in its applications to teacher education. She has taught conflict resolution/mediation for human development in transformative learning, is establishing a graduate program with a focus in peace education; is engaged in a collaborative initiative to create international schools peace gardens and develop peace curricula and ed assessments for Hawaii K-12 schools; has worked with state legislators establishing Act 23 (July 2007) declaring Sep 21st, 'Peace Day Hawaii' with continued annual celebrations/peace education forums throughout the state; and is Editor of the international Journal of Peace Education.

Julie Shackford-Bradley teaches in the Peace and Conflict Studies (PACS) program at the University of California at Berkeley. In recently years, she has worked with the Shinnyo-en Foundation to develop a ServiceLearning program for PACS that links service with local and global peace building and human rights. Her teaching and research interests lie at the intersection of Human Rights, Conflict Resolution and Globalization, in particular, local, national and global discourses of justice, and thepotential of their integration in post-conflict settings. Her current work is focused on the efforts of Ugandans to establish a transitional justiceprocess in that country that incorporates diverse practices. At the locallevel, Dr. Shackford-Bradley is also participating in a pilot project t integrate restorative justice and family group circle programs in Berkeley schools in partnership with the SEEDS organization.

---

NOJIMA, Daisuke

Title: The Possibility of World Order Studies with Participatory Learning

Abstract: Since 1990, human beings have lived in an unstable world with ambiguous image of the future. In post Cold War era, the sanction war against Iraq, unilateralism actions by superpower, “war on terror,” the trend of decline and change of superpower, have been seen until 2009. On the other hand, global governance has tremendously developed with IGOs and NGOs in “glocal” situation, in the field of supporting fragile states, saving refugees, ban of special weapons, and transnational communications among global citizens, in the same era of the two decades spanning the two dynamic centuries.

Bio: Daisuke is a doctoral student in Graduate School of International Relations, Ritsumeikan University and formerly a teacher in Senri International School of Kwansei Gakuin (7-12). He holds a BA and MA at International Christian University (International Humanitarian Law) and a Certificate from the European Peace University (Austria). He was a Visiting Researcher in American University (WDC in USA) in Autumn 2008. He is a Board member of Transcend Japan as well as of the Centre of Japan-Korea Asia Education and Culture.
RIPPON, Tom J.

Title: Language as a medium for sustaining cultures of war and violence or a culture of peace: An historical analysis of the 1759 battle on the Plains of Abraham.

Abstract: Conflict between French Canada and English Canada continues to exist, as a result of differing perspectives of culture, inter alia. There is not just one history of culture, but several histories of events which make up cultures, each with their own perspective, based on cultural interpretations. The major medium of culture is language – how we describe events from our respective cultures - how we learn, and learn biases. In 1759, English troops under command of General James Wolfe fought French troops under the command of Louis-Joseph, the Marquis de Montcalm on the Plains of Abraham. French Canadians and English Canadians have different interpretations of this historic event, much like Mexicans and Americans have different interpretations of the Alamo. I will analyze this event by comparing how French Canadian historians and English Canadian historians describe this encounter; I will review French Canadian (Quebec) first year university history texts and English Canadian (BC) first year university texts. I will present the different histories – historical accounts, noting the different interpretations of this event as related in the respective histories. I will postulate that these two cultures may remain in conflict because they are educated through language - a medium of culture and an attribute of culture, to remain in conflict.

Bio: Thomas J. Rippon BA (University of Victoria) MPA (University of Victoria) PhD (University of New England, Armidale, NSW, AU) Certified Human Resource Professional
Tom has operated his own business for over twenty years. Concurrently, he is faculty at Camosun College, School of Business, and at Royal Roads University, Faculty of Management. He publishes and presents papers at national and international conferences, and peer reviews manuscripts for publication in journals. Tom’s research interests include: Culture of Peace and Cultures or War and Violence; Governance and Security; Ethics; Efficacy of United Nations missions; and Human Resource Management.
Tom has professional affiliations include the International Peace Research Association; Canadian Pugwash Group; Society for the Study of Peace, Conflict and Violence; International Society for Research on Aggression and American Psychological Association.

SYNOTT, John

Title: Peace Education and Entrepreneurial Education: Meeting the Trends of Development

Abstract: Against the background of debates in peace education over human-capital models in education for national development, as well as basic-needs Education for All models, this paper will discuss the emergence of ‘entrepreneurial’ or ‘enterprise’ education as a framework for education for development in the 21st century. The paper will examine ways in which peace education can contribute to entrepreneurial education. It also argues for more emphasis in peace education on economic aspects of education.

Bio: John Synott is currently Adjunct Professor at the Centre for Peace and Conflict Studies at University of Sydney. He has been a PEC member since 1990 and presented at many IPRA conferences. His research and publication areas include teacher union movements in Asia, Indigenous education, and the sociology of globalisation. His most recent book was Quality Education: Global Perspectives for Australian Schools (David
Barlow Press, 2009). John Synott was inaugural editor of the *Journal of Peace Education* (2004-2007) and has been a regular member of the IPRA Council. He has served as Secretary-General of the Asia-Pacific Peace Research Association (2006-2010).

---

**TOH, Swee-Hin & CAWAGAS, Virginia**

**Title:** Transcending the Ecological Crisis: Lessons from Faiths & Interfaith Institutions

**Abstract:** This paper focuses on the social and educational role of faith communities and institutions in facing and transcending the challenges of the ecological crisis. Worldwide, members of diverse faiths are affirming the “green” values and principles within their beliefs and spirituality traditions. Exemplars are provided of this global movement and the implications for interconnections with peace education initiatives.

**Bios:** Toh Swee-Hin is Distinguished Professor at the U.N-mandated University for Peace in Costa Rica. He has contributed to the development of peace education programs in diverse North and South regions. In 2000, he was awarded the UNESCO Prize for Peace Education. Over 2002-2009, he directed the Multi-Faith Centre of Griffith University in Australia. Virginia Cawagas is Associate Professor of peace education in the University for Peace and has also participated in teaching, research and curriculum development projects and programs in various countries. She was formerly Editor in Chief of the International Journal of Curriculum and Instruction.

---

**WANG, Shen**

**Title:** The Beginning of Peace Education Practice at Primary Education Stage in China: Study on Peace Education Curriculum of Zhong Guan Cun Fourthly (ZGCF) Primary School

**Abstract:** Formal school-based peace education has been practised more than half century around the world; however, the study and practice of peace education in China do not appear until late-1980s. In September 2004, the Fourth Plenary Session of the 16th Communist Party of China (CPC) Central Committee stressed to build a harmonious socialist society, which posed new requests to education for peace. Under this background, peace education in China is becoming more and more serious. Zhong Guan Cun Fourthly (ZGCF) primary school is the first primary school to offer a regular peace education curriculum in China, so it can be regarded as the beginning of peace education practice at primary education stage in China. The main research questions are what kind of PE curriculum has been designed and what are the characteristics of this PE curriculum? This article firstly introduces the general situation of peace education curriculum of ZGCF primary school, which includes the curriculum leitmotiv, curriculum setting and teaching contents and then analyzes and summarizes the characteristics of this curriculum.

**Bio** Wang Shen comes from China and is a PhD candidate in the Graduate School of Asia-Pacific Studies (GSAPS) of Waseda University in Japan. His research interest focuses on peace education, especially peace education in China and Japan. His PhD dissertation focuses on “How to promote the UNESCO’s notion ‘a culture of peace’ through ASPnet in China and Japan”, especially the educational activities of these ASP schools, including their cooperation and communication programmes, their curriculum development programmes as well as their teacher training programmes.
WARE, Helen

Title: The Professionalization of Peace Studies or Do You Have to be a Pacifist to Study Peace?

Abstract: The ‘professionalisation’ of the title refers to the move away from peace education for schools and the general public - to peace studies training for actual or potential peace workers. The paper thus examines the problematic of ‘teaching’ peace studies at the university level to people who work/hope to work in the peace building field including to peace enforcers and keepers in the military and the civilian police who are or may be posted to work in conflict zones. Can one have a ‘culture of peace’ for peacekeepers or is such a culture reserved for pacifists? Do we need to avoid making the ideal the enemy of the good? Do we know what we should be teaching? The text also examines boundary limitation issues related to peace, conflict and security studies and Europe/America divides in peace studies. It also reviews what students and academics have said about the qualities, skills and knowledge which students of peace need to have or acquire. It ends with twelve peace studies heresies which are designed to provoke debate.

Bio: Helen Professor Ware is a Professor and co-ordinates peacebuilding teaching/learning, mostly in distance mode, at the University of New England in Armidale, NSW (although we also have a core group of PhD students, mostly from West Africa, who are on campus). She recently co-ordinated an Australian Learning and Teaching Council Project which looked at the discipline of peace studies across Australia’s universities. In earlier lives, Helen has successively been an academic promoting the teaching of social research methods in 12 African countries; Director of Project at The Australian Human Rights Commission; a senior AusAID official; Australian High Commissioner to Zambia, Malawi and Namibia and Ambassador to Angola. She therefore has an in-depth knowledge of peace work from a very broad range of perspectives, but in this context she feels like the one pied magpie present at a conference of doves.

YAMANE, Kazuyo

Title: The Role of the Center for Tokyo Air-Raids and War Damage in Peace Education

Abstract: The Center for Tokyo Air-Raids and War Damage was founded in 2002 by Association of Recording Air-raids on Tokyo founded in 1970 and the Institute of Politics and Economy that is a private research institute founded in 1946. This is because there was no peace museum founded by Tokyo Metropolitan government. Over 4000 citizens donated money to found the center and a piece of land was donated by a charitable person. Survivors of the US air-raids on Tokyo have been trying to convey their war experiences and the preciousness of life and peace to future generations. School children visit the center and learn what happened in Tokyo during World War II: over 100,000 citizens were killed on March 10th, 1945. The history of the center, exhibitions and activities, especially peace education, will be explored, which is based on the presenter’s visit of the center and interviews of people, especially Mr. Katsumoto Saotome, a survivor of the air-raids and a writer who has devoted his whole life to the need to remember so that similar atrocities will never be repeated. The center has been playing important roles in peace education.

Bio: Kazuyo Yamane is a Japanese peace educator and researcher who graduated from the University of Bradford (PhD in Peace Studies). She presently lectures at Kochi University. She is a member of the Advisory Committee of the International Network of Museums for Peace and the editor of Muse: Newsletter of Japanese