



Educating for Human Security & Survival

Emergencies in Ecology, Energy, Economy

IIPE 2012

National Women's Education Center
Saitama, Japan
August 11-19, 2012



Co-organizing Partners:



2012

INTERNATIONAL INSTITUTE ON PEACE EDUCATION

Educating for Human Security & Survival:
Emergencies in Ecology, Energy, Economy



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WELCOME

FROM NEW YORK



Tony Jenkins & Janet Gerson

NATIONAL PEACE ACADEMY & THE IIPE SECRETARIAT

On behalf of the National Peace Academy and the global IIPE community we are honored to welcome you to Japan. This summer marks a special anniversary: in a world where far too few opportunities exist for teacher training in peace education, the IIPE has now been providing short-term, residential, cooperative learning experiences in peace education for 30 years. In 1982 the first

IIPE was held at Teachers College, Columbia University, organized by Professors Betty A. Reardon, Willard Jacobson and Douglas Sloan. Each of these professors, working in different fields and disciplines, came together to apply their collective wisdom and experience toward a problem that threatened the extinction of the human race and all life on the planet - nuclear proliferation. This first IIPE experience examined the practical and theoretical contributions of education to world order and nuclear and general and complete disarmament. In doing so it addressed the political and personal dimensions of the task of disarmament, inquiring into worldviews, beliefs and attitudes that sustain and make possible a highly militarized system of global security.

From 1982 the Institute evolved in parallel with other developments in the peace research and peace studies fields and grew to examine peace and violence more holistically. 30 years later we return our focus to many of the component elements of the original theme. The 2012 inquiry of "Educating for Human Security & Survival: Emergencies in Ecology, Energy, Economy," offers us an opportunity to examine our relationship to the natural world and its fragile interconnection to human patterns of energy consumption and resource allocation. Most significantly, the 2012 theme opens the doors for learning together and exchanging educational strategies, practical teaching approaches and peace pedagogies for a safer and more secure world order. It also offers us an opportunity to address the immediate educational concerns facing Japan as it continues to heal and recover from the March 2011 tsunami and resultant nuclear nightmare.

We want to express our gratitude to the Japanese team, most especially Kazuya Asakawa who has given all of his very generous heart to organizing the IIPE and supporting the growth of peace education in Japan. Kazuya and his team have been working with us for two long years: the IIPE in Japan was originally scheduled for 2011 but was postponed in response to the tragedy. Kazuya's hard work, integrity, and flexibility can hardly be matched. We are also deeply grateful to Betty Reardon, the IIPE founder. If it were not for her inspiring, innovative model of peace education, her tireless energy, perseverance in the face of difficulty, friendship and mentorship, IIPE would not come to be this unique form of a peace learning community, now sustained for an amazing for 30 years.

Now, we are eager to begin the face-to-face of learning from and with each of you. We wish you a rich and fruitful learning week. We look forward to forming new and long-lasting relationships that are realized through the IIPE peace learning community experience.

Tony Jenkins, IIPE Global Coordinator
(Vice President for Academic Affairs, National Peace Academy)

Janet Gerson, IIPE Education Director

FROM JAPAN

GLOBAL CAMPAIGN FOR PEACE EDUCATION - JAPAN



Kazuya Asakawa

On behalf of GCPEJ, Global Campaign for Peace Education in Japan, I express our gratitude to host IPE 2012 in Saitama, Japan, with the theme of “Educating for Human Security & Survival: Emergencies in Ecology, Energy, Economy.” This IPE was originally scheduled to take place in 2011, however, the earthquake, tsunami and resulting nuclear plant disaster of March 11, 2011 caused enormous damage in the northeastern part of Japan, forcing us to postpone the event until this summer. We wish to thank the people around world that gave us tremendous help and support and shared condolences.

There are still many people suffering, but at the grassroots level many efforts have been made and there is hope to raise voices for the future. Assuring the voices of the ordinary are heard is a difficult challenge; action to stop the nuclear power plants has become vital as people have become aware of the structural causes of the global energy issue. Learning from such contexts and experiences is very important. This IPE is a good opportunity to reconsider our values. The Japanese experience must be at the crossroads of reexamining present ways of living.

The Japanese repented WWII and launched a new constitution renouncing war. However, in the process of rapid economical progress, citizens' power has become weaker. This is further complicated by a backlash from conservatives. Building upon our peace elders' efforts and legacies, we have hope that we will be able to reshape our foundation of peace education to respond to these present challenges. Betty Reardon, the IPE Founder, encourages us in our preparations. It is always a delight to share her passion as well as the staff of the IPE, Janet Gerson and Tony Jenkins.

This year NARPI, the Northeast Asia Regional Peacebuilding Institute is being held in Hiroshima at the same time as the IPE. The chair of GCPEJ, Kathy Matsui is also a steering member of NARPI, so she cannot be with us. She is always with the IPE family and working for Japanese Society for Developing the Culture of Peace. The outcomes from NARPI and IPE will be complimentary. We wish all participants to have a rich and joyful week. We also hope IPE 2012 will contribute to significant work to promote innovative ideas and practices for peace in our communities and to the entire world.

Kazuya Asakawa
Chief Secretary
GCPEJ, Global Campaign for Peace Education in Japan



WELCOME



NEW YORK ORGANIZING TEAM

NATIONAL PEACE ACADEMY

Coordinators

Tony Jenkins, IIPE Global Coordinator
Janet Gerson, IIPE Education Director

Volunteers

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NPA Support Staff

Kristin Famula
Dot Maver
Mike Abkin (grants)
Mary Lee Morrison (grants)

Advisors

Betty A. Reardon
Dale Snauwaert (In Factis Pax Editor)

JAPANESE ORGANIZING TEAM

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Chieko Baba
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Mariko Kimura
Kathy Matsui
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Daisuke Nojima
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Ronni Alexander
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Japanese Society for Developing the Culture of Peace

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Masaru Takiguchi
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DONORS & CONTRIBUTORS

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Blumenthal Foundation
National Peace Academy
Samuel Rubin Foundation
Tokeigakuen University

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Luda Bryzzheva and family
James & Evelyn Dette
Steven Gelb
Karen Kaun
Jing Lin
Dr. Kathy Matsui
Margaret Mautner
Mary Lee Morrison and Bill Upholt
Mika Ochi
Dale Snauwaert
Kato Tadaaki
Masayo Yamamoto



arrival
day

August 11 (Saturday)

International Participant Arrival Day

Morning/Afternoon	International Participants arrive in Tokyo Informal Activities
6:00pm	Dinner – group 1
7:00pm	Dinner – group 2

Day 1

August 12 (Sunday)

Orientation and Excursion

6:30-8:30am	Breakfast at Narita U-City Hotel
9:00am	Depart Narita U-City Hotel
9:30-11:30am	Visit to the National Museum of Japanese History
1:00pm	Lunch at the Bunkyo Kumin Center
1:30-3:00pm	ORIENTATION & WELCOME Tony Jenkins & Kazuya Asakawa
3:00pm	Travel to NVEC
5:30pm	Arrive to NVEC (check-in)
6:00pm	Dinner

Notes...



SCHEDULE

Day 2 August 13 (Monday)

Opening Day: IIPE as Peace Education

7:30-8:30am

Breakfast

9:00-10:30am

**OPENING PLENARY (A): IIPE AS PEACE EDUCATION
(ROOM 101)**

**Janet Gerson (USA)
MODERATOR**

abstracts: page 14

**Loreta Castro (Philippines)
THE ROLE OF PEACE EDUCATION IN EVOLVING NEW CONCEPTS
OF SECURITY: A PHILIPPINE PERSPECTIVE**

**Kenji Nomura (Japan)
TO BE AWARE OF OUR BOILED-FROG SYNDROME:
REFLECTIONS ON THE EDUCATION SYSTEM IN JAPAN**

**Kazuya Asakawa (Japan)
FROM THE LOCAL TO GLOBAL: BACKGROUND ON JAPAN'S
RECENT EMERGENCIES IN ENVIRONMENT, ENERGY AND
ECONOMY**

10:30-11:00am

Coffee Break

11- 12:30pm

CONCURRENT WORKSHOPS (1)

abstracts: page 14

**Kip Cates (Japan)
LANGUAGE TEACHING FOR PEACE IN A MULTICULTURAL
WORLD**

**Kazuyo Yamane (Japan)
PEACE MUSEUMS PROMOTING PEACE EDUCATION**

12:30 – 1:30pm

Lunch

2:00 – 3:30pm

CONCURRENT WORKSHOPS (2)

abstracts: page 15

**Steve Gelb (USA)
THE EARTH CHARTER AS A SOURCE OF REFLECTION AND
ACTION FOR PEACE EDUCATION**

**Shelini Harris (Sri Lanka)
THE HUMAN-ELEPHANT CONFLICT: INTEGRATING HUMANS AND
NATURE**



3:30 – 4:00pm	Break
4:00 – 5:30pm	REFLECTION GROUPS (101, 107 and small meeting rooms)
5:30 – 6:00pm	Free Time
6:00pm	Dinner

Day 3 August 14 (Tuesday)

Emergency Contexts: Focus on Women and Girls

7:30-8:30am	Breakfast
9:00-10:30am	PLENARY (B): WOMEN AND EMERGENCY CONTEXTS (ROOM 101) Tony Jenkins (USA) MODERATOR abstracts: page 15 Chieko Baba (Japan) FUKUSHIMA AND HUMAN SECURITY Himanshu Bourai (India) VIOLENCE AGAINST SCHEDULED CASTE WOMEN IN INDIA AND A WAY OUT Joan O'Connor (Australia) GLOBAL PERSPECTIVES ON WOMEN AND GIRLS' HUMAN SECURITY STRUGGLES IN EMERGENCY CONTEXTS
10:30-11:00am	Coffee Break
11:00 – 12:30pm	CONCURRENT WORKSHOPS (3) abstracts: page 16 Atsuko Akamatsu (Japan) PRACTICAL USE OF TEACHING MATERIALS TO LEARN ABOUT A-BOMB SURVIVORS' EXPERIENCES, ENHANCE INTERNATIONAL COOPERATION AMONG SCHOOLS & REALIZE PEACE Keiko Kikuchi (Japan) STUDENTS' AND ORGANIC FARMERS' RESPONSES TO 311
12:30 – 1:30pm	Lunch



SCHEDULE

2:00 – 3:30pm

CONCURRENT WORKSHOPS (4)

abstracts: page 16

**Judith Alexander (Canada/Japan) Mitsuru Kanayama (Japan)
EQUIPPING VOLUNTEERS & USING LANGUAGE AS A BRIDGE
AFTER DISASTERS**

**Lourdes Torres-Santos (Puerto Rico)
TOWARDS A DIFFERENTIATED PEDAGOGY: EXPLORING THE
LINKS BETWEEN SPECIAL EDUCATION AND PEACE EDUCATION**

3:30 – 4:00pm

Break

4:00 – 5:30pm

REFLECTION GROUPS

5:30 – 6:00pm

Free Time

6:00pm

Dinner

8:00-8:30pm

FILM (Peace Youth Camp in Nepal)

Day 4 August 15 (Wednesday)
Public Day

7:30-8:30am

Breakfast

8:30-10:00am

Free Time

10:00-10:15am

WELCOME TO PUBLIC GUESTS (101: Seminar Hall)
Kauya Asakawa (Japan)

10:30-12:00pm

PUBLIC PLENARY (C)
ECONOMY AND CRISIS - INTERNATIONAL PERSPECTIVES

Anita Yudkin (Puerto Rico)
MODERATOR

abstracts: page 17

Sakeena Yacoobi (Afghanistan)
AFGHANISTAN: ENGAGING WOMEN FOR THE FUTURE

Ram Chandra Paudel (Nepal)
EXPERIENCE OF PRACTICPEACE EDUCATION IN NEPAL

Janet Gerson (USA)
**OCCUPY! ECONOMIC JUSTICE MOVEMENT: PEACE EDUCATION
LENS**



SCHEDULE

12:00-1:00pm	Public Lunch with Visitors
1:00-1:30pm	NWEC OFFICER'S PRESENTATION To Realize the Gender-Equal Society: The Role of National Women's Education Center of Japan
1:30-2:15pm	CONCURRENT WORKSHOPS (5A) (abstracts: page 17) IPE Presenters (30 minutes, bilingual and/or with simultaneous translation) Anne Halvorsen (Norway) CULTURE OF PEACE - INVOLVING AND ACTIVELY PARTICIPATING IN PEACE BUILDING Kevin Kester (USA) CARROTMOB, BUYCOTTING AND ECO-PEDAGOGY Yuriko Yabu (Japan) EXPERIENCING TRADE TO UNRAVEL FOOD INSECURITY – MOTIVATING THE YOUTH
2:15-2:30pm	Mini-Break
2:30-3:15pm	CONCURRENT WORKSHOPS (5B) (abstracts: page 18) Visitors' Presentations (30 min. each, bilingual and/or simultaneous translation) Michiyo Furushi (Japan) ECO VILLAGE DESIGN FOR ORGANICE FARMING Katsuyuki Nara (Japan) STUDENTS' EXCHANGES OF PEACE MESSAGES AFTER 3.11 DISASTER
3:15-3:30pm	Mini-Break
3:30-4:00pm	REFLECTIONS OF A SENIOR PEACE SCHOLAR Kinhide Mushakoji on Peace Research, Peace Education, and IPE
4:00-4:30pm	RECEPTION AND IPE CELEBRATION
4:30-5:00pm	Free Time
5:00-6:00pm	REFLECTION GROUPS (guests invited)
6:00pm	Dinner



SCHEDULE

Day 5 August 16 (Thursday)

Linking Issues in Energy, Militarism, and Disarmament

7:30-8:30am

Breakfast

9:00-10:30am

PLENARY (D): NO NUKES: DISARMAMENT-ENERGY CONNECTIONS

**Loreta Castro (Philippines)
MODERATOR**

abstracts: page 18

**Ehtisam Rana (Pakistan)
REVERSE NEGATIVE IMPACT ON HUMANITY: LIMITING PRODUCTION & TRADE OF ARMS & NUCLEAR WEAPONS**

**Anne Halvorsen (Norway)
LOBBYING FROM GRASSROOTS TO UN LEVEL, THE NORWEGIAN EXPERIENCE**

**Atsuko Akamatsu (Japan)
TEACHING MATERIALS ON A-BOMB SURVIVORS' EXPERIENCES & NUCLEAR POWER PLANTS**

10:30-11:00am

Coffee Break

11:00 – 12:30pm

CONCURRENT WORKSHOPS (6)

abstracts: page 19

**Steve Gelb (USA)
LISTENING AND SPEAKING FROM THE HEART: THE PUBLIC CONVERSATIONS PROJECT MODEL OF DIALOGUE**

**Pratibha Mishra (India)
CONFLICT RESOLUTIONS: PRACTICAL EXERCISES**

12:30-1:30pm

Lunch

2:00-3:30pm

CONCURRENT WORKSHOPS (7)

abstracts: page 19

**Himanshu Bourai (India)
GANDHIAN CONCEPT OF SATYAGRAHA FOR HUMAN SECURITY & SURVIVAL**

**Kenji Nomura (Japan)
LET'S COMPARE (AND SHARE THE IDEALS TO MAKE THEM REAL)!**



SCHEDULE

3:30-4:00pm	Break
4:00-5:00pm	REFLECTION GROUPS
5:30-6:00pm	Free Time
6:00pm	Dinner
7:00pm	Prepare for Culture Presentations
8:00pm	CULTURE / TALENT NIGHT

Day 6 August 17 (Friday)

Educating for Ecological Security

7:30-8:30am	Breakfast
9:00-10:30am	PLENARY (E): EDUCATING FOR ECOLOGICAL SECURITY Steve Gelb (USA) MODERATOR abstracts: page 20 Shelini Harris (Sri Lanka) FINDING OUR PLACE AMONG OTHER SPECIES, AND THE IMPORTANCE OF INTERDISCIPLINARITY Kevin Kester (USA) ASSESSING THE IMPACT OF PEACE EDUCATION: A CASE STUDY OF UNESCO-APCEIU & THE UNIVERSITY FOR PEACE Glenda Izumi (USA) AN ECOSYSTEMIC LOOK AT RECOVERY EFFORTS TO 3/11 TOHOKU DISASTER
10:30-11:00am	Coffee Break
11:00-12:30pm	CONCURRENT WORKSHOPS (8) abstracts: page 20 Chieko Baba (Japan) VIOLATIONS OF THE JAPAN CONSTITUTION? IMPACT ON WOMEN & GIRLS IN EMERGENCIES Joan O'Connor (Australia) YOUTH IN NEPAL STRUGGLING FOR VALUES AND AND SURVIVAL



SCHEDULE

12:30-1:30pm

Lunch

2:00-3:30pm

SPECIAL WORKSHOP SESSION (9)

abstracts: page 21

Tony Jenkins (USA)

**A SPECIAL FUTURES WORKSHOP FOR PEACE EDUCATORS:
IMAGING A NUCLEAR FREE WORLD**

3:30- 4:00pm

Coffee

4:00-5:30pm

REFLECTION GROUPS

5:30-6:00pm

Free Time

6:00pm

Dinner

Day 7 August 18 (Saturday)

Planning for Action and Application

7:30-8:30am

Breakfast

9:00-11:30am

ACTION PLANNING PLENARY (F)

**Kip Cates (Japan)
MODERATOR**

abstracts: page 21

Tony Jenkins (USA)

**THE NATIONAL PEACE ACADEMY: FROM LEARNING TO VISION
TO ACTION AND BACK AGAIN**

Anita Yudkin (Puerto Rico)

**EDUCATING FOR PEACE: SOME THOUGHTS ON THE
INTERRELATIONSHIP BETWEEN THEORY AND PRACTICE**

Kazuyo Yamane (Japan)

**PEACE MUSEUMS AS SPACES FOR PRACTICAL PEACE
EDUCATION**

10:30-11:00am

Coffee Break (continue group discussions)

11:30-1:00pm

REFLECTION GROUPS (planning for final plenary)

12:30-1:30pm

Lunch



SCHEDULE

2:00-3:30pm	CLOSING PLENARY: REFLECTION GROUP PRESENTATIONS
3:30-4:00pm	Break
4:00-5:30pm	CLOSING CEREMONY
5:00-6:00pm	Break
6:00pm	Dinner
7:00pm	CLOSING CELEBRATION – 30TH ANNIVERSARY OF IPE!

Day 8 August 19 (Sunday)

Departure

Departures: Return to Tokyo or Narita

Notes...



Day 2 August 13 (Monday)

Opening Day: IIPE as Peace Education

Plenary A: Opening Plenary

Loreta Castro (Philippines)

THE ROLE OF PEACE EDUCATION IN EVOLVING NEW CONCEPTS OF SECURITY: A PHILIPPINE PERSPECTIVE

The presentation will describe the efforts of the Center for Peace Education (Philippines) towards introducing new concepts of security to the various groups that it engages. These new concepts are increasingly accepted as concepts that relate to true security. In a country that still struggles with violent conflicts, they are concepts that need to be mainstreamed through peace education and through active peace advocacy, not only among those in the formal education sector but also with other relevant groups such as the security sector (police and military officers) and local government units.

Kenji Nomura (Japan)

TO BE AWARE OF OUR BOILED-FROG SYNDROME: REFLECTIONS ON THE EDUCATION SYSTEM IN JAPAN

If you throw a frog into a pot of boiling water, he'll jump out. But if you place a frog into a pot of lukewarm water and slowly turn up the heat, it will be boiled to death. In other words, if people become acclimated to some policy or state of affairs over a sufficient period of time, they come to accept it as normal. And so it is with the situations of the children in Japan, which is to say the unconscious state of war. Here, I would like to share the situations and my struggles.

Kazuya Asakawa (Japan)

FROM THE LOCAL TO GLOBAL: BACKGROUND ON JAPAN'S RECENT EMERGENCIES IN ENVIRONMENT, ENERGY AND ECONOMY

In the 21st century, international society has admitted to a sustainability crisis. In Japan, the impact from the earthquake, tsunami and nuclear plant accident intensified the severity of the challenges. But, changes of demography, labor market, and community demonstrate more fundamental problems. Presuppositions of economic growth with globalization cannot sustain our ways of living as assumed before. Now, we must reconsider our values and seek alternatives. Japanese society looks affluent but there are many underlying problems -- high suicide rates, young people losing hope, etc. General statistics will be used to clarify characteristics of present day Japanese society and to share local responses to seek a better society.

Workshop Session 1

Kip Cates (Japan)

LANGUAGE TEACHING FOR PEACE IN A MULTICULTURAL WORLD

The past two decades have seen a shift in the field of language teaching towards active learning, content-based instruction and cross-cultural communication. This has encouraged language teachers to experiment with concepts from fields such as peace education and education for international understanding. This workshop will demonstrate innovative ideas, activities and resources aimed at promoting peace, tolerance and cross-cultural awareness. Participants will learn about the Global Issues Special Interest Group of the Japan Association for Language Teaching and gain a better understanding of how language teachers worldwide are helping to prepare young people for socially responsible citizenship in our multicultural world.

Kazuho Yamane (Japan)

PEACE MUSEUMS PROMOTING PEACE EDUCATION

Museums for peace are useful spaces to promote peace education not only at schools but also in the communities. The International Network of Museums for Peace and the Japanese Citizens' Network of Museums for peace have been playing important roles. However, the roles of war museums seem to be much greater and it is hoped that more spaces such as peace museums and peace centers will contribute to promoting peace education and creating a culture of peace. Each participant will be asked to think what s/he can do in a community.



Shelini Harris (Sri Lanka)

THE HUMAN-ELEPHANT CONFLICT: INTEGRATING HUMANS AND NATURE

Many ecological and social crises stem from our mistaken sense of the place of our species on the planet. We need to refashion our lives and institutions recognizing scientific findings and the knowledge of indigenous cultures around the world regarding our continuity and interconnectedness with other species. This knowledge shows that other species too have cultures, knowledge and rights, which we need to take into consideration. This workshop illustrates this by discussing the elephant-human conflict. We will look at various images and examples, with participants asked to share their own suggestions and knowledge, especially relating to issues faced in their parts of the world.

Steve Gelb (USA)

THE EARTH CHARTER AS A SOURCE OF REFLECTION AND ACTION FOR PEACE EDUCATION

The Earth Charter is civil society's response to the ecological crisis facing humanity. It is the most democratic, participatory document in human history, created through open, intensive, multicultural and interreligious dialogue among thousands of individuals and organizations, including indigenous peoples, women's groups, peace activists and scientists. This "people's treaty" has the potential to be for the 21st century what the United Nations Declaration of Universal Human Rights was for the 20th. Through its deep assumption that ecology, peace, democracy, and social and economic justice are interdependent, the charter stands as an "ethical lodestar" (Leonardo Boffo) for peace educators and a generative source of practical applications. Participants in this seminar will become (more) familiar with the Charter and the range of educational applications it has already produced. Through a "jigsaw" activity they will reflect upon the Charter's principles and discern their practical value for their own work.

Day 3 August 14 (Tuesday)

Emergency Contexts: Focus on Women and Girls

Plenary B

Chieko Baba (Japan)

FUKUSHIMA AND HUMAN SECURITY

People in Japan 'are changing' to be independent-minded after the Northeast Japan Earthquake and Tsunami on March 11, 2011. However, the Japanese government still thinks that they can control the people as they have always done in the past. Especially women in Fukushima have changed significantly for the sake of their children, their families, and themselves. These women's activities will be viewed through the lens of Japanese Constitution, and from the perspective of Human Security. Serious attention to this issue is needed for the future of the people in Japan, and also all people neighboring countries, and the world.

Himanshu Bourai (India)

VIOLENCE AGAINST SCHEDULED CASTE WOMEN IN INDIA AND A WAY OUT

Indian professor will speak on her research and insights regarding women on the margins. There are about 250 Million Scheduled Cast in India. 75% of SC live below poverty line. The literary rate is 10.93% for girls. The work participation rate for females SC is 25.98%. The contribution of SCW to the Indian economy is very significant especially in the agricultural sector. The hardships of SCW are not simply due to their poverty, economic status, or lack of education, but are a direct result of the sever exploitation and suppression by the upper classes.

Joan O'Connor (Australia)

GLOBAL PERSPECTIVES ON WOMEN AND GIRLS' HUMAN SECURITY STRUGGLES IN EMERGENCY CONTEXTS

Women and children are the most vulnerable in emergency situations and the work done throughout the NGO community has been to respond immediately to crisis and empower women and young girls to develop a routine that is for safety and practical ways for day to day survival. Different types of emergencies have complex needs and solutions which will be explored.



Practical ways of supporting their needs and practical ways of securing safety with housing, food and water will be discussed. Young women are particularly vulnerable in crises and discuss ways to protect young women and children in these situations. Displacement, being separated from families, and becoming refugees is also of great distress to families. Setting up of safe areas and allowing refugees to travel across borders in situations of crisis is a significant options to be explored by the global community.

Workshop Session 3

Keiko Kikuchi (Japan)

STUDENTS' AND ORGANIC FARMERS' RESPONSES TO 311

In this workshop, I hope to explore the following things with participants: 1) What really happened and is happening at Fukushima nuclear power plants and media coverage in Japan vs. outside world. 2) Truth about energy issues 3) Students' and organic farmers' responses to the whole event 4) People's movements against nuclear power plants (NPP) and sustainable living in Japan 5) How to cope with radiation from NPP accidents.

Atsuko Akamatsu (Japan)

PRACTICAL USE OF TEACHING MATERIALS TO LEARN ABOUT A-BOMB SURVIVORS' EXPERIENCES, ENHANCE INTERNATIONAL COOPERATION AMONG SCHOOLS & REALIZE PEACE

This workshop will consist of three parts; 1st, effective use of materials, 2nd, creating stories for peace, 3rd, discussion mentioned above. Firstly in small groups, participants will discuss how to use the materials to help children FEEL what happened in war. They will make presentations about their ideas. In the 2nd part, each member will create a story for peace and share it in a small group. Lastly, all the participants will share their opinions to promote the exchange of children's opinions to motivate one another to work for peace. The participants can bring their materials for the discussion.

Workshop Session 4

Lourdes Torres-Santos (Puerto Rico)

TOWARDS A DIFFERENTIATED PEDAGOGY: EXPLORING THE LINKS BETWEEN SPECIAL EDUCATION AND PEACE EDUCATION

By means of a story "El Reino de la Geometría," participants will study and discuss the principles of differentiated education as proposed by Carol Ann Tomlinson and the propositions for human rights learning set forth by Betty Reardon. This will lead to addressing the links between special education and peace education, as developed in activities and a blog I have created for a graduate course at the University of Puerto Rico.

Judith Alexander (Australia) & Mitsuru Kanayama (Japan)

EQUIPPING VOLUNTEERS & USING LANGUAGE AS A BRIDGE AFTER DISASTERS

This workshop will provide opportunities to experience Survivor Care Training which was developed in response to Japan's 2011 triple disasters. The program equips volunteers to interact with survivors in a meaningful way without neglecting their own self-care. The training progresses through three stages of training: equipping, active listening skills (including hand massage techniques), and volunteer debriefing. Materials are provided that can be adapted to a variety of training situations. In addition, a research project will be presented based on interviews with multilingual aid workers who have contributed to post disaster support relief work.

Notes...



Day 4 August 15 (Wednesday)

Public Day

Plenary C

Sakeena Yacoobi (Afghanistan)

AFGHANISTAN: ENGAGING WOMEN FOR THE FUTURE

The life of the Afghan woman is challenging. Although many are now in the position where they are the head of their households and responsible for the financial support of their families, they have not been provided with the tools of education, job skills, good health, or leadership skills. All of these things are interconnected and lead to poverty. Currently, Afghanistan is using only half of its population to gain self-sufficiency: the men. To move forward, we must concentrate on the issues of women so they can take care of themselves, their families, and become leaders in their communities.

Ram Chandra Paudel (Nepal)

EXPERIENCE OF PRACTICEPEACE EDUCATION IN NEPAL

Based on experiences of CHILDREN-Nepal on empowering poor children, youth and their families and Atelier for Development & the Future, Japan (ADF) on Eco village design education in Japan, we have conducted 10 days Youth Camp about learning the basis of life and civilization of altruism in Pokhara Nepal during the civil war in Nepal. After that CN and ADF jointly designed and implemented Practical Peace Education Project for youth in Nepal for three years. We have developed Peace Education Manuals. We are proud that thousands of youth who were involved in this process are role models in our society.

Janet Gerson (USA)

OCCUPY! ECONOMIC JUSTICE MOVEMENT: PEACE EDUCATION LENS

The Occupy Wall Street (OWS) encampment in New York City's financial district set off a wide-spread movement for economic justice. Under the slogan "We are the 99%", people all over the US joined the protests against government and the demise of social services and protections. OWS echoes the global justice movement that rejects financialization and corporate "personhood" over human rights or democracy. What can we learn from OWS's aims, actions, and developments? Gerson will use her participant experiences to view OWS through a peace educator's lens.

Workshop Session 5A

Yuriko Yabu (Japan)

EXPERIENCING TRADE TO UNRAVEL FOOD INSECURITY – MOTIVATING THE YOUTH

The quantity of food produced cannot be the serious issue for hunger as we throw away one-third of perfectly edible food worldwide. This puzzle was how my class at Kinokuni Children's Village Senior High School started to learn about the unjust mechanism of food trading. Achieving food security requires the world, especially the young generation who are still resistant to excusing injustice, to be informed of where the problems really lie. Thus, in this workshop, the way to get young people interested in realizing equitable trade system is sought by the use of the Trade Game invented by Christian Aid.

Kevin Kester (USA)

CARROTMOB, BUycOTTING AND ECO-PEDAGOGY

This interactive workshop introduces tools of eco-activism including boycotting, political consumerism and carrotmob. Green consumers and environmental educators want to decrease businesses environmental impact. Such consumers are often willing to reward a business with profits if the business commits to the consumers' demands. This process of consumer-directed values that seeks to reward businesses is called boycotting, and the link that connects the motivations of businesses to become more environmentally and socially responsible to the value-driven green consumer boycott could be the profit created through an emerging method of activism called carrotmob. The question is how to use of carrotmob as an eco-pedagogical tool to facilitate transformative environmental learning. This workshop will address inquiry on carrotmob and boycotting as possible forms of eco-pedagogy.

Anne Halvorsen (Norway)

CULTURE OF PEACE - INVOLVING AND ACTIVELY PARTICIPATING IN PEACE BUILDING

Norwegian teacher and International Peace Educator will offer her practical activities for understanding of peace. Participants will enjoy playfulness while having the opportunity to hear the reflections of someone who contributed to the founding the field of peace education.

Workshop Session 5B

Michiyo Furuhashi (Japan)

ECOVILLAGE - SUSTAINABLE LIVING AND EDUCATION FOR PEACE

Sustainability is the base of a peaceful and harmonious world. Ecovillage is the way of human beings to live sustainably. This session will introduce ecovillage life in Japan through the example of Konohana Family, and how their way of life will create harmonious world. I will also introduce a participatory program, "Ecovillage Design Education (EDE)" that has been held in 35 countries since 2007. EDE is a holistic program, which consists of four aspects ecological, economical, social, and most importantly, the spiritual as a foundation. The future of this planet depends on what kind of consciousness we human beings hold.

Katsuyuki Nara (Japan)

STUDENTS' EXCHANGES OF PEACE MESSAGES AFTER 3.11 DISASTER

After 3.11 disaster, Shin-eiken (*or* the New English Teachers Association), a nationwide organization of English teachers at public or private schools, received a lot of "encouraging messages" from students abroad, including Turkey. I visited quake-& tsunami-stricken schools with those messages, and the students wrote "Thank-you messages," which I sent to the foreign students by mail. After the 10.23 earthquake in Turkey, the Japanese students wrote encouraging messages for the students at the hardest-hit schools in Turkey, and I took the messages to the schools this March. Through the exchanges of "peace messages," the students in hard times deepened mutual friendship and compassion.

Day 5 August 16 (Thursday)

Linking Issues in Energy, Militarism, and Disarmament

Plenary D

Ehtisam Rana (Pakistan)

REVERSE NEGATIVE IMPACT ON HUMANITY: LIMITING PRODUCTION & TRADE OF ARMS & NUCLEAR WEAPONS

There is no effective control or regulation in manufacturing and trade of arms in the world. This has contributed to deaths, injuries, torture or other human rights abuses. Every minute a human is killed by a gun. There are some 300,000 child soldiers in the world. Half a million human beings are killed every year. The cost of conventional arms trade between exporters and importers is 3-400 million dollars every year. Billions of dollars are spent on manufacturing of nukes by the involved countries. In contrast, a redirection of few hundred billions can assist to improve the living conditions of most deprived people all over the planet. Priorities need to be changed.

Anne Halvorsen (Norway)

LOBBYING FROM GRASSROOTS TO UN LEVEL, THE NORWEGIAN EXPERIENCE

Sharing an lifelong experience of developing tools of lobbying for Peace and "Culture of Peace" and Environment questions from a Norwegian perspective. Seeing the connections and practical work on different levels - the grassroot, the local, the national and the global level. Implementation and LOOKING FORWARD.

Atsuko Akamatsu (Japan)

TEACHING MATERIALS ON A-BOMB SURVIVORS' EXPERIENCES & NUCLEAR POWER PLANT

In this session, teaching materials and students' works for peace will be introduced. The materials can help children feel the



reality of war. Not only feeling the hell in their classrooms, creating their own stories for peace and exchanging their opinions with foreign students will broaden children's mental horizons to cooperate with diverse people to realize peace. One example of such activities is "Machinto Project" on iEARN. Another controversial but effective topic to exchange opinions about is the danger to peace education in some cities in Japan. Textbooks to justify war were adopted in cities which have military bases.

Workshop Session 6

Pratibha Mishra (India)

CONFLICT RESOLUTIONS: PRACTICAL EXERCISES

This conflict resolution workshop will use video and discussion to engage participants in hands-on practical exercises. Dr. Mishra's will also share her social work perspective for conflict and peace education.

Steve Gelb (USA)

LISTENING AND SPEAKING FROM THE HEART: THE PUBLIC CONVERSATIONS PROJECT MODEL OF DIALOGUE

The Public Conversations Project (PCP) dialogue model has been used world-wide to build bridges of empathy, understanding and respect between people caught in polarized, conflicted situations. Its skillful use of questions in structured conversation allows parties to release long-held stories and positions in order to listen and speak from the heart. Participants in this workshop will learn the assumptions and features of the PCP model and participate in or observe and process an actual dialogue. Because PCP has placed its materials on-line and free of charge in both English and Spanish, participants who wish to go further may use these resources to do so when they return home.

Workshop Session 7

Kenji Nomura (Japan)

LET'S COMPARE (AND SHARE THE IDEALS TO MAKE THEM REAL)!

Here I would like to compare the education system (which directly provide the way and the content of the education), teachers' status (which relates to the autonomy of the education) and the working conditions of the parents (which are the foundation of raising children), the concept of "studying" and "teaching" of our own to share the differences and our ideal, and to get the objective view to improve our situations.

Himanshu Bourai (India)

GANDHIAN CONCEPT OF SATYAGRAHA FOR HUMAN SECURITY & SURVIVAL

In this workshop, Dr. Bourai will share her insights on Gandhian philosophy for a new world order. She will share her insights on Gandhian Thought and Women's Empowerment. Empowering women socio-economically through increased awareness of their rights and duties as well as access to resources is decisive step towards greater security for them. The ultimate goal of empowerment of women based on Gandhi's vision is Sarvodaya the welfare of all through cooperation and trusteeship in the economic sphere, equal participation in the political sphere, and mutual aid in the social sphere without regard to caste, or class or gender.

Notes...



Day 6 August 17 (Friday)

Educating for Ecological Security

Plenary E

Glenda Izumi (USA)

AN ECOSYSTEMIC LOOK AT RECOVERY EFFORTS TO 3/11 TOHOKU DISASTER

The triple disasters that faced the Tohoku region is well exemplified through an ecosystemic lens developed in the 1970's by Russian-American psychologist Urie Bronfenbrenner. I suggest that his ecological systems theory provides an apt basis for understanding how the Japanese people responded to the disasters. Certainly, their response was embedded with socio-cultural aspects, including their respect for nature and for community. I will share personal experiences and conversations I recently had while visiting the area one month ago and invite your reflections and insights on how their responses may have strengthened or impeded recovery efforts.

Shelini Harris (Sri Lanka)

FINDING OUR PLACE AMONG OTHER SPECIES, AND THE IMPORTANCE OF INTERDISCIPLINARITY

Unless we recognize that we are a part of, and continuous with, nature, sharing many characteristics with other animals and in a moral relationship with them and the rest of nature, we will not be able to respond to and construct alternative ways of life consistent with peace culture. Drawing on examples from indigenous knowledge, permaculture, and other ecological and interdisciplinary thinking, I invite participants to engage with me in analysing and thinking how this different sense of ourselves and what we need to make us happy and successful can help us work out different solutions to situations like the "human-elephant" conflict. I want us to think especially about how peace studies may be best suited to facilitate this kind of education.

Kevin Kester (USA)

ASSESSING THE IMPACT OF PEACE EDUCATION: A CASE STUDY OF UNESCO-APCEIU & THE UNIVERSITY FOR PEACE

Each year the Asia-Pacific Centre of Education for International Understanding (APCEIU), operating under the auspices of UNESCO, hosts a peace education training-of-trainer's program for teacher-educators from across the Asia-Pacific. In this presentation I will explain the program's medium-term impact on educators. Research findings are based on consultation records, documentary analysis, observations, and questionnaire responses from evaluations of the 2009 program. In the medium-term impact assessment report, 14 educators offered data pertaining to their post-program implementation of peace education concepts and practices in their work. Data was also collected from six participants two years later to continue monitoring progress. These results are further compared to impact data gathered from nine graduates of the University for Peace. Findings indicate that among the 23 educators who participated in the study all have gone on to develop peace education programs or policies in their home countries and that most of these programs take an ecological, conflict resolution, or international understanding approach.

Workshop Session 8

Joan O'Connor (Australia)

YOUTH IN NEPAL STRUGGLING FOR VALUES AND AND SURVIVAL

Two young people from Nepal work for the Youth Society for Peace share their stories and struggles when working with youth in villages and rural areas. Their leadership skills and cooperative style help others to understand and find solutions to significant problems they face daily in their lives. They learn to develop personal, social skills to live in harmony with others, respecting basic human rights and finding non violent resolutions to conflict within their culturally diverse and Maoist society.

Chieko Baba (Japan)

VIOLATIONS OF THE JAPAN CONSTITUTION? IMPACT ON WOMEN & GIRLS IN EMERGENCIES

Women, children and minorities are the ones who suffer the most in emergency situations, acts of violation against their rights,



as well as men's rights are often seen. Through this workshop, we will consider what sort of violations are committed and how we can apply the constitution and international law to foster justice. If time allows, an action plan can be constructed as a group and/or as individuals.

Workshop Session 9

Tony Jenkins (USA)

A SPECIAL FUTURES WORKSHOP FOR PEACE EDUCATORS: IMAGING A NUCLEAR FREE WORLD

According to historical, cultural and psychological evidence, images of the future motivate behavior in the present. As Elise Boulding noted, "we cannot work for a world we cannot imagine." In this time of transition it is imperative that we develop the capacity to vision a world very different from that we now know and inhabit, and move beyond fear and despair. Based on the "futures workshops" conducted by Elise Boulding, Warren Zeigler, Betty Reardon and others, this special session will introduce IPE participants to some of the basic practices of futures thinking that are essential to peace education.

Day 7 August 18 (Saturday) Planning for Action and Application

Tony Jenkins (USA)

THE NATIONAL PEACE ACADEMY: FROM LEARNING TO VISION TO ACTION AND BACK AGAIN

How do we build a sustained educational movement for a culture of peace? How do we take a profound vision and turn it into reality? These questions are at the heart of the challenge facing the development of the National Peace Academy in the US. This brief presentation will outline some of the challenges encountered in the process of establishing the NPA and how these obstacles were overcome. It will also detail some of the resulting institutional principles that continue to guide the NPA toward achieving its vision of nurturing a culture of peace education through education.

Anita Yudkin (Puerto Rico)

EDUCATING FOR PEACE: SOME THOUGHTS ON THE INTERRELATIONSHIP BETWEEN THEORY AND PRACTICE

This presentation will address the interdependence between theory and practice in educating for peace and human rights. Several brief examples will be provided based on the work of the UNESCO Chair for Peace Education at the University of Puerto Rico, and an undergraduate Peace Education course.

Kazuyo Yamane (Japan)

PEACE MUSEUMS AS SPACES FOR PRACTICAL PEACE EDUCATION

Museums for peace are useful spaces to promote peace education not only at schools but also in the communities. The International Network of Museums for Peace and the Japanese Citizens' Network of Museums for peace have been playing important roles. However, the roles of war museums seem to be much greater and it is hoped that more spaces such as peace museums and peace centers will contribute to promoting peace education and creating a culture of peace. How can peace educators strengthen the role for peace museums?

Notes...



PARTICIPANT LIST

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Atsuko Akamatsu

Iwakuni Sogo High School (Japan)

I have been teaching English in Japanese senior high schools for more than 20 years. I live in Iwakuni City, which has US Marine Corps Base. The city is close to Hiroshima, so I have visited Hiroshima Peace Memorial Museum countless times. Through my experience, I felt the need of peace education and have been making an effort to help children exchange messages with foreign students and take action for peace for their future.

Judith Alexander

(Canada)

Originally from Canada, Judith Alexander lived in the US for 7 years before moving to Japan nine years ago. Her primary area of study has been in TESOL, with recent interest in Peace Education. Her time in Japan has been mainly focused on missions and teaching English. After the recent disasters, she worked with two grassroots organizations, Be One Tohoku Aid - focusing on relief efforts in the tsunami devastated area - and CRASH Japan (Christian Relief Assistance Support + Hope) - focusing on survivor care in Fukushima.

Kazuya Asakawa

Tokaigakuen University, Nagoya & Global Campaign for Peace Education Japan (Japan)

Mr. Kazuya Asakawa is a professor at Tokaigakuen University, Nagoya and the chief secretary for also Global Campaign for Peace Education Japan. He has been developing teaching materials including the topics: peace, human rights, environment and development issues and promoting participatory methodologies in foreign language education. He has published various textbooks for English classes and articles. His team translated international documents into Japanese such as Learning to Abolish War, Trainers Manual for EIU and ESD by APCIEU (Asia-Pacific Center of Education for International Understanding).

Chieko Baba

Seisen University (Japan)

Chieko Baba works as a jyoshu with the Graduate school of Global citizenship Studies, Seisen University and also organizes a citizen group for promoting peace and gender education, having workshops for peace, gender and community understanding related peace subjects at a community center in Kitaku, Tokyo. She has also worked at an educational NPO as a staff and facilitator to promoting International understanding education through participatory learning methods, working with many governmental and nongovernmental organizations and individuals nationwide.

Himanshu Bourai

HNB Garhwal University, Srinagar, Uttarakhand, INDIA (India)

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

Loreta Castro

Center for Peace Education n (Philippines)

Loreta N. Castro is a professor in the Education and International Studies departments of Miriam College in the Philippines and at the same time the Director of its Center for Peace Education. She is the Coordinator of a local Peace Education Network and is the President of the Philippine Council for Peace and Global Education. She and her Center has collaborated with both government and civil society organizations in training various groups on peace education and various peace-related issues.

Kip Cates

Tottori University (Japan, Canada)

Kip A. Cates is a professor in the Faculty of Regional Sciences at Tottori University, Japan. He works in the field of global education and language teaching as a writer, speaker and teacher trainer. He is a founder of the "Asian Youth Forum" (AYF), a past chair of "TESOLers for Social Responsibility" (TSR) and publishes a quarterly "Global Issues in Language Education Newsletter." He has worked, lived or traveled in 50 countries and speaks 9 languages.

Eryl Court

Canadian Peace Research Association (Canada)

Born in England, now Canadian. Qualified in Political and Social Science. For many years, my main interest and activity has been in the peace movement locally and globally. In "retirement" years, this is my life work. I regard it as the best way to use my energy, my money and my time. Senior citizen and widow.



**Michiyo Furuhashi
(Japan)**

Michiyo Furuhashi is a Japanese environmental educator. Since 2007, she has lived in the Konohana Family, a leading ecovillage in Japan, and is in charge of ecovillage education and international communication. She leads ecovillage movement in Japan as an actual Ecovillage practitioner. She also takes a role as a board member of Gaia Education and Global Ecovillage Network (GEN), and a-president of Oceania & Asia region (<http://genoa.ecovillage.org/dev/>), and country representative of Japan for GEN. She introduced the EDE (Ecovillage Design Education) to Japan in 2008 and organized another one very successfully in 2012.

**Steven Gelb
University of San Diego (USA)**

Steve Gelb teaches in the School of Leadership and Educational Sciences at the University of San Diego in the United States. He is co-director of the university's Peace and Global Education certificate program, in collaboration with the University's Joan B. Kroc School of Peace Studies. He is an advisor capacity to Public Conversations Project West and USD's Institute for Peace and Justice. He earned a mediator credential through the (U.S.) National Conflict Resolution Center and volunteers on its community mediator panel..

**Janet Gerson
IPE (USA)**

Education Director, IPE. Co-Director, Peace Education Center, Teachers College, Columbia University, 2001-2011. Current writing: World Tribunal on Iraq, an anti-war and global justice movement action. Contributing author: The Handbook of Conflict Resolution, Learning to Abolish War: Teaching toward a Culture of Peace, Theory into Practice, Analysis of Social Issues and Public Policy, and Holistic Education. Active in Occupy Wall Street -- Feminist General Assembly Planning Group

**Anne Margrete Halvorsen
Norwegian Peace Board/WILPF (Norway)**

Educator: Human Rights, Peace Education and Culture of Peace from an UNESCO prospective. Teacher-trainer at Educational University of Oslo for many years, today working voluntary in NGOs related to Environment and Peace. In the Board of WILPE (Womans International League for Peace and Freedom and Norwegian Peace Board.

**Shelini Harris
Australian National University (Sri Lanka)**

I am currently working on a critique of certain assumptions prevalent in the dominant model and discourse of human rights, especially the use of anthropocentric indicators and interpretation of religious freedom rights. I am involved in permaculture and earth jurisprudence, having moved here from the US where I lectured in Peace and Conflict Studies and Religious Studies. In recent years I have been studying approaches to integrating humans and nature, looking at scientific evidence, Australian Aboriginal and other indigenous ways of life and knowledge, such as that in Buddhist villages in Sri Lanka; especially the latter's relationship with elephants and conflicts with them.

**Hideo Takeichi
(Japan)**

**Glenda Izumi
(USA)**

I have been a public educator for 40+ years and recently retired to finish my doctorate in Human Development; I will complete it this year. The focus of my dissertation is on the incarceration experience of Japanese American women during World War II. I just returned from an educational tour to Japan where we focused on the hard hit disaster areas of northern Japan as well as Hiroshima. My interests focus on the areas of compassion, non-violence, and peace education.

**Tony Jenkins
National Peace Academy & IPE (USA)**

Tony Jenkins is the Vice President for Academic Affairs of the National Peace Academy and serves as the Global Coordinator of the International Institute on Peace Education and the Global Campaign for Peace Education. At the National Peace Academy, Tony oversees the development of formal and non-formal educational programs and a research agenda designed to promote and inquire into the conditions and learning and educational change strategies for nurturing positive peace.

**Mitsuru Kanayama
(Japan)**

Mitsuru Kanayama is originally from Osaka, Japan. In 2000 she became an exchange student majoring in Global Politics of SUNY at Albany. The event of 9/11 prompted her to study Peace Education at Teacher's College of CU. She worked for the TICAD in UNDP as a consultant and lived in New York City for eleven years. She currently works for TESOL program, Temple University as an assistant. She volunteers for various cultural activities which promote "Culture of Peace" in the US and Japan. As a bilingual communicator, she is interested in the processes for healing trauma after emergency situations.



Kevin Kester

Hannam University (US)

Kevin Kester is Assistant Professor of International Relations and Peace Studies at Linton Global College, Hannam University, in Daejeon, S. Korea. He directs the undergraduate concentration in International Relations, including courses on the UN system, conflict resolution, and development studies in the department of Global Communication and Culture. Kevin received advanced degrees in international development, peace studies and global affairs at the Universities of Toronto, New York, Columbia, and the United Nations.

Keiko Kikuchi

NETA, Rikkyo University, Daito University (Japan)

After working 12 years at public junior and senior high schools in Tokyo, I studied at Graduate School of Education at the College of William and Mary in Virginia, USA. I received an MA in Education and worked as an editor at a private company of business English for a year then found a lecturer job in universities in Saitama area and re-started teaching English in 1994. Now I teach at Rikkyo, Daito Bunka and Tokyo International universities. I am a member of New English Teachers' Association and served as a Japanese coordinator of Peace as a Global Language Conference since 2002.

Yuko Mihara

(Japan)

Pratibha J Mishra

Jain Vishwa Bharati University (India)

Katsuyuki Nara

(Japan)

Born in Tokyo, and spent most of my life in Konosu, Saitama Pref. Live in Kodaira-shi, Tokyo now. Taught English at several Tokyo Metropolitan senior high schools for more than 30 years, and universities in Tokyo. Presently act as research fellow at Shiraume Gakuen University in Tokyo.

Som Prasad Niroula

SAFHR (Nepal)

Daisuke Nojima

Ritsumeikan University Graduate School (Awaji Island, Japan)

B.A. and M.A. at International Christian University (International Law); Doctoral candidate at Ritsumeikan University (International Relations); Teacher at Senri International School of Kwansai Gakuin (Peace Studies); Board member at Transcend Japan (Peace NGO); Board member at the Center of Japan-Korea and Asia Education and Culture (Educational NGO); IPE 2009 participant (Budapest).

Kenji Nomura

Hokkaido Senior High School Teachers and Staffs Union (Japan)

I have worked as an English teacher in SHS for twenty years and now I am working as a full time teachers' union executive member for five years. The U.N. Committee on the Rights of the Child has made the recommendations to the Japanese government in 2010 to work to end the excessively competition-driven education system. I am interested in each participant's individual view or concept of "studying" and "teaching", which would be prescribed by the educational policies and the forms of the society, etc. I would like to share the perspectives to improve the situations.

Joan O'Connor

Global Communities for Peace (Australia)

Director of own consultancy business, now working with the NGO communities, University of South Australia and the Education sector in Australia. Education background teaching, training and developing programs throughout Australia and Globally. International Advisor to Dr Chintamani Yogi Principal of Hindu Vidyapeeth Schools and Peace Service Centre Kathmandu. Undertaking Research into sustainable vibrant school communities and their success in SA and Nepal with the University of South Australia. Developing Peace programs with Jerry Piasecki NY author and founder of Peace Schools.

Ram Chandra Paudel

CHILDREN-Nepal (Nepal)

Ram Chandra Paudel was born in rural village in Nepal and had experience on absolute poverty living and child labour. He was teacher for 14 years. He has founded many social organizations, including CHILDREN-Nepal. Since last 17 years, he is working as an executive director. He was awarded as a Peace Facilitator by Training for Change, USA. He has facilitated more than 500 training workshops. His experience includes the process facilitation, psychosocial analysis and conflict management. He contributes with facilitating and designing workshops on behavioural and social issues. He is a recognized facilitator of counselling and Peace Education in Nepal.



Ehtisham Rana

GAMIP (Pakistan)

Masters in Political Science. Graduation in Law. Political worker. Held party offices such as District Divisional president. Writer of four books and numerous pamphlets, for widespread public offering positive messages on different socio-economic, political and interfaith harmony topics. For last 17 years, over a million have been distributed allowing vast experience of contact with masses, which enabling deeper understanding deprivation of people in different circumstances and fields.

Lourdes Torres

Universidad de Puerto Rico (US)

Currently enrolled in the Special and Differentiated Education Graduate Program in the University of Puerto Rico, Rio Piedras Campus, Lourdes A. torres Santos, is also a licensed teacher in said region. While completing a master's degree, and as a part of her advocacy for human rights, she was selected as a Teacher's Assistant in the UNESCO Chair on Peace Education. She has organized seminars in several public schools of Puerto Rico in order to create "peace through education", as a part of her giving back to the community. Last, but not least, she is pursuing a certification in the Montessori way of learning.

Yuriko Yabu

(Japan)

A teacher at an alternative school called Kinokuni kodomonomura gakuen or Kinokuni Children's Village (Wakayama, Japan). The three pillars of the school philosophy are: project-based "learning-by-doing", individualization, and self-decision. I teach mainly English and Social Studies at senior high school level. Having learnt at this school for 9 years myself as a child, I became interested in the importance of quality education in creating happier people, thus, peace. I received BA in Politics and International Studies from Warwick University (UK) and MA in Education and Development from University of East Anglia (UK).

Sakena Yacoobi

Afghan Institute of Learning (Afghanistan)

Dr. Sakena Yacoobi is Executive Director and founder of the Afghan Institute of Learning (AIL). Established in 1995 to provide education and health services, AIL has served more than 9 million Afghans by working at the grassroots. AIL was the first to offer human rights and leadership training to Afghan women and first to open Women's Learning Centers—a concept now replicated throughout Afghanistan. Dr. Yacoobi has received multiple awards and honors including the Tanenbaum Peacemaker in Action Award and has made several presentations at Global Peace Initiative for Women events, on a panel with the Dalai Lama, at the Parliament of World Religions, and on Audrey Kitagawa's radio show, "Our Sacred Journey". She is an Advisor to the Fetzer Institute and is published in Rosalind Bradley's book: A World of Prayer. Earlier this year, Dr. Yacoobi held the first International Conference on Love, Spirituality, and Forgiveness in Herat, Afghanistan.

Kazuyo Yamane

Ritsumeikan University (Japan)

Kazuyo Yamane is in charge of peace research and education at Kyoto Museum for World Peace, Kyoto, Japan. An Associate Professor in Peace Studies at Ritsumeikan University. An editor of Muse: Newsletter of Japanese Citizens' Network of Museums for Peace. A board member of the International Network of Museums for Peace.

Anita Yudkin

Universidad de Puerto Rico (Puerto Rico)

Anita Yudkin is a Professor in the Department of Educational Foundations, College of Education, University of Puerto Rico (UPR). She is the Coordinator of the UNESCO Chair for Peace Education at UPR. She has worked in human rights and peace education in both formal and informal settings. She is interested in the pedagogy of peace education, in the links between theory and practice to promote nonviolent action. Other areas of interest include human rights of children and youth, critical pedagogy and the development of teachers.

Notes...



GLOBAL CAMPAIGN
for PEACEducation

www.peace-ed-campaign.org



GLOBAL CAMPAIGN



The Need

The Global Campaign for Peace Education (GCPE) seeks to develop the capacities, in teachers and learners, to face challenges of unprecedented proportion: the continued development of weapons of mass destruction, armed conflicts between states and ethnic groups, the spread of racism, gender inequality, community violence, the huge and widening gap between the rich and the poor throughout the globalized economy, massive violations of human rights and the degradation of the environment.



How the Campaign Works

The Global Campaign for Peace Education seeks to foster a culture of peace in communities around the world. It has two goals:

- 1) First, to build public awareness and political support for the introduction of peace education into all spheres of education, including non-formal education, in all schools throughout the world.
- 2) Second, to promote the education of all teachers to teach for peace.

The Campaign is a non-formal network comprised of formal and non-formal educators and organizations, each working in their own unique ways to address the goals above. This form allows Campaign participants to focus their energies towards meeting the goals and needs of their constituents - while at the same time promoting and making visible the growing global network of educators working for peace. The Campaign helps to facilitate the exchange of ideas, strategies and best practices through a monthly newsletter and also seeks to connect peace educators via our online database.



Subscribe to Receive the Monthly Newsletter

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

www.peace-ed-campaign/newsletter



Register with the Global Peace Education Database

It only takes 5 quick minutes to register with our global database of individuals and organizations. Once you are registered others in your region and around the world will be able to find and connect with you. (This feature is still in development but will be launched soon)

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IN FACTIS PAX

IN KNOWLEDGE (THERE IS) PEACE

journal of peace education and social justice

www.infactispax.org

July 27, 2012

Dear IPE 2012 Participants,

As a means of creating a historical record and making the rich learning of IPE available to the public the online journal of peace education, *In Factis Pax*, plans to publish the proceedings of IPE 2012. We, the organizers of IPE and the Editorial Board, invite you to submit your plenary presentation or workshop *in article form* for publication *In Factis Pax*. The journal is published in English.

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

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

The deadline for submission is November 1, 2012.

Submission Requirements:

- We prefer to receive files in Microsoft Word (.doc) or a compatible format.
- Format for Bibliographic References: All bibliographic references should conform to the Chicago Manual of Style Humanities format with *footnotes*. Please refer to published articles at www.infactispax.org/journal Examples:

Norberto Bobbio, *The Age of Rights* (Cambridge, UK: Polity Press, [1990] 1996). (book)

Robert Jervis, "The Spiral of International Insecurity," in *Perspectives on World Politics*, ed. Richard Little & Michael Smith (New York: Routledge, 1991). (book chapter)

Dale T. Snauwaert, "Reclaiming the Lost Treasure: Deliberation and Strong Democratic Education," *Educational Theory* 42, no. 3 (1992). (journal article)
- Articles should not exceed 10,000 words. The length includes the "References" section. All text, including quotations and bibliographic references, should be double-spaced. Lengthy quotations (exceeding 40 words) should be indented in the text.

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

Please review last year's IPE issue at www.infactispax.org

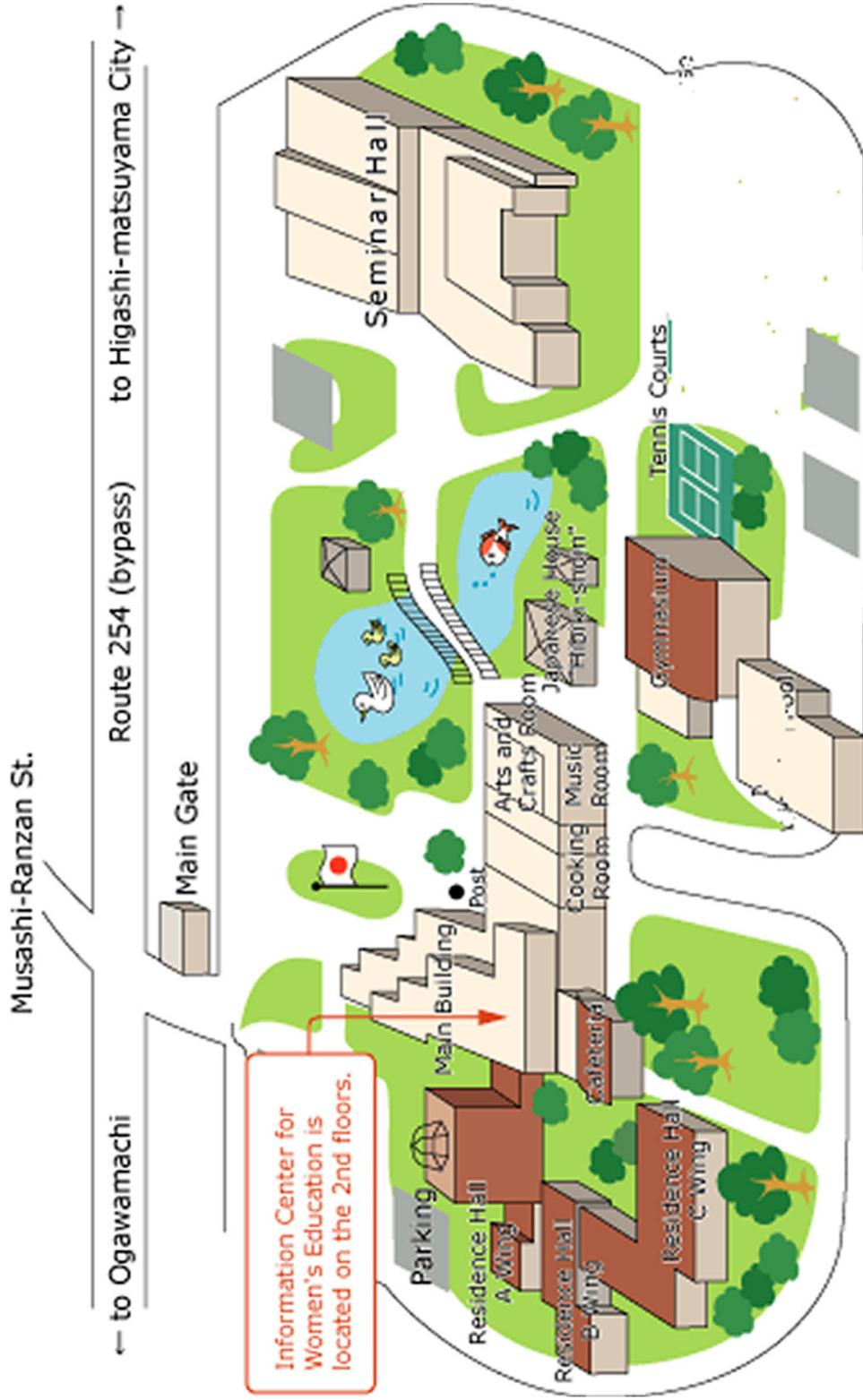
Sincerely yours,

Dale Snauwaert
Editor, In Factis Pax
dale.snauwaert@utoledo.edu

Tony Jenkins
IPE Global Coordinator

Janet Gerson
IPE Education Director

INVITE TO PUBLISH



MAP of NWECC



Basic Japanese Phrasebook

JAPANESE PHRASES

Good afternoon.
How are you?
Fine, thank you.
How about you?
What's your name?
My name is ...
Nice to meet you. (formal)

Please. (request)
Please. (offer)
This person is ... (when introducing...)
Thank you very much. (formal)
Thank you. (less formal)
Thank you. (normal)
Thanks. (informal)
You're welcome.
yes
no
Excuse me.
I'm sorry.
I'm sorry. (informal)
Goodbye. (long-term)
Goodbye. (informal)
I can't speak Japanese (very well).

Do you speak Japanese?
Yes, a little.
Do you speak English?
Is there someone here who speaks English?

Please speak slowly.
Please say it again.
Please help!
Look out!
Good morning.
Good morning. (informal)
Good evening.
Good night (to sleep)
Good night (to sleep) (informal)
I don't understand.
I am not Japanese.
Where is the toilet?

What?
Where?
Who?
When?
Which?

Common signs

営業中
準備中
入口
出口
大・中・小
押
引
お手洗い、トイレ、化粧室
男

こんにちは。 *Konnichiwa. (kon-nee-chee-wah)*
お元気ですか? *O-genki desu ka? (Oh-GEN-kee dess-ka?)*
はい、元気です。 *Hai, genki desu. (Ha-ee, gen-kee dess)*
あなたは? *Anata wa? (Ah-nah-tah wa)*
お名前は? *O-namae wa? (Oh-nah-mah-eh wah?)*
... です。 *... desu. (... dess.)*
始めまして。どうぞ宜しくお願いします。 *Hajimemashite. Dōzo yoroshiku onegaishimasu. (Hah-jee-meh-mash-teh dohh-zoh yoh-roh-sh-ku oh-neh-gah-ee shee-mah-ss)*
お願いします。 *Onegai shimasu. (oh-neh-gah-ee shee-mahs)*
どうぞ。 *Dōzo. (Dohh-zoh)*
こちらは ... *Kochira wa ... (ko-chi-rah wah...)*
どうもありがとうございます。 *Dōmo arigatō gozaimasu. (doh-moh ah-ree-GAH-toh go-ZAH-ee-ma)*
ありがとうございます。 *Arigatō gozaimasu. (ah-ree-GAH-toh go-ZAH-ee-mahs)*
ありがとう。 *Arigatō. (ah-ree-GAH-toh)*
どうも。 *Dōmo. (doh-moh)*
どういたしまして。 *Dō itashimashite. (doh EE-tah-shee mah-shteh)*
はい *hai (High)*
いいえ *ie (EE-eh)*
すみません。 *Sumimasen. (soo-mee-mah-sen)*
ごめんなさい。 *Gomen nasai. (goh-men-nah-sah-ee)*
ごめん *Gomen. (goh-men)*
さよなら。 *Sayōnara. (sa-YOHH-nah-rah)*
じゃね。 *Ja ne. (Jah-neh)*
日本語がよく話せません。 *Nihongo ga (yoku) hanasemasen. (nee-hohn-goh gah (yo-koo) hah-nah-seh-mah-sen)*
日本語が話せますか? *Nihongo ga hanasemasu ka? (ni-HON-go gah hah-nah-se-mahs-KAH?)*
はい、少し。 *Hai, sukoshi. (HIGH sko-shee)*
英語が話せますか? *Eigo ga hanasemasu ka? (EHH-goh gah hah-nah-seh-mahs-KAH?)*
誰か英語が話せますか? *Dareka eigo ga hanasemasu ka? (dah-reh-kah EHH-goh gah hah-nah-seh-moss-KAH?)*
ゆっくり話してください。 *Yukkuri hanashite kudasai. (YOO-kuree hanash-teh koo-dah-sah-ee)*
も一度言ってください。 *Mō ichido itte kudasai. (mo EE-chee-doh ee-te koo-dah-sah-ee)*
助けて! *Tasukete! (tahs-keh-teh!)*
危ない! *Abunai! (ah-boo-NIGH!)*
お早ございます。 *Ohayō gozaimasu. (oh-hah-YOH go-zah-ee-mahs)*
おはよ。 *Ohayō.*
こんばんは。 *Kombanwa. (kohn-bahn-wah)*
お休みなさい。 *Oyasuminasai. (oh-yah-soo-mee-nah-sigh)*
お休み。 *Oyasumi.*
分かりません。 *Wakarimasen. (wah-kah-ree-mah-sen)*
日本人ではありません。 *Nihonjin dewa arimasen. (nee-hon-jin deh-wah a-ree-ma-sehn)*
お手洗い・トイレはどこですか? *Otearai/toire wa doko desu ka? (Oh-teh-ah-rah-ee/toh-ee-reh wah DOH-koh dess kah?)*
何? *Nani? (nah-nee)*
どこ? *Doko? (doh-koh)*
誰? *Dare? (dah-reh)*
いつ? *Itsu? (it-soo)*
どれ? *Dore? (doh-reh)*

Open
Closed
Entrance
Exit
Big / Middle / Small
Push
Pull
Toilet
Men

International Institute on Peace Education

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