



# Global Partnership for the Prevention of Armed Conflict (GPPAC)

## Peace Education Working Group Bios

Last updated September 2025



## MEMBERS

- **Mr. Wisdom Addo**, Rotary Peace Fellow, Executive Director West Africa Centre for Peace Foundation (Ghana)
- **Mr. Kazuya Asakawa**, (Ret.) Professor, Tokaigakuen University (Japan)
- **Dr. Nina Bagdasarova**, Associate Professor, Psychology Department in American University of Central Asia, (Kyrgyzstan), PEWG Gender Focal Point Representative
- **Dr. Jennifer Batton**, Network Coordinator, Ohio Peace and Conflict Studies Network (United States of America); Training Coordinator, Center for Conflict Management, The University of Akron
- **Ms. Annalucia Partida Borrego**, formerly Partners Global (Mexico)
- **Dr. Loreta N. Castro**, Founding Director, Centre for Peace Education, Miriam College, (Philippines)
- **Dr. Tony Jenkins**, Assistant Professor, Program on Justice and Peace Studies, Georgetown University; Coordinator, Global Campaign for Peace Education; Managing Director, International Institute on Peace Education (USA)
- **Ms. Shirine Jurdi**, Regional Gender Focal Point for Middle East and North Africa (Lebanon)
- **Mr. Atsuhiko Katano**, Research Fellow at Peace Research Institute of Meiji Gakuin University, Tokyo (Japan)
- **Dr. Biljana Lajovic**, (retired) School psychologist, Ministry of Education, (Serbia)
- **Dr. Gohar Markosyan**, President of "Women for Development, (Armenia)
- **Dr. Kathy Matsui**, Professor, Department of Global Citizenship Studies, Seisen University (Japan)
- **Mr. José Fernando Mejía**, Executive Director, Aulas en Paz, (Colombia)
- **Ms Lucy Nusseibeh**, Founder / Executive Chair Middle East Nonviolence and Democracy (MEND) (Occupied Palestinian Territories)
- **Ms. Rose Othieno**, Executive Director, Centre for Conflict Resolution (Uganda)
- **Ms. Tatjana Popovic**, Director, Nansen Dialogue Centre (Serbia)
- **Dr. Margaret Sinclair**, Co-convenor, NISSEM (& UNHCR/UNESCO retired)
- **Dr. Gary Shaw**, Honorary Fellow, Centre for Research for Educational Impact, Deakin University, (Australia)
- **Mr. Johnfisher Tumeisigye**, Centre for Conflict Resolution, (Uganda)
- **Ms. Cheryl Woelk**, Education Director and Language Coach, Collective Joy Consulting (Republic of South Korea)
- **Ms. Edita Zorko**, Project Manager, Nansen Dialogue Centre, (Bosnia Herzegovina)

## Mr. Wisdom Addo, Executive Director, West African Center for Peace Foundation, Ghana



Wisdom Addo is a Rotary Peace Fellow and the Executive Director at the West Africa Centre for Peace Foundation (WACPF), a non-governmental organization that serves the youth in schools and communities through education on human rights, leadership training, and peacebuilding in Ghana. Wisdom also serves as the Africa Director for the PeaceJam Foundation, USA.

Wisdom's work is aimed at providing peace education to the youth and focused on acquiring and advancing capacities, skills, values, and knowledge, thus establishing a global and sustainable peace culture.

Wisdom has helped establish PeaceJam Ghana affiliate, Nigeria chapter, PeaceJam Uganda chapter, PeaceJam Liberia affiliate through the Gbowee Peace Foundation for Africa and provides support for PeaceJam South Africa affiliate.

Wisdom has a background in peace and conflict studies, including conflict resolution, human rights, gender, mediation, negotiation, and peacebuilding. He has led local and international workshops in peace and conflict prevention/management and became involved in several international projects. He learned firsthand that other cultures also struggle with how best to resolve differences and conflict. His background is in conflict analyses and peacebuilding from the Central European University - Budapest and The Network University - Netherlands.

Wisdom has a bachelor's degree in computer science which was awarded by the Association of Computer Professionals (ACP) in the United Kingdom. He also holds a professional development certificate in peace and conflict studies from the Rotary Peace Center, Chulalongkorn University in Thailand, and a certificate in International Civilian Peacekeeping and Peacebuilding from the Austrian Study Centre for Peace and Conflict Resolution - Austria. Wisdom currently holds Masters in Peace Studies from the Rotary Peace Center – International Christian University – Japan.

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## **Mr. Kazuya Asakawa, Professor, Tokaigakuen University (Japan)**



Kazuya Asakawa is a retired professor from Tokaigakuen University, Nagoya, Japan. There he developed teaching materials on topics including peace, human rights, environment and development issues and promoting participatory methodologies in foreign language education. He published various textbooks for English classes and articles and formed teams to translate international documents into Japanese. He belongs to various NGOs and study groups with educators to promote peace education in a wider context such as a culture of peace and education for sustainable development. Mr. Asakawa's current interest is "To integrate peace education in the local context and international trends." As a board member of Bridge for Peace (BFP), he produced a film which includes interviews with former Japanese soldiers and used to conduct workshops for youth groups, colleges and high schools in Japan, the Philippines, Korea and Thailand.

Mr. Asakawa participates in local teachers' meetings and nationwide teachers' union gatherings. He promotes a framework for peace education from an international perspective and to look for ways to integrate education for peace in formal and non-formal learning initiatives. He has introduced various participatory teaching methodologies, mostly from a human rights, environment and development education perspective, into language teaching since 1990. In particular, he worked as a co-organizer for a Global Education seminar in Victoria, Canada from 1996 to 2001. Since 2005 he has been active in the field of education for sustainable development.

### **Speaking/Workshop Topics:**

- Peace Education in Japan and multicultural understanding in various contexts
- Citizens movement to abolish nuclear arms in Japan
- Learner centered methodologies across curriculums

### **Sample Publications/Papers/Presentations**

- Paper: The 8th International Conference of Museums for Peace "The Project Anne Frank Meet and Learn", No Gun Ri International Peace Foundation, Korea. 2016. pp.206～211
- Paper: Holistic and Global Education in English Teaching. ETA-ROC. Selected Papers from the Twenty-fourth International Symposium on English Teaching 2015. pp. 125 - 129
- Paper: "Searching for English Teaching Content that Reflect Universal Values" 2009 Journal of Engaged Pedagogy Vol.9
- Paper: "English Education for Social Change" published by Taishyukan, Eigo Kyoiku 2009.
- Presentation: "Peace Dialogue by BFP, Bridge for Peace - learning from the past and working for the future with the video interviews with former Japanese soldiers; International Conference on Conflict Resolution Education." Washington D.C. George Mason University 2015

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**Dr. Nina Bagdasarova, Ph.D. Associate Professor, Psychology Department in American University of Central Asia (Kyrgyzstan)**



Nina is an associate professor of the Psychology Department at the American University of Central Asia /[www.auca.kg](http://www.auca.kg) / (Bishkek, Kyrgyzstan). Nina has been working on peace education issues since 2001. She was a member of many expert teams developing state documents (like the Concept of Multicultural and Multilingual Education of Kyrgyz Republic) and research papers (like Analysis of Textbooks and Learning/Teaching Materials on Representation of Human Rights, Conflict Management and Peace Building Issues) and teaching manuals (Unity in diversity: the teaching techniques of multicultural education). Nina also has been working with university education programs in the scope of ethnicity, nation building and conflict resolution. She was a co-director of the three-year project in Excellence of University Teaching Program: "Nationhood and Narratives in Central Asia: History, Context and Critique".

She trains professionals in diversity management and conflict resolution skills (state and municipal officials, school and university teachers).

Nina is a member of The Experts' Council on Interethnic Relations under the President of Kyrgyz Republic. As a GPPAC Gender Focal Point and member of Peace education working group, Nina is continuing her work using international networking for the mutual exchange of ideas and methodologies.

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## **Dr Jennifer Batton, Ph.D., Network Coordinator, [Ohio Peace and Conflict Studies Network](#)**

Jen served as Chair and the Co-chair of the Peace Ed Working Group since 2004 providing training, presentations, and consultation for teachers, and policy makers, in 23 countries. She served as a Senior Consultant for UNESCO – IIEP and on The Organization of American States (OAS) Advisory Board for the Inter-American Program on Education for Democratic Values and Practices. She is a former director of education programs for the state government office, the Ohio Commission on Dispute Resolution and Conflict Management, where she was responsible for strategic planning for Ohio's schools (approximately 3,600) and universities (approximately 52 teacher training colleges) including coordinating and designing state-wide conflict resolution education (CRE) programming, training, technical assistance, evaluation, and resource development. Jen also served as the director of Global Issues Resource Center at Cuyahoga Community College in Cleveland, Ohio, USA where she developed and coordinated the college's certificate program in Conflict Resolution and Peace Studies, an on-line national Manual for Colleges Developing Peace and Conflict Studies Programs with the USIP, and 14 International Conferences in CRE.

### **SAMPLE CURRICULUM AUTHORED/EDITED**

\*Coordinated content and design revisions for Ohio's School Conflict Management Curriculum Resource Guides (K-8) and (7-12) used in more than 1,200 public schools across Ohio.

\* Created Certificate Program in Conflict Management and Peace Studies for an Ohio college, including co-developing the following university courses:

- POL 1040 Introduction to Peace and Conflict Studies (3 credits)
- POL 2040 Conflict Resolution Skills (3 credits)
- POL 2140 Implementing Peace Studies and Conflict Management (3 credits) – Service learning

\*Created study abroad course on peace and conflict - The Social, Historical, and Political Implications of Peace in Costa Rica

\*One of two Ohio coordinators of a national pilot on Conflict Resolution Education in Teacher Education (CRETE) to develop pre-service curricula and materials including web site construction for pre-service teachers in Colleges of Education funded by the USDE.

\*Coordinated 120-hour curriculum, training, and standards for Ohio County Juvenile Detention Facilities, *Northeast Ohio Juvenile Corrections Officer (JCO) pilot curriculum*, funded by USDOJ.

\*Co-developed, *Ohio State-wide Civic Engagement Facilitator Training: Moving from Dialogue to Collaborative Action: 1) Conflict Management for Collaborative Decision Making (13 hours), and 2) Achieving Collaborative Action (13 hours)*

\* Developed eight-hour training to support city and local government officials in the state of Minnesota - *Bridging Divides: What to do when people disagree*. Minnesota Bureau of Mediation Services

### **SAMPLE PUBLICATIONS/ARTICLES**

\*[Manual for Colleges and Universities Developing Programs in Peace & Conflict Studies](#) (2nd ed.). Detroit: Conflict Studies Collaborative.

\*[Violent Extremism and Youth Recruitment, Peace Review: A Journal of Social Justice](#) Issue 29(1), New York: Routledge.

\*[A Safer Campus: A Guidebook on Prevention and Response to Sexual and Intimate Partner Violence and Stalking for Ohio Campuses](#), 2<sup>nd</sup> Ed. Columbus, Ohio, The Ohio Sexual Assault Prevention Task Force/Ohio Department of Health.

\*[Education for Safety, Resilience and Social Cohesion](#). Guidance documents for Ministries of Education through UNESCO - UNESCO, International Institute for Educational Planning (IIEP).

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**Ms Analucía Partida Borrego, formerly North American Secretariat (Partners Global), Mexico**



Analucía was most recently Program Manager for the Global Initiatives team at PartnersGlobal. In this role, Analucía managed projects on conflict transformation and civil society strengthening in Latin America and provided support to the civil society resilience portfolio. In this role she designed dialogue and conflict mitigation processes and focused on interculturality and identity, narratives and depolarization.

Since 2010, Analucía has worked on local dialogue processes, narratives and depolarization, and conflict prevention research in Latin America and the Middle East. Prior to joining Partners, she worked as program manager and dialogue facilitator for the Latin America Unit at Berghof Foundation, where she focused on multi-track dialogue processes. Other previous experiences include human rights protection and conflict prevention in Mexico, and conflict and protest research in Egypt.

Analucía holds an M.A. in International Affairs from the Institut d'études Politiques de Paris and B.A. degrees in Peace and Conflict Studies and Political Science from the University of California, Berkeley.

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**Dr. Loreta Navarro-Castro, Ed.D., Founding Director, Center for Peace Education, Miriam College (Philippines)**



Loreta is the Founding Director of the Center for Peace Education based in Miriam College, where she also teaches in the International Studies department.

Prior to initiating the Center, she served Miriam College in various capacities, including as College Dean, Vice President for Academic Affairs and finally as President from 1987 to 1997. She is the chair of the Justice and Peace subcommittee of the Catholic Educational Association of the Philippines (CEAP) and the coordinator of a local Peace Education Network. She is also a member of the Commission on Higher Education's Technical Panel subgroup on Peace Studies/Peace Education. Globally, she serves as a steering committee member of the Catholic

Nonviolence Initiative of Pax Christi International and is a member of the GPPAC Peace Education Working Group.

She has been actively involved in the work of mainstreaming peace education, interfaith peacebuilding and campaigning for nuclear disarmament. She does these through teacher-training workshops, legislative advocacy, and engagement/solidarity actions with kindred organizations, schools and relevant government agencies such as the Office of the Presidential Adviser on Peace, Reconciliation and Unity (OPAPRU).

Loreta's undergraduate degree majors were History and Education. She completed her masters' and doctorate degrees in the field of Social Studies Education at the University of the Philippines.

She has contributed articles in journals and chapters in books. Her co-authored book, Castro, L.&; Galace, J. (2019). Peace Education: A Pathway to a Culture of Peace, Third Edition. QC:Center for Peace Education, is a resource available free online: <https://www.peace-ed-campaign.org/peace-education-pathway-to-a-culture-of-peace/>

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**Dr. Tony Jenkins, Ph.D., Assistant Teaching Professor, Program on Justice and Peace Studies, Georgetown University**



Tony is an Assistant Professor in the Program on Justice and Peace Studies at Georgetown University. He has 24+ years of experience directing and designing peacebuilding and international educational programs and projects and leadership in the international development of peace studies and peace education.

Since 2001 Tony has served as the Managing Director of the International Institute on Peace Education (IIPE), and since 2007 as the Coordinator of the Global Campaign for Peace Education (GCPE). He is also currently an Assistant Professor in the Program on Justice and Peace Studies at Georgetown University.

Professionally, he has been, Director, Peace Education Initiative at

The University of Toledo (2014-16); Vice President for Academic Affairs, National Peace Academy (2009-2014); Education Director, World BEYOND War (2016-2019); and Co-Director, Peace Education Center, Teachers College Columbia University (2001-2010). In 2014-15, Tony served as a member of UNESCO's Experts Advisory Group on Global Citizenship Education and in 2022-24 served as a technical consultant on the revision of the UNESCO Recommendation on Education for Peace, Human Rights and Sustainable Development.

Tony has significant experience designing and developing academic programs in peace studies and peace education including the MA Programme in Peace Education at the UN mandated University for Peace; Peace Studies Major and Minor at The University of Toledo; and Graduate Certificate Programs in Peace Education at Teachers College, Columbia University (NYC and Tokyo campuses). In 2019, in recognition of his curricular work with World BEYOND War, Tony received the Educators' Challenge Award and People's Choice Award from the Global Challenges Foundation in partnership with the London School of Economics Institute of Global Affairs.

His applied research is focused on examining the impacts and effectiveness of peace education methods and pedagogies in nurturing personal, social and political change and transformation. He is also interested in formal and non-formal educational design and development with special interest in teacher training, alternative approaches to global security, systems design, disarmament, and gender.

Tony has taught graduate and undergraduate peace studies and peace education at: Teachers College Columbia University (New York and Tokyo); Jaume I, Castellon, Spain; University for Peace, Costa Rica; The University of Toledo, Ohio; and Georgetown University, George Mason University, and George Washington University, Washington, DC.

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## **Dr. Gail R. Galang, Ph.D., RPsy, Miriam College, Centre for Peace Education**



Gail is a professional leader in the field of psychology, currently serving as the Program Chair for the Undergraduate Psychology program and the Chair of the Family Studies Program at Miriam College.

In addition to her academic roles, Gail is the executive producer of; Our Peaceful Classroom; a significant initiative of the Miriam College Center for Peace Education, where she also holds the position of Associate Director.

As a licensed psychologist, she practices psychotherapy at the MC-ILAW Center and is a valued member of the Smart Parenting Board of Experts. Dr. Galang is not only dedicated to her practice but also shares her insights as a thought leader for various consumer family brands, contributing to the broader conversation on positive peace, mental health, and family well-being.

Her educational background includes an AB in Psychology and an MA in Psychology, both from Ateneo de Manila University, as well as a PhD in Child and Family Studies from Miriam College. Currently, she is furthering her expertise by pursuing a Diploma in Women and Development at the University of the Philippines.

### **Training:**

- Global Peace Forum, Pyeong Chang, South Korea (2019)
- Introduction to Peacebuilding Theory and Practice; Mindanao Peace Institute (2022)
- Grassroot Peacebuilding Mentors Program, Mindanao Peace Institute (2022-2023)
- International Course on Conflict Transformation and Peacebuilding,
- Universitas Muhammadiyah Yogyakarta (2022)
- Regional Workshop on Teaching Peace”, Bangkok, Thailand (2023)

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## **Ms. Shirine Jurdì, Regional Gender Focal Point for Middle East and North Africa**



Shirine is a highly accomplished expert in Women, Peace, and Security (WPS) with over 20 years of experience in peacebuilding, conflict resolution, and gender equality across the MENA region. Her career is marked by a deep commitment to empowering women and youth in conflict-affected areas, ensuring their voices are heard in peace processes and recovery efforts.

Shirine has collaborated with renowned organizations such as WILPF, MENAPPAC (GPPAC), Arab States CSOs and Feminist Network, Choueifat Women's League, Local Mediators Network Marj'oun Hasbaya to design and implement programs that bridge global agendas with local implementation.

Shirine's work spans a diverse range of initiatives, from documenting peacebuilding initiatives to the impact of war on women and youth to advocating for gender-sensitive policies in post-conflict recovery. She has led groundbreaking projects, including murals on UNSCR 1325; storytelling documentaries on WPS in Libya, Tunisia, Iraq, and Lebanon, and policy papers on the role of women in peacebuilding amid war. Her expertise also extends to environmental impacts of militarization, where she has championed women's leadership in addressing the environmental consequences of conflict.

As a skilled facilitator and trainer, Shirine has conducted workshops on WPS and Youth, Peace, and Security (YPS) in countries like Lebanon, Iraq, Tunisia, Libya and Georgia. She also fostered collaboration among civil society organizations and integrating climate change and small arms prevention and peacebuilding agendas. Shirine's contributions have been recognized globally, and she has been invited to speak at high-profile events such as the UN Commission on the Status of Women (CSW), COP28, Conference on Conventional Weapons (CCW), Control Arms and others.

Shirine holds a master's degree in international Affairs from the Lebanese American University and has pursued advanced studies in Peace and Conflict Studies at Tokyo University of Foreign Studies. She is a passionate advocate for amplifying voices, aiming to contribute to a more peaceful and inclusive world. Awarded certificate on ceasefire in negotiation from UNDPPA. Recognized for her dedication, Shirine was awarded the International Young Women's Peace and Human Rights Award from Democracy Today in 2019.

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### **Mr. Atsuhiro Katano, M.A., Research Fellow at Peace Research Institute of Meiji Gakuin University, Tokyo**



Atsuhiro (Hiro) Katano graduated from Chuo University (Tokyo) with an MA in international politics and from Associated Mennonite Biblical Seminary (US) with an MA in peace studies. He also completed the Mediation Skills Training Institute at Lombard Mennonite Peace Center (US).

He teaches philosophy and social sciences at several universities in Hokkaido. He is a member of Sapporo Bethel Mennonite Church and actively involved in writing and teaching on Christian faith and peace issues.

He is a board member of the Peace Missions Center, which is responsible for the promotion of NARPI among Mennonite churches in Japan.

Hiro has contributed chapters to Peace Movements and Pacifism after September 11 (Edward Elgar, 2008),

Routledge Handbook of Religion and Politics (Routledge, 2009) and Overcoming Violence in Asia (Cascadia, 2011).

He holds the third-dan black belt of Daitoryu Mudenjuku, a school of Japanese classical martial arts.

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### **Ms. Biljana Lajovic, (retired) School psychologist, Ministry of Education, Serbia**



Biljana is a psychologist and education specialist with more than 25 years professional experience in creating and implementing policies, strategies, protocols, guidelines, programs and projects in the field of violence prevention. She has more than 20 years of experience working in schools with children, parents and teachers.

From 2001 she was a Ministerial advisor for professional development of employees in education. From 2012 to 2019 she was Coordinator of the Unit for Violence Prevention within the Ministry of Education, Science and Technological Development-Republic of Serbia. In these roles Biljana developed policies, laws and bylaws, and manuals provided training in discrimination and violence prevention and protection and on culturally competent practice, protection from human trafficking, digital violence prevention on national, regional and international level. She also responded to psychological crises and contributed to the prevention of polarization and radicalization.

Biljana has been instrumental in creating and facilitating international training such as:

- Protection from Digital Violence by Using Critical Thinking, GPPAC Peace Education Working group, online, 2023, 2024.
- Enhancing participation of women-led civil society organizations in the peace process in Central Asia; March 2023. Lara, Turkey, GPPAC/ Resilience and Psychosocial support
- Psychological prospective on Conflict, Crisis, Trauma- training for civil society organizations in the peace process in Central Asia Trauma – Istanbul, Turkey, sept. 2023.
- Regional training “Children Protection from human trafficking- Mostar, BiH, UNITAS, 2018.
- Protection from digital violence webinar, IEP, Belgrade, Dec. 2024.
- Psychosocial support and resilience for NGO CECORE, Uganda, GPPAC, April 2024,
- Recognition and protection from digital violence, webinar, IEP, Belgrade, Dec. 2023.
- Girl protection in non-formal education, webinar, Center for Child Rights, Belgrade, Nov. 2021.

Biljana has co-authored and authored publications such as:

- Co-author (Bassioni-Stamenić F, Kovač S, Lajović B, Lončarević N, Cvjetković S, Đurković M, Korošec L, Prica A.) Insight into the tendencies, and causes of peer violence, among secondary school students in the educational system in the Republic of Serbia (school year 2023/24) Copyright ©Asocijacija Duga (2024.)
- Practice Book for implementation protocol for child protection in sport and sport activities, UCPD, 2023.
- Practice book “Responsible parents, students and teachers create safe environment to prevent violent behavior”, GPPAC, 2020.
- To safe and supportive school environment -Manual for schools, member of the UNICEF and Center for interactive pedagogy team, 2020

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## Dr. Gohar Markosyan, President of the NGO "Women for Development"(Armenia)



Gohar has over 20 years' experience in the NGO sector with significant input in Peace Education among youth, schoolchildren, in-service and pre-service teachers in Armenia.

Gohar holds MS in Mathematics from Gyumri State Pedagogical Institute and PhD from the Academy of Science of Armenia. In 2004-2006 she attended the first UNESCO/EURED two-year teacher training course on "Human Rights and Peace Education in Europe" organized by Austrian Klagenfurt University.

Since 2002 Gohar is coordinating "Peace and Conflict Resolution Education (P&CRE) in Armenia" project; she took part in P&CRE course development for schoolchildren of Armenia, conducted corresponding training for pupils and teachers in 11 provinces of Armenia as well as the students of Gyumri State Pedagogical Institute.

### Sample Publications/Papers/Presentations

#### Presentations:

- Inter-American Summit on Conflict Resolution Education (USA, 2007, 2008, 2012, 2016)
- Eighth Annual Peace Education Conference (Canada, 2010)
- International Peace Research Association /IPRA/ Conferences in Belgium and Australia (2008, 2010)

#### Publications:

- Co-author of "Peace and Conflict Resolution Education" 2008
- Co-author of "Conflict management education in schools", 2014,
- Co-author of a practical guidebook "Peaceful conflict resolution education" for teachers, 2010
- "Peace Bridges" newsletter being published by WFD NGO since 2002
- Author of the Evaluation report "Impact of Peace and Conflict Resolution Education on Students in Several Years after the Studies", 2010

#### Award:

Gohar was the winner of 2016 International Conflict Resolution Educator Award of the 10th International Conference on Conflict Resolution Education, which was held June 8-13, 2016 at The Ohio State University in Columbus, Ohio, USA

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## **Dr. Kathy Matsui, Ed.D., Professor, Department of Global Citizenship Studies, Seisen University (Japan)**



Kathy has recently retired as a professor at the Department of Global Citizenship Studies, Seisen University (Tokyo, Japan) where she taught courses on conflict resolution and peace related subjects. She received a doctorate degree from Leadership Studies Program, Gonzaga University, Spokane, Washington. Her research concerns are the development of capacities for conflict resolution and reconciliation. She works with peace researchers and educators internationally at the International Institute on Peace Education and GPPAC. As a peace educator, she has focused her activities on Northeast Asia Regional Peacebuilding Institute (NARPI since 2011), which is held annually for participants from Northeast Asia to study conflict transformation and practice building a culture of peace. She also facilitated a course on Mainstreaming Peace Education to Community and

Schools at Mindanao Peacebuilding Institute (MPI since 2016). She is currently an advisory board member for Hague Appeal for Peace, Global Campaign for Peace Education. She is also active in her participation in inter-religious dialogue and cooperation for world peace as a member of the Women's Executive Committee, Peace Research Institute and the Peace Education Task Force of World Conference of Religions for Peace (WCRP).

### **Sample Recent Publications**

- “Process and Mechanism for Reconciliation,” (Keynote) International Peace Corps of Religions, Fumonkan, Yokohama, Japan. September 2016
- “Multi-faith Movement in Australia/Asia, UK, US,” President Obama’s Interfaith and Community Service Campus Challenge, Howard University, Washington DC, September 2015
- “Hunger Banquet,” Education for Urban Revitalization toward Social & Ecological Justice: Peace Education in an Era of Globalization, International Institute on Peace Education, The University of Toledo, Toledo, Ohio, July, 2015.
- “Action Planning Models: National and International Partnerships in East Asia (NARPI),” Education for Urban Revitalization toward Social & Ecological Justice: Peace Education in an Era of Globalization, International Institute on Peace Education, Toledo Ohio, July, 2015
- “Panel on Protecting All Children and Women—UNICEF Activities and the Women’s Committee Survey on the Value of Life” World Conference on Religions for Peace (WCRP), Japan • Japan UNICEF Association, Tokyo, July, 2015
- “The Impact of Peace Education in Northeast Asia: Educating for Transformation and Learning to Live Together, Searching for Peace in East Asia,” Joint Sessions of the Korean Association of Peace Studies and the Peace Studies Association of Japan, Session 1: Peace Education, Hiroshima, Peace Studies Association of Japan Conference, July 2015
- “Welcoming the Other: Education to Live Together,” WCRP, Japan, Peace Research Institute Conference, Tokyo, July, 2015
- “Establishing a Multi-Cultural Society—From an Asian Perspective,” Keynote Address, Society for Establishing a Culture of Peace, General Assembly, Daito Bunka University, July, 2015.

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## Mr. José Fernando Mejía, Executive Director, Aulas en Paz, Colombia



José is the Executive Director of Aulas en Paz, a Colombian civil society organization that has been developing tools and programs for peace education for 20 years, with a focus on social-emotional learning and school peaceful relationships.

He serves as Chair of the Steering Committee of EDUCAPAZ, an initiative that works with vulnerable communities from a territorial approach, integrating citizenship education, social-emotional learning, and reconciliation. He is also a Founding Member of the Coalition for Good Schools and Director of the Latin American Hub for the Prevention of Violence Against Children in Schools.

As an international consultant, he has advised organizations such as the World Bank, the Inter-American Development Bank (IDB), the Organization of American States (OAS), UNESCO, and the Ministries of Education of Colombia and Peru, among others, on global citizenship education, social-emotional learning, and bullying prevention.

He was part of the expert team that developed Colombia's Citizenship Competency Standards and the associated SABER test. He coordinated the development of the peace education teaching sequences for primary education for Colombia's Ministry of Education and led the design of the social-emotional learning curriculum for primary education for Peru's Ministry of Education and the World Bank.

He holds a degree in Psychology from Universidad de los Andes (Colombia) and a master's in education from Harvard University.

### Sample Publications

- Chaux, E., Mejia, J.F., Sánchez, O., Yunis, J. (2025) Building Consensus Around Peace Education in Colombia. ReVista Harvard Review of Latin America <https://revista.drclas.harvard.edu/building-consensus-around-peace-education-in-colombia/>
- Bustamante, A., Chaux, E., Mejia, J.F., Velasquez, A. (2020) Citizenship competencies in Colombia: Pedagogical strategies, open materials, and teacher training. NISSEM Global Briefs: Educating for the social, the emotional and the sustainable: Pedagogy, practice and materials (pp. 112-130. NISSEM.
- Mejia J.F., (2019) Clasrooms in Peace in Colombia. In: Asia-Pacific Centre of Education for International Understanding (Ed.). Reconciliation, Peace and Global Citizenship Education: Pedagogy and Practice. APCEIU, Seoul. <https://www.unescoapceiu.org/post/3543?ckattempt=2>
- Mejía J.F., Chaux E. (2017) Aulas En Paz (Classrooms in Peace). In: García-Cabrero B., Sandoval-Hernández A., Treviño-Villareal E., Ferráns S.D., Martínez M.G.P. (eds) Civics and Citizenship. Moral Development and Citizenship Education. SensePublishers, Rotterdam.

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### Ms. Lucy Nusseibeh, Founder / Executive Chair Middle East Nonviolence and Democracy (MEND)



Lucy is the founder and executive chair of MEND (Middle East Nonviolence and Democracy) in East Jerusalem, focusing on media, education and pioneering approaches for the promotion of the principles and practice of active nonviolence. Within GPPAC, in addition to being a Board Member, she is the Chair of the Improving Practice Working Group, a member of the Gender Core Group and the Peace Education Working Group. She is one of the founders of MENAPPAC, the GPPAC regional branch.

She is also the Chair of the board of the Geneva-based Nonviolent Peaceforce International.

From 2007-2016, Lucy was head of the Institute of Modern Media at Al-Quds University, and before that, she taught Cultural Studies at BirZeit University, both in the Occupied West Bank. As a board member of the Israel-Palestine journal, she co-edited the issue on "Women and Power" and on "1325 20 years". From 2004-2005, she was a senior research fellow at the Women and Public Policy Programme at the Kennedy School of Government at Harvard University. She has published a wide range of articles and book chapters, including editing: "Une Philosophie a l'epreuve de paix". Her writings include a chapter on "The Power of Media in Peacebuilding" ("Pathways to Peace" MIT 2014) and "Statelessness and Insecurity in the Occupied Palestinian Territory" (GPPAC 2014). Her talk, "The Hitch-Hiker's Guide to Nonviolence", on TEDx HolyLand can be seen [here](#).

Lucy has been associated with GPPAC since its launch in New York in 2005.

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**Ms Rose Othieno, Founding Member and currently the Executive Director of the Centre for Conflict Resolution CECORE, Uganda.**



For the last twenty years, she has been engaged in various activities of the organization like training different groups and institutions in conflict transformation skills, early warning and mediation at national, regional and international level. She represents CECORE at Uganda Action Network on Small Arms and light Weapons (UANSA) and International Network on Small Arms (IANSA) women's network.

CECORE is accredited to the peace and security programme of COMESA (Common Market of Eastern and Central Africa), and a participant in the International Conference on the Great Lakes Region Pact on Peace and Development. She is also a member of Women waging Peace of the Institute of Inclusive Security.

CECORE is the GPPAC National Focal Point in Uganda and also a member of GPPAC's Dialogue and Mediation Working Group at global level, where Rose was appointed as thematic Gender Focal Point.

Region: Eastern and Central Africa; Uganda

Area of Expertise:

- Conflict transformation
- Early warning
- Mediation

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## Ms. Tatjana Popovic, Director, Nansen Dialogue Centre (Serbia)



Tatjana is a director at the Nansen Dialogue Centre Serbia. She holds an MA in Peace Studies (Faculty of Political Sciences, Belgrade, 2012) and is a certified mediator. Tatjana facilitated inter-ethnic dialogue seminars in the Western Balkans and coordinated the long-term school cooperation project in South Serbia, thus contributing to the reconciliation process between ethnic groups living in the region. The focus of her training is on Dialogue, Conflict Analysis Tools, Negotiation, Mediation and Creation of Strategies for Change. Work with international groups enriched her experience: at Responding to Conflict UK; at Nansen Academy in Lillehammer as a facilitator of dialogue seminars for multi-ethnic groups, for 10 years; as a member of IPWG, as a facilitator of training on the Role of Women in Conflict Situations.

### Recent professional experience:

2018 - 2024: Improving Practice Working Group co-chair, GPPAC, created training programs, facilitation of live and online training, on Human security, Conflict Analysis, the Role of Women in Conflict Situations.

2005 – 2025 Peace Education Working Group Member, GPPAC, development of programs and facilitation of international online training for teachers, students, CSOs. Themes include; AI in Education, Protection from Digital Violence by Developing Critical Thinking, Social Media Influence.

2000 – 2025: Peace Education Coordinator, Nansen Dialogue Centre Serbia, creating programs and facilitating professional capacity-building seminars for teachers, principals, school psychologists and pedagogues in primary and secondary education; coordination with the Unit for Conflict Prevention, Ministry of Education and with regional MoE departments; monitoring and evaluation program implementation.

2016 – 2019: Trainer, practical implementation of Conflict Analysis tools and Peace Mediation for students of Peace Studies, international MA program, Faculty of Political Science, Belgrade University.

### Publications:

- 2021 *Facilitation Toolkit*, as a part of the team work of Improving Practice Working Group
- 2020 *Responsible parents, students and teachers create safe environment to prevent violent behavior*, practice book co-author
- 2018 *Dialogue and Conflict Transformation*, the Nansen Handbook for Trainers, Nansen Centre for Peace and Dialogue, author,
- 2014 *Dialogue and conflict transformation*, training manual for Barents Peace Education Network (BPEN), author
- 2013, *Education for Peace, Experiences from practice*, textbook, NDC Serbia, 2013, author
- 2008 *Resolution through Dialogue*, Nansen Dialogue Centre Serbia, textbook co-author
- 2008 *Peace education for Peaceful Society*, Nansen Dialogue Centre Serbia, textbook, co-author and co-editor.

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## Dr Margaret Sinclair, Founding Co-convenor, NISSEM (& UNHCR/UNESCO retiree)

After studying first science and then economics, Margaret worked initially as an education planner. In 1988, she joined the UN Refugee Agency (UNHCR). While heading its Education Unit in Geneva from 1993 to her retirement in 1998, she initiated a life skills-based peace education program in the refugee camps in Kenya, which ran from 1997 to 2005 (when



the use of Trust Funds was suspended). The materials (in English, and translated to French and Arabic) were then transferred to INEE (available at <https://inee.org/resources/peace-education-programme>).

Margaret later served as Education in Emergencies Consultant with UNHCR, UNESCO and other organisations. She led the draft of UNESCO's Thematic Study on Education in Situations of Emergency and Crisis for the World Education Forum in 2000, helping create the Inter-agency Network for Education in Emergencies. She joined the Office of Her Highness Sheikha Moza (Qatar) in 2009, and helped develop the 'Protect Education in Insecurity and Conflict' programme within the Education Above All Foundation (EAA), leading its education work until 2017. This included support for the establishment and activities of the Global Coalition to Protect Education from Attack (GCPEA).

In 2017, she co-hosted a CIES workshop with USAID's Education in Crisis and Conflict Network, on integrating peace and other SDG 4.7 themes and social emotional learning (SEL) into education materials in low- and middle-income countries. This led to the creation of a small collaborative, NISSEM (Networking to Integrate SDG 4.7 and SEL into Education Materials), which seeks, e.g., to help writers to transition future textbooks/education materials to become carriers of positive messages instead of barriers to them. She recently prepared a NISSEM brief on education for conflict resolution (forthcoming, 2025).

Sample publications:

<https://nissem.org/blog/happy-fifth-anniversary-nissem-now-reach-out-to-writers-of-curricula-subject-syllabuses-and-educational-materials-to-support-transformative-learning/3089/> (2023)

2023 *Background paper on transformative learning in the Asia Pacific Region*. Bangkok: UNESCO.

<https://bangkok.unesco.org/content/transformative-learning-asia-pacific-region-technical-paper>

2020 (with Smart and others) *Learning for uncertain futures: The role of textbooks, curriculum, and pedagogy*. Background paper for UNESCO Futures of Education Commission.

<https://unesdoc.unesco.org/ark:/48223/pf0000374078>

2019 onwards:

Series co-editor, *NISSEM Global Briefs: Educating for the social, the emotional and the sustainable* (focused on low and middle income countries). (Vols. 1-4)) (<https://nissem.org/globalbriefs>).

2016 (with Bernard) *Learning to Live Together: how can we incorporate this cross-cutting issue into book development policy for schools? A discussion paper*. Doha: EAA-PEIC. (2<sup>nd</sup> edition. [https://nissem.org/sites/default/files/lslt\\_update\\_2019\\_with\\_cover\\_1.pdf](https://nissem.org/sites/default/files/lslt_update_2019_with_cover_1.pdf))

2013 (ed.) *Learning to Live Together*. Doha: EAA. (Edited version of *Education for Global Citizenship*, published by EAA in 2012).

<https://www.gcedclearinghouse.org/sites/default/files/resources/LEARNING%20TO%20LIVE%20TOGETHER.pdf>

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**Dr. Gary Shaw, Honorary Fellow, Centre for Educational Research and Innovation (REDI), Deakin University, Australia**



Gary began his career as a secondary teacher and has been involved in regional, state, national and international initiatives and projects particularly related to social justice and school and community improvement.

These include:

- gender equity, with a focus on improving educational outcomes for girls
- violence prevention and anti-bullying curriculum materials and training
- drug prevention curriculum materials and training
- early school leaving and capacity building in local communities for reducing and at-risk behaviour among young people
- student centred learning, democratic classrooms through civics and citizenship education and global citizenship

Gary has worked as a Research Fellow at the Australian Youth Research Centre, The University of Melbourne where he was involved in projects related to school improvement, student wellbeing, mental health, community development and

juvenile justice. He has retired from the International Education Division in the Department of Education and Training (DET) Victoria where he had a leadership role in providing overseas immersion programs for middle years secondary students. He also had policy development responsibilities and was involved in initiatives promoting global citizenship education in Victorian schools.

In 2018 Gary co-authored policy guidelines for global citizenship education development, for the Asia Pacific Centre for Education and International Understanding.

Gary has been a member of the GPPAC PEWG since 2006 and has extensive experience in presenting peace education related initiatives to national and international audiences.

Gary has a master's degree in education where his thesis was about Restorative Practices in schools and a Ph.D. in which the focus of his thesis was the development of interculturality in schools.

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## **Johnfisher Tumwesigye, Program Manager, CECORE**



Evaluation.

Johnfisher has a Masters in Peace and Conflict Studies from Makerere University.

He has been at CECORE for more than 8 years and has expertise in:

- Gender-related issues to include gender mainstreaming,
- Campaigning against violence against women, girls and youth;
- Theory of Change,
- Expertise in enhancing capacity on Human Rights Based Approach,
- Tax Justice issues and
- Community based participatory methodologies such as organizational development in governance, monitoring and evaluation, strategic plans development, resource mobilization, participatory democracy, advocacy, lobbying and good governance; Program/Project Designing, Implementation, Monitoring and

Evaluation.

Johnfisher has experience working in collaboration with government and departments including security personnel, development partners and non-state actors and their networks in regards to quality service delivery. He has experience in providing strategic direction in establishing and working with safe cities movements to advocate for citizen-inclusiveness in community development by putting established and organized groups on the forefront in advocating for their inclusion in planning, decision making and implementation of plans that affect them for the purpose of responsive service delivery.

Johnfisher also provides coaching in and establishment of Reflection Action cycles to raise conscientization to enable community members get organized and engage with each other to better understand issues affecting them and forge evidence based advocacy plans to interface with duty bearers. This comes with fulfillment of rights and prevention of human rights abuse, providing support and raising awareness on human rights.

Johnfisher is a highly skilled Administrator, researcher, teacher, trainer / facilitator who is skilled in Conflict Prevention, Transformation, Resolution and Management; Conflict Sensitive Approaches in Development interventions; campaign against corruption, embezzlement of public resources.

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## Ms. Cheryl Woelk, M.A., Educational Consultant and Language Coach, Collective Joy Consulting, Seoul, South Korea



Cheryl Woelk is co-founder of Collective Joy Consulting, which is a GPPAC partner offering intercultural communication and conflict resolution training to individuals and organizations in Northeast Asia. Based in Seoul, South Korea, she has worked as an English language instructor and peace educator in diverse multicultural educational settings in Northeast Asia and North America, including as a facilitator with the Northeast Regional Peacebuilding Institute (NARPI), another GPPAC member. Cheryl holds a BA in English, a certificate in TESOL, an MA in Education, a Graduate Certificate in Conflict Transformation, and is currently a doctoral student in the Global Education Cooperation Program at Seoul National University. Her areas of interest in research and practice are integrating language learning and peace education in training for English language teachers, consulting for peace education training institutes and providing coaching in global communication skills for professionals in South Korea who use English in international contexts. She is co-author of "Teaching English for Reconciliation: Pursuing Peace through Transformed Relationships in Language Learning and Teaching" (2018).

### Selected Presentations and Publications

- "Support for educator and learner feelings: Adopting peace linguistics in the classroom" *The University Grapevine*, Issue 24, Nov 2024.
- "Creating Peacebuilding Programs" *Northeast Asia Regional Peacebuilding Institute*, Miyazaki, Japan, 2024
- "Making Peace with AI: Applying a peace education framework to AI learning tools" GPPAC Peace Education Working Group Online Course Lecture, Online Training, 2024
- "Cultivating Belonging: Peace Linguistics Pathways in Newcomer Education and Multiculturalism" KOTESOL National Conference, Featured Lecture, Yongin, South Korea, 2023
- "Peace Linguistics: A Tool for Building EDI and Empowering Language Learners," Symposium on World Languages (SOWLE), Online Workshop, Middlebury Institute of International Studies, Monterey, CA, USA, 2022
- "평화의 언어를 배우는 방법 [Learning the language of peace]" *Peace Journal Plan P* (v. 4) 68-73, 2021
- "Peace Linguistics and Peace (Language) Education in Korea," KOTESOL National Conference, Online Workshop, Seoul, South Korea, 2021
- "Better Together: Leveraging Group Dynamics in Conversational English Classes." KOTESOL Proceedings 2019: Advancing ELT: Blending Disciplines, Approaches, and Technologies. Korea TESOL, 2019.
- "A Taste of Peace Education's Reflective Practice," (in Korean), South Korea Ministry of Education Teacher's Training Workshop, Seoul, South Korea, 2019
- Teaching English for Reconciliation: Pursuing Peace through Transformed Relationships in Language Learning and Teaching. With Jan Dormer. William Carey Library, 2018.
- "Engaging, Enriching and Empowering Learners through Peacebuilding in ELT," TESOL International Convention, Seattle, WA, USA, 2017
- "Naming the Space: Evaluating Language in Peace Education through Reflective Practice," in *Peace Education Evaluation: Learning from Experience and Exploring Prospects*. Del Felice, Karako, & Wisler (Eds.) Information Age Publishing, 2015.
- "A Right to Our Voice: Linguistic Human Rights and Peace Education," Conflict Resolution in Education International Summit, George Mason University, Fairfax, VA, USA, 2015

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**Edita Zovko is a Project Manager at the Nansen Dialogue Centre in Mostar, Bosnia and Herzegovina.**



As a member of the Nansen Education Team, Edita plays an active role in developing teaching materials and workshops focused on nonviolent communication, peace education, and intercultural dialogue. She strongly believes that education is a key tool for sustainable development, combining both learning and personal growth while addressing individual needs and promoting social values.

In addition to designing workshops and school courses, Edita also conducts training sessions for teachers in peace education, nonviolent communication, and interethnic dialogue. Through this work, she helps create a more inclusive and tolerant educational environment. Her primary goal is to empower teachers with the skills to foster dialogue and use peaceful conflict resolution methods in their classrooms.

Edita holds a MA in English and Croatian language from the University of Mostar. Through her dedication, she continually contributes to innovative educational approaches and the development of a society built on mutual understanding and respect.

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