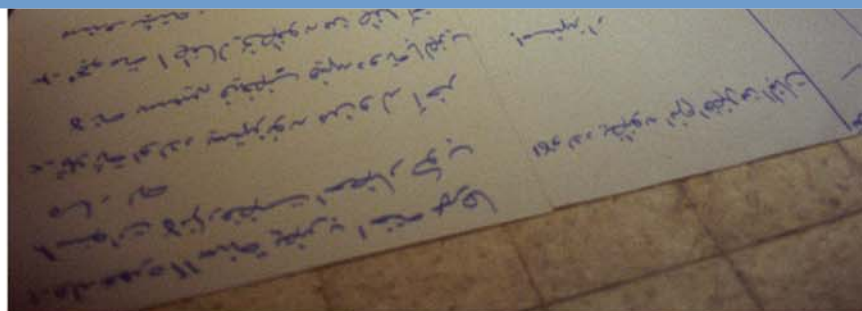




The Peace Teaching Project:

Resources for Conflict Resolution

Images & Education, Inc.
271 Willow Avenue
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USA



A Letter from the Executive Director

Everyone—school children, farmers, co-workers, politicians, world leaders—would benefit from knowing how to resolve conflicts effectively and peacefully, whether the conflict is a playground argument or a disagreement over access to water.

Images & Education is a non-profit organization dedicated to helping children and adults learn the practice of peace through conflict resolution education (CRE). CRE can be promoted best by teachers, and our goal is to make CRE more accessible to teachers everywhere—especially those in developing countries where the need is great, but training programs and materials are scarce.

Recognizing the need for media-based, multilingual CRE teacher training resources, we have developed the Peace Teaching Project, a program designed to advance conflict resolution education (CRE) through the creative use of video, print and interactive media. These materials can be used in colleges and universities, by NGOs and Ministries of Education. The project grew out of the conflict resolution education programs we helped design in Jordan, working with Queen Noor's Foundation and the Ministry of Education in 1996.

Since 2001, Images & Education has been laying the groundwork for the Peace Teaching Project, developing potential partnerships with key institutions, researching curricula, exploring new ways to disseminate information and building a network of consultants to help us create and pilot test the materials. We have also begun to discuss the project with publishers.

We are now ready to begin implementing the Peace Teaching Project and are actively seeking funds to create these materials and continue building strong, enduring networks to support their use and wide dissemination.

I invite you to read this booklet to learn more about our plans for expanding conflict resolution education and our vision for the Peace Teaching Project. We hope that you will share our vision, and welcome your support in empowering educators to teach peace.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Jamil". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

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INTRODUCTION

PEACE TEACHING PROJECT **Resources for Conflict Resolution Education**

Peace education begins with teachers. In order to create a more peaceful world, we must actively invest in teaching children, adolescents and adults the conflict resolution skills that will make peace possible. Training educators to teach peace in their classrooms is the most effective way to accomplish this goal.

The Peace Teaching Project is an innovative program designed to expand peace education by creating a set of multilingual, multimedia resources that incorporate print, video and interactive media to empower and guide educators in the early stages of Conflict Resolution Education (CRE) training. The project will develop these resources based on a synthesis of the best CRE practices and teaching activities from around the world, designing materials to help teachers understand the basic conceptual models, teaching methodologies, and educational approaches to CRE.

In collaboration with UNESCO, the European Centre for Conflict Prevention, Educators for Social Responsibility and the United Nations Development Programme, Images & Education will produce the initial set of Peace Teaching Project materials in English and then adapt them to a variety of languages and cultural contexts. By creating teaching resources and training programs in Spanish, French, Arabic and other major languages, the Peace Teaching Project aims to meet the need for multilingual CRE materials—especially in developing countries—and expand the community of educators with CRE skills to a worldwide audience.

The world needs more educators who can teach non-violent conflict resolution skills to children and adults. By creating and sharing these much-needed CRE training materials, the Peace Teaching Project can help guide educators to make the world a more peaceful place, one classroom at a time.

WHAT IS CRE?

Effective conflict resolution is based on a set of teachable skills and simple concepts. The fundamental concept of conflict resolution education (CRE) is that there is nothing inherently wrong with conflict; what matters is how we deal with it—in our interactions with individuals as well as our approach to other cultures, religions and nations. Practicing skills like creative problem solving and active listening, and developing attitudes of respect and tolerance make it possible to resolve conflicts peacefully.



These school children in Jordan are using role-play to practice conflict resolution skills.

...children learn better when conflict resolution techniques are practiced in a school environment.

Because conflict resolution education is most often taught through behavioral teaching, the learning methods used are as important as the content. The Peace Teaching Project will use experiential and participatory learning methods because peaceful ways of resolving conflicts are best learned when children and adults have the chance to practice and apply them in their lives. Role-play and drama, art, simulation games, pair and small group activities, and cooperative learning make concepts and skills come alive. Research indicates that these methods also build better group relations, reduce bias, and enable children to understand the perspectives of others. Studies also indicate that children learn better when conflict resolution techniques are practiced in a school environment. Activities for teaching adults may differ in presentation and format, but share the same experiential orientation.

WHY CRE?

We need alternatives to violence.

When violence dominates a country or region, economic growth, environmental progress, health care and education all suffer. As violence continues to escalate around the world, it is clear that people of all ages and nationalities need to learn conflict resolution skills more than ever. Adults, lacking the negotiation and mediation skills to resolve conflicts peacefully, often resort to violence to address economic, religious and political issues. Children, modeling behavior they learn from adults, are more likely to behave violently towards each other. This cycle may seem to be never-ending, but it doesn't have to be that way.

By learning basic conflict resolution techniques, children and adults discover that there are alternatives to violence. Conflict resolution education teaches the skills necessary to resolve conflicts effectively, creatively and—most important—peacefully. A child in Uganda, a teacher in Sri Lanka, and a farmer in Brazil who learn to use these non-violent techniques will communicate better with classmates and co-workers. They will also benefit from learning related skills, such as critical thinking and creative problem solving.



Children naturally mimic adult behavior. That is why it's important to teach everyone conflict resolution skills.

PROJECT HISTORY

In 1996, Images & Education was invited to Jordan to work with HM Queen Noor's Foundation to help design and implement a national educational program to teach non-violent conflict resolution skills to fifth- and sixth-grade children. "The Culture of Peace" program, which incorporated live performance, experiential learning, and group activities to introduce children to new ideas about resolving conflicts, was well received both nationally and internationally. The program also produced several radio broadcasts and a popular TV special promoting peace education. The Culture of Peace program was funded by the European Union, with additional support from the Carnegie Corporation of New York.



The success of our work in Jordan led to an invitation from the Algerian Ministry of Education to set up a similar program in their country in 2001. In Algeria, however, the educators we worked with spoke Arabic and French, in contrast to Jordan where many members of the creative team spoke English. It was a challenge, therefore, to introduce them to CRE concepts and approaches when most of our background material was in English. This experience made us realize the significant need for CRE training materials that are accessible to non-English speaking educators and adapted to different cultural contexts. We responded to this challenge by developing the Peace Teaching Project. Images & Education has been establishing a network of peace educators and laying the groundwork for the launch of the Peace Teaching Project since 2001.

ABOUT IMAGES & EDUCATION

Images & Education is an international non-profit organization that was founded in 1993 with a vision of developing media-based educational programs to teach conflict resolution skills and promote tolerance. Today we continue our mission to advance conflict resolution education (CRE) through the creative use of video, print and interactive media.

Our main goals are:

- To produce multimedia programs that promote best practices in teaching CRE
- To disseminate peace education resources to teacher training centers around the world, facilitating a global network of conflict resolution educators, advocates and organizations



Top and Bottom:
Educators from the “The Culture of Peace” program in Jordan teach conflict resolution skills using group discussion and role-play.



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OUR APPROACH

EDUCATIONAL APPROACH

At the heart of most conflicts are two or more points of view. To resolve a conflict effectively, participants in the conflict must listen to each other's perspective.

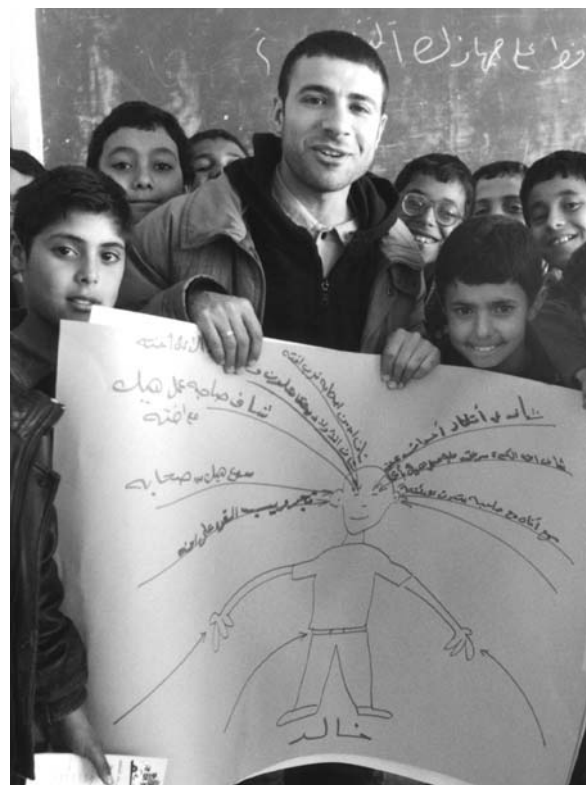
The Peace Teaching Project focuses on teaching the basic skills needed to resolve conflicts effectively and non-violently, regardless of one's age, culture or religion. In helping children and adults learn the practice of peace, the training materials will impart skills that include:

- Active listening to help children and adults hear different perspectives
- Creative problem solving to discover options and make decisions
- Critical thinking to distinguish between a person's demands in a conflict and his or her underlying needs
- Understanding the conflict escalation process and learning skills for de-escalation

All of these skills promote self-respect, respect for others, tolerance, understanding and cooperation. Listening skills make good neighbors. Communication skills make good citizens. And conflict resolution skills make good leaders.

STARTING WITH TEACHERS

Regardless of age, nationality or religion, everyone must learn that there are non-violent ways to resolve conflicts. And teachers are the ones with the power to promote these conflict resolution techniques. Educators are a major influence in a student's life as they carefully guide his education and watch over his daily interactions with classmates. They teach more than just reading and math; with each lesson, teachers impart life skills and act as role models for their students. Most effective when taught by modeling positive behavior, peace education would be a valuable addition to every teacher's curriculum.



Educators can use many creative activities to teach conflict resolution skills to children.

...teachers impart life skills and act as role models for their students.

Images & Education recognizes the tremendous potential teachers have in supporting conflict resolution education, whether their classrooms are in India, Zambia, Jordan or Canada. But before teachers can incorporate peace education in their classrooms, they must internalize the basic concepts and practice the techniques themselves. Only then will they fully understand the methodologies and be prepared to teach conflict resolution. Our goal is to empower educators everywhere by synthesizing the best available CRE resources, creating comprehensive teacher training programs and curriculum guides, and adapting these materials to multiple languages and cultures. The Peace Teaching Project materials will be used to train educators in the basic concepts of conflict resolution.

MAKING CRE ACCESSIBLE

The need for CRE training is especially acute in developing countries. There is a growing international demand for schools to integrate conflict resolution into their curricula, but to date, there has been no coordinated effort to develop cross-cultural teaching practices and training programs, and no systematic way to offer CRE resources to educators around the world. Most of the currently available CRE teacher training resources remain inaccessible because very little material is appropriate for the schools and classrooms in developing countries. In general, the current pedagogy for teaching CRE skills is based on Western cultural norms, and most CRE training resources are written in English. After starting with the English prototype, Images & Education will develop the Peace Teaching Project in five other major languages—*Spanish, French, Arabic, Portuguese* and one of the dominant Asian languages, such as *Hindi* or *Mandarin*. As the project expands, the training materials can be produced in many other languages.



Schools in developing countries need educators who can teach conflict resolution skills.

Because the use of language and tone, unique cultural characteristics, and traditional attitudes towards conflict are all particularly important in conflict resolution education, the Peace Teaching Project will do more than translate the English prototype to other languages. Images & Education will work with professionals from other cultures to adapt the teaching materials and training programs to the nuances of each culture, making these conflict resolution teaching resources accessible to classrooms worldwide.

The Peace Teaching Project will adapt the materials to other languages and cultures.

TRAINING WITH VISUAL MEDIA

Another unique feature of the Peace Teaching Project is its extensive use of video to guide educators in their instruction of conflict resolution.

Video is a powerful communication tool because of its ability to deliver basic knowledge and skills training, as well as to communicate and model behavioral information. Using video to model positive behavior, teach new skills or explain concepts can help accelerate the process of learning—for both teachers and students. It is also a versatile tool that can demonstrate complex techniques such as conflict resolution and motivate change by showing success stories. Because it is an excellent media for communicating affective (emotional or behavioral) information, video is an ideal medium for the Peace Teaching Project.

Visual media will enhance professional development and the training programs by illustrating how conflict resolution skills are taught and practiced in schools in other developing countries. Showing successful peace teaching programs and practices can also motivate educators to try teaching conflict resolution skills themselves. In interviews and testimonials, teachers trained in CRE can talk about their experiences, challenges and successes with integrating conflict resolution into their classrooms. Other segments can show instructors using conflict resolution techniques in their classrooms and demonstrate some of the activities included in the curriculum guides.

In addition, advances in technology have made delivering video programs to viewers easier and more affordable. Most notable is the development and proliferation of DVDs. One DVD has the capacity to present several hours of video, and DVD menus make the content easy to navigate. With the ability to play on home television sets, laptop computers, portable DVD players and video projectors, DVDs can reach any audience with access to these basic viewing tools. Battery-powered portable DVD players can even reach teachers in rural areas without electricity.



Modern digital video makes it easier and less expensive to produce educational video programs.

The Peace Teaching Project will make the best use of DVDs and other media to ensure wide dissemination and rapid adoption of CRE techniques. These powerful visual resources will be used in the training programs and accompany the curriculum guides.

DVDs and videos can now be shown almost anywhere.



Portable battery-operated DVD players make it possible for teachers in developing countries to learn from CRE training videos.



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PROJECT DESIGN

Images & Education designed the Peace Teaching Project to provide teachers and teacher training centers around the world with multimedia training resources to guide their instruction in the basic concepts of conflict resolution.

Our teaching materials will focus on experiential and participatory learning methods, such as role-play, drama, simulation games, and small group activities, through which children and adults can model peaceful ways to resolve conflicts. Research indicates that these methods enable people to understand other perspectives, therefore reducing bias and improving community relations.

With this educational approach at its core, the Peace Teaching Project must also account for developmental levels, learning environments, cultural settings and other important factors to ensure the development of appropriate training tools. In designing its resources, the Peace Teaching Project will:

- Target four different age groups
- Produce four interrelated components tailored to each age group, including training manuals, curriculum guides, visual media and web-based networking
- Adapt the materials to several other languages

AGE LEVELS

The foundations of peace education can be taught to children and adults of all ages. But how these skills are taught must take into consideration the age and maturity of the learner. Age-appropriate learning is an important factor in developing effective CRE teaching resources. The Peace Teaching Project will include teaching tools targeted at four different age groups: elementary, middle and high school students, and adult learners. These materials will provide learning activities that address the different developmental skills, abilities, and needs of adults and children of various ages, including their social, emotional and intellectual development.



As the world's population increases, farmers will have to learn conflict resolution skills to help them deal with disputes over access to land and water.

PEACE TEACHING MODULES

For each of the age groups, Images & Education will design a Peace Teaching Module—a set of materials that includes training manuals, curriculum guides, visual media and web-based networking. Individually, each component will be a powerful resource for CRE teachers. Used collectively, this ensemble of multimedia tools will become a dynamic source of information, knowledge and networking for educators worldwide. Over time, these resources could be updated and expanded.

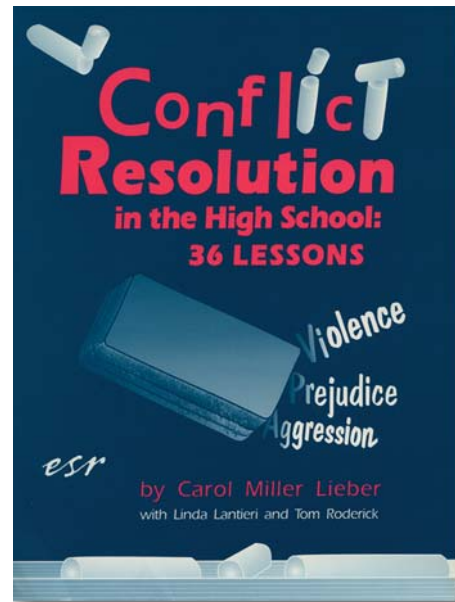
As each prototype module is developed in English, we will work with our partners to conduct pilot tests to improve the materials. Then we will continue to develop modules for the other age groups and adapt them to other languages and cultures.

TRAINING MANUALS AND PROGRAMS

The training manuals that form the core of the Peace Teaching Modules will help teachers understand the philosophy behind peace education and familiarize them with methodologies used to teach conflict resolution. A main focus of the training program will be for teachers to learn how to model peaceful conflict resolution behavior and practice the classroom activities themselves. The training program will also show teachers how to incorporate the curriculum into the academic year and integrate the interactive learning methods into their classrooms.

CURRICULUM GUIDES

Teachers who wish to implement conflict resolution education need clear, practical strategies on how to begin. The curriculum guide for each age level will act as a blueprint for beginner CRE teachers. It will draw from some of the best teaching practices and effective classroom curricula and activities from peace education programs across the globe.



The Peace Teaching Project will produce curriculum guides designed for educators in developing countries similar to this one published by our project partner Educators for Social Responsibility.

VISUAL MEDIA

Visual media such as DVDs will be a valuable resource in the training programs and will accompany the curriculum guides. Watching other educators in action who are working in similar school settings will help teachers-in-training to adapt or develop activities for their classrooms, or visualize a curriculum to integrate with their program. The videos can also demonstrate that peace education activities can be done simply and with limited resources.

WEB-BASED NETWORKING

The Peace Teaching Project is a global program, drawing upon the best teaching practices from countries around the world. To ensure these resources reach as wide an audience as possible, they must go beyond the textbook and training programs.

The Peace Teaching Project will launch a communications hub that aims to:

- Highlight new CRE programs, strategies, curricula and material
- Encourage discussion about best practices in CRE
- Create online support networks and platforms for sharing experiences and ideas
- Link teachers to other useful resources, and much more

PROJECT OUTREACH

Universities, teacher training programs and other academic institutions would be the ideal training grounds for the Peace Teaching Project. At a university, the Peace Teaching Project's training programs and materials could help new teachers learn basic CRE concepts even before they teach their first class, while experienced educators interested in learning CRE techniques could attend workshops.

Promoting peace education at the university level through academic programs, professional courses, conferences and seminars would help teachers incorporate conflict resolution techniques in their classrooms and instill the principles of peace in their students, regardless of the subjects they teach. Government officials, peace workers, civic groups and other organization members interested in learning conflict resolution skills could also learn from the Peace Teaching Project's training programs.

Images & Education, in collaboration with our project partners, will also build working relationships with international NGOs, ministries of education and educational publishers to disseminate the Peace Teaching Project materials.



Jean Kumilindi is a student at the Blantyre Teacher Training Center in Malawi. Practicing CRE skills will help improve the learning environment in her classroom.

PROJECT EVALUATION

Our objective is to make the Peace Teaching Project techniques easy for teachers to implement in their classrooms.

To ensure that the Peace Teaching Project materials are effective and easy to use, Images & Education will pilot test the training programs and materials at a university training center or another appropriate location before making these resources widely available. With their extensive networks of educators and contacts at school systems in developing countries, our partner organizations UNESCO, ECCP and UNDP can help us determine the best locations for pilot testing. Initially, we anticipate pilot testing the English prototype in South Africa.

Participants in the pilot project will be asked to evaluate the effectiveness of the curriculum guides and other project materials through interviews and questionnaires to determine if revisions are necessary. Assessment of the Peace Teaching Project's effectiveness and impact will continue throughout each stage of development, and the evaluation results will be analyzed and incorporated into subsequent adaptations of the Peace Teaching Project materials.



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PARTNERS

Images & Education has been working to develop partnerships with several international and national organizations to produce and distribute effective teacher training materials to educators around the world. Collectively, our partners have enormous resources such as educational expertise and networks that could be harnessed in support of the Peace Teaching Project.

UNESCO

Since its creation in 1945, UNESCO has worked to improve education worldwide through technical advice, standard setting, innovative projects, capacity-building and networking. One of the basic aims of the organization has always been the promotion of peace and international cooperation through education.

Images & Education's collaboration with UNESCO has already begun. As an initial step in the development of the Peace Teaching Project, we worked together to launch a survey of peace education materials in an effort to collect, codify and share these teaching resources on a worldwide basis. The Inter-Agency Peace Education Programme profiles a wealth of curriculum materials, program designs, books, and media tools for CRE educators. Our research also identified significant gaps in these resources: primarily the insufficient use of visual media and the lack of multilingual material—gaps that the Peace Teaching Project is designed to fill.

Images & Education and UNESCO's Associated Schools Project Network (ASPnet) are also exploring the possibility of working together to develop the Peace Teaching Project. ASPnet includes about 7,900 schools, ranging from nursery schools to teacher training programs in

176 countries. This network would bring valuable resources to the Peace Teaching Project:

- Significant experience in innovating conflict resolution programs and international education
- Access to some of the leading peace education approaches, methods and materials from local to global levels
- The possibility of working with ASPnet teaching staff and classrooms to film scenes for the training videos
- A network of schools in developing countries where we can implement targeted pilot testing of the materials
- A network of educational institutions that can disseminate the project's training programs and teaching resources

THE EUROPEAN CENTRE FOR CONFLICT PREVENTION

The ECCP is an NGO that promotes effective conflict prevention and peace-building strategies, and actively supports and connects people working for peace worldwide.

The ECCP's contribution to the Peace Teaching Project will be twofold. The organization:

- Acts as a hub for an open network of 150 key European organizations working internationally in the field of conflict resolution. It will extend these resources to aid the development, production and dissemination of the project materials and programs.

- Plans regional conferences on the UN-civil society program. ECCP regularly devotes part of its conferences to conflict resolution education, creating opportunities to develop additional networks for disseminating the project materials.

“We feel the vision of your project complements ECCP’S mission to facilitate the exchange of information about CRE, promote training and international cooperation in building a culture of peace and non-violence...I look forward to our collaboration in making this important venture a reality.”

— Paul van Tongeren, Executive Director

UNITED NATIONS DEVELOPMENT PROGRAMME: BUREAU FOR CRISIS PREVENTION AND RECOVERY (UNDP: BCPR)

The UNDP is the United Nation’s global development network, working with countries to build their own solutions to global and national development challenges. As one of its goals, the UNDP has fostered strategic partnerships to work towards conflict prevention and peace building, with the main focus on local capacity building. To this effect, the tools developed by the Peace Teaching Project will be relevant and useful for BCPR staff and partners. Our work with the BCPR will focus mostly on the Adult Training Module.

The UNDP: BCPR has offered to support the Peace Teaching Project by working with us to:

- Share its existing guidance and tools on adult conflict analysis
- Pilot test material developed by the project
- Put training programs into practice and disseminate teaching resources, especially for the Adult Training Module

EDUCATORS FOR SOCIAL RESPONSIBILITY (ESR)

ESR is a national leader in CRE and educational reform. Founded in 1982, ESR today offers comprehensive programs, staff development and other resources for adults who teach children and young people in a range of different settings. Focused on its mission of enhancing social responsibility in education, its work spans the fields of social and emotional learning, conflict resolution, violence prevention, and diversity education.

As one of the most important factors to the project’s success, ESR has offered Images & Education the rights to their popular library of educational materials, which will provide the project with:

- Extensive knowledge about basic CRE teaching methodologies and philosophies
- Classroom-tested activities and lessons for a range of age-levels and a range of educational settings
- Training programs for educators at every developmental level, preschool through high school

“Educators for Social Responsibility enthusiastically endorses this project and we look forward to aiding in its unfolding. The world needs this project and you have the experience it will take to make it happen.”

— Larry Dieringer, Executive Director



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PROJECT TEAM

Images & Education has assembled a group of accomplished curriculum developers, media producers and communication specialists committed to promoting conflict resolution education (CRE). Collectively, our core project team has produced educational films, taught and developed CRE training programs, organized peace education conferences and developed a strong network of peace educators from around the world.

As the Peace Teaching Project gets underway, the project team will draw on their vast networks to identify key experts such as CRE trainers and media professionals who can contribute their knowledge and skills to the design and implementation of the project. They will also work with the project partners to identify institutions to pilot test the training program.

JAMIL SIMON, PROJECT LEADER

As Founder and Executive Director of Images & Education, Mr. Simon has championed the use of multimedia tools to advance conflict resolution education around the world. He has worked with national organizations, such as Educators for Social Responsibility, to promote their peace education techniques and curricula through a variety of media outlets. In addition, he has collaborated with international institutions, such as HM Queen Noor's Foundation in Jordan, to design conflict resolution programs in schools.

Mr. Simon brings a unique combination of skills to the Peace Teaching Project. As the President of Spectrum Media, a media production and communications consulting firm, he has considerable expertise in media production for teacher training and has worked in developing

countries around the world designing and implementing public awareness programs to promote social, environmental and economic reform.

Mr. Simon has been producing award-winning teacher training films and videos for over 30 years. He has collaborated with the Derek Bok Center for Teaching and Learning at Harvard University for the past 17 years on an internationally distributed series of videos to promote innovations in college level teaching. He has also produced educational films for Oxfam America, The Arthur Vining Davis Foundation, The National Science Foundation and other institutions, and has done work for a number of children's programs such as *Sesame Street*, *Zoom*, *3-2-1 Contact* and *Square One TV*. Awards include Red and Blue Ribbons at the American Film Festival, Gold and Silver plaques from the Columbus International Film Festival, several CINE Golden Eagle Awards, and many others.

Since 1990, Mr. Simon has been designing and implementing effective communications programs in developing countries. He has developed public awareness programs to support democratization in Mali, environmental conservation in Malawi and Madagascar, agricultural reform in Senegal and conflict resolution in Jordan. He has also worked on privatization and economic reform projects in Nigeria, Poland, Indonesia and Bahrain. Mr. Simon's clients include USAID, the World Bank, the Asia Development Bank, England's Department for International Development and other donor organizations.

In Malawi, Mr. Simon has recently designed a communications and outreach program that utilizes the power of print, video, television and radio to raise awareness and educate Malawians on sustainable natural resource management and income generating practices. The program's educational materials are being disseminated to rural farmers through broadcast media, college-based training programs, extension agents, private sector cooperatives and distribution companies.

**BARBARA BARNES,
EDUCATIONAL CONSULTANT**

Barbara Barnes develops "Peaceable School" programs and curricula, and facilitates workshops and teacher training in non-violent conflict resolution concepts and skills. At present, she is Senior Project Associate at Educators for Social Responsibility Metro.

For the last five years, Dr. Barnes has worked as a facilitator and trainer for the International Center for Cooperation and Conflict Resolution at Columbia University. At the primary education level, she is working with schools to develop peer mediation programs focusing on equity and globalization. Most recently, Dr. Barnes directed the research and report for UNESCO's Peace Education Database, a comprehensive collection of CRE material available around the world.

**ANTONELLA VERDIANI,
EDUCATIONAL CONSULTANT**

As a Program Specialist in Education for Peace in UNESCO's Education Sector, Antonella Verdiani developed peace education programs and promoted CRE practices that emphasize innovative methods and a transdisciplinary approach. She also organized conferences on peace and non-violence education in cooperation with NGOs and government organizations. As a result of this work, she has developed a network of peace educators from around the world.

Ms. Verdiani's experience in UNESCO's Culture of Peace program, coupled with her field experience in Europe, Africa, Asia and Latin America, strengthened her commitment to developing a global vision of education that respects cultural diversity and human values. She recently established the "Center for Transdisciplinary Training and Education" in Paris, where she works in the field of training, counseling and planning in education. Ms. Verdiani is currently pursuing a PhD in Transdisciplinary Education at the University of Paris VIII, France.