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Natalia Shelaru is the Administrative Director of TRANSCEND Peace University Online and a member of the peace support unit at Peace, Action, Training and Research Institute of Romania (PATRIR). Before joining TRANSCEND and PATRIR Natalia worked in Republic of Moldova as a consultant for building an information society, and was part of the administration team of an IT company. She also joined on several occasions the OSCE/ODIHR Election Observation Missions as an assistant to international team of election experts. She has completed a MA European Social Policies at Romanian University "Spiru Haret" and has background in Economics and Investments at the Academy of Economic Studies of Moldova. She has received training in Conflict Transformation through Peaceful Means in PATRIR.

TRANSCEND

TRANSCEND is a global PEACE AND DEVELOPMENT network of cooperating individuals and institutions concerned with conflict transformation by peaceful means and reducing structural violence. It works through action, education, dissemination, and research. **TRANSCEND Peace University** (TPU) constitutes TRANSCEND's education arm. Its purpose is to prepare participants with the knowledge and skills required for undertaking professional peace and development work, emphasizing the creative transformation of conflicts through transcendence of the contradictions underlying conflicts. TPU focuses on teaching practical skills for the peaceful transformation of conflicts to avoid violence and the protection of human rights. Through distance learning, TPU can reach students around the world, particularly also in third world countries and regions of conflict, where access to higher education has been limited. The Internet has opened vast new opportunities for global communication. Initially developed for military purposes, it should now be used for peace and development.

The Peace Action, Training and Research Institute of Romania (PATRIR)

PATRIR is an independent, non-governmental and non-profit organization, active in Romania and internationally since March 2001. The main purpose of PATRIR is to promote peacebuilding, and constructive conflict transformation, and at the same time the prevention of all forms of violence - direct, structural, and cultural - in Romania, and internationally. PATRIR is an organisation based upon community and also on global action through a network of partners, and institutions committed to the promotion of peace by peaceful means, for the transformation of all levels of conflicts, for the struggle against discrimination and marginalisation, respect for human rights and sustainable development.

Peace and Development Education -Theories and Case studies

Peace Education and Development Education hardly can be regarded as separate elements. Starting from the premises that *“Peace is not merely the absence of war. It is also a state of mind”*¹, Peace education is more than an education about the peaceful transformation of conflicts in order to avoid violence, it also regards the protection of human rights. Following that line, Article 11 (1) of the International Covenant on Economical, Social, and Cultural Rights (ICESCR) explicitly states *“the right of everyone to an adequate standard of living for himself and his family, including adequate food, clothing and housing”* and the Article 25(1) of the Universal Declaration of Human Rights (UDHR) stipulates that *“everyone has the right to a standard of living adequate for the health and well-being for himself and of his family, including food, clothing, housing and medical care”*. These conditions are the fundamentals of the wellbeing; whereas *achieving a peaceful state of mind* requires an environment beyond the basic provisions. It requires freedom and self-confidence, it requires space for ideas to grow and requires understanding, it requires fresh air and clean water, a green breeze and mild sun.

Peace education is about *“a peaceful state of mind”* which is sustained by all those elements that constitute the object of Development Education.

The role of education is essential to the promotion of a culture of peace on the level of society, which is made up of people, groups and communities. Education plays a key role in teaching about conflicts, solidarity and global citizenship. Peace and development education should not be limited to school settings, which is the current tendency, and its importance in training facilitators of groups of young people, neighbours, women and other social networks should be highlighted.

Development education is an education for global citizenship in which a person has many inherent rights that transcend the boundaries of the Nation-State and which should be guaranteed by the international community.

It is an education that encourages critical thinking about “global problems” (the environment, arms build-up, migration), questioning the values and model of development that causes poverty and exclusion, racism and xenophobia².

This presentation will enclose several apaches towards Peace and Development Education and will describe the practice of TRANSCEND Peace University.

TRANSCEND is a global network of cooperating individuals and institutions concerned with conflict transformation by peaceful means. Members include 150 scholars and practitioners from 50 countries involved in peaceful conflict transformation. TRANSCEND is built on four pillars: action, education, dissemination, and research. The TRANSCEND Peace University (TPU) is TRANSCEND's education arm. It was

¹ Jawaharlal Nehru. *Indian politician (1889 - 1964). “Peace is not a relationship of nations. It is a condition of mind brought about by a serenity of soul. Peace is not merely the absence of war. It is also a state of mind. Lasting peace can come only to peaceful people.”*

² Manuela Mesa Peinado, PEACE EDUCATION AND DEVELOPMENT EDUCATION: An Agenda for Joint Action



established at a TRANSCEND meeting held in Cambridge, Massachusetts on March 10 and 11, 2001.

TPU's purpose is to prepare participants with the knowledge and skills required for undertaking professional peacework, focusing on the creative transformation of conflicts. While it emphasizes graduate level courses, it also provides educational programs suitable for motivated non-academic participants.

All courses place heavy emphasis on professional practice. Most participants have had relevant experience in the field. They are expected to be not only learners but also teachers and resource people, drawing on their own experience as they expand that experience through the course work.

Besides the example of TRANSCEND Peace University we will regard several other experiences of institutions working in the field. We will also try to see what is the impact of peace and development education, sharing with you stories related by alumni of TPU and other training entities.