



University for Peace  
Universidad para la Paz



Sharing Information on Progress 2012

**PRiME** Principles for Responsible  
Management Education

# The University for Peace

The University for Peace (UPEACE), which was founded by the United Nations in 1980, has long been teaching subjects such as international law, human rights, settlement of disputes, respect for other persons and cultures, sustainable development, and respect for the environment. These subjects are, of course, at the heart of the Principles of Responsible Management Education (PRME), and they remain the core of the education which UPEACE offers.

Beginning in 2008, UPEACE opened a MA program, in "Responsible Management and Sustainable Economic Development" (RMSED). The rationale was that the economy, including the world of business and the private sector, is basic to world affairs, to human development, and to the future of the planet

UPEACE brings a different perspective to PRME. The University is not a business school; rather, it is a school focused on the promotion of peace. The PRME thus fit very well with the central objectives and purposes of UPEACE, and UPEACE has integrated them smoothly into our approach to the issues and subjects dealt with in our RMSED program. We are very proud of our record in offering this type of education "to humanity," in carrying out our unique mandate from the United Nations.

The wider mission of the University should be seen in the context of the worldwide peace and security objectives of the United Nations. The central importance of education, training, and research, in all their aspects, to build the foundations of peace and progress and to reduce the prejudice and hatred on which violence, conflict, and terrorism are based is increasingly recognized. The Charter of the University calls for UPEACE *"to contribute to the great universal task of educating for peace by engaging in teaching, research, post-graduate training and dissemination of knowledge fundamental to the full development of the human person and societies through the interdisciplinary study of all matters related to peace"* (<http://www.upeace.org/about/>).

In order to ensure the intrinsically interdisciplinary nature of academic offerings, all students engage in an initial foundation course in international peace studies and choose a variety of electives. The University offers a range of such electives as part of a "University for Peace Institute" in January of each year, inviting professionals, practitioners, academicians and students from other institutions to participate in interactive classes and informal gatherings that bring together different viewpoints and cultures.

Every country and every community needs leaders for peace. We are helping to prepare such leaders, who can take their places at every level of society, and in every walk of life.



John J. Maresca  
Rector

## Principle 1

**Purpose:** We will develop the capabilities of students to be generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

**Progress:**

*Responsible Management and Sustainable Economic Development*

The University for Peace introduced a new Masters programme in the 2009-2010 academic year and has graduated 60 Master students in the last three promotions up to 2012. The Master of Arts Degree Programme in Responsible Management and Sustainable Economic Development (RMSED) emphasizes the economic and management perspectives of peace and conflict studies while focusing on the concepts of sustainability and social responsibility as applied to management practices and economic policies. RMSED has been updated in order to strengthen its focus on Responsible Management, in collaboration with Nyenrode University in Holland and widen its analysis of social responsibility and sustainability to a larger audience rather than only a corporate perspective. It is sharing all new business approaches which have more a social value led dimension, such as Social Business, Social Entrepreneurship, Inclusive Business, Business Linkages and Bottom of the Pyramid.

The programme focuses on the complexities of today's global challenges, such as the impacts of globalization, financial crises, complex political emergencies, and climate change on developing economies and, more specifically, war-torn societies.

RMSED graduates are able to understand and analyze key theoretical and conceptual dimensions related to economics and management, and the principles of sustainability and social responsibility.

Our graduates are given the tools to analyze the impacts of policies, reforms and political decisions in the international, regional, and local context in order to be able to exercise greater influence over policy and decision making processes.

Finally, they will become "sustainable and responsible managers" who will be able to work in the corporate sector, public sector, non-governmental organizations as managers for environmental, productive or social projects or firms, both in "industrialized countries" and in developing countries.

Ideally, RMSED participants will be employed by international and national organizations in the non-profit as well as for-profit sectors. As most corporate businesses, as well as public and social organizations, are keen to adopt management models which encourage sustainable and responsible behaviour, our graduates are easily absorbed into the labour market (<http://www.upeace.org/academic/masters/rmsed.cfm>).

*Department of Environment, Peace, and Security (DEPS)*

The Department of Environment, Peace and Security at UPEACE is concerned with the complex interrelationships among issues of environment, development, peace, and conflict.

The Department offers three different Masters of Arts Programmes with distinct emphases:

- **Environmental Security and Governance (ESG);**
- **Sustainable Natural Resource Management (SNRM);** and
- **Natural Resources and Sustainable Development (NRSD).**

The **ESG** Programme focuses on higher-level environmental policy design while **SNRM** emphasizes community-level conservation and development work; both are offered exclusively through UPEACE.

**NRSD** is a two-year dual-degree program operated in conjunction with the American University in Washington, D.C.

In accordance with UPEACE's mandate as an international institution of higher education in peace, all of our programs emphasize practical training in environmental conflict management and transformation. Our teaching, grounded in principles of peace education, promotes student-centered learning and active participation through collaborative discussion. We take full advantage of our unique location in Costa Rica by including within all of our courses case studies and field visits exploring the many innovative environmental initiatives occurring throughout the country.

## **MA Environmental Security and Governance**

Our M.A. Programme in Environmental Security and Governance (ESG) is designed for those wishing to participate in environmental policy design at regional, national, and/or international levels. It pursues a comprehensive understanding of the complex interconnections among Global Environmental Change, peace, and conflict, and how these interconnections are addressed by policy makers in a variety of arenas.

Emphasis is placed on the design of policies that reduce the threats to peace arising from environmental degradation, growing competition for natural resources, and climate change as well as methods for enhancing adaptive capacity and resilience in fragile ecosystems. Graduates possess the requisite skills and knowledge to work in international institutions, government agencies, nongovernmental organizations, and private sector firms engaged in environmental and development policy formulation, as well as to pursue advanced academic study in the social science of environmental governance.

## **Sustainable Natural Resource Management**

The Master of Arts Degree Programme in **Sustainable Natural Resource Management (SNRM)** is primarily designed for those intending to engage in community-oriented work in natural resource management, biodiversity conservation, or sustainable development. It emphasizes the enhancement of biodiversity for global life support systems and mitigation of conflicts that arise from development initiatives, natural resources disputes, and environment degradation. Graduates possess the needed skills and knowledge to work with governmental, civil society, and private sector organizations engaged in conservation and development programming, as well as to pursue advanced academic study in the social science of environmental management.

### *The Centre for Executive Education*

The UPEACE Centre for Executive Education delivers dynamic short courses to non-profit leaders, business executives, educators, and other professional audiences who could play a significant role in world peace and security issues. The approach to all courses is participant-centered, using case-studies and field trips when appropriate. The courses also aim to enhance leadership skills by addressing critical themes such as intercultural communication, inter-personal conflict resolution, and teambuilding.

The Centre offers intensive seminars on a regular basis, both in Costa Rica as well as in other countries.

For more information on the Centre's offerings go to: <http://www.centre.upeace.org/>

*Earth Charter International Secretariat, and  
Earth Charter Center of Education for Sustainable Development at UPEACE*

The Earth Charter International (ECI) Secretariat, based at the University for Peace campus in Costa Rica, has as one of its focus areas the involvement of the private sector in the implementation of sustainable development practices. The strategy involves building partnerships with organizations and initiatives who are working with the private sector to synergize efforts, mostly related to bring education opportunities to learn about values and ethics for sustainable development, and how to assess and improve their commitment towards sustainability and accountability to civil society and other stakeholders.

ECI Secretariat has built partnerships with the Global Reporting Initiative (GRI), the National Committee for International Cooperation and Sustainable Development (the Netherlands), Ethos Institute (Brazil) and Amana key (Brazil) among others.

*For more information, visit our webpage: [http://www.earthcharterinaction.org/content/and\\_our\\_business\\_section](http://www.earthcharterinaction.org/content/and_our_business_section): <http://www.earthcharterinaction.org/content/categories/Business/?Page=2>*

### **Future Plans:**

The RMSED programme has just completed its third year. Over the next years this programme will continue to be refined. The Centre for Executive Education will continue to present CSR workshops around the world. In 2012, Earth Charter International Secretariat has continued the partnerships forged so far, and is continually looking for new partners in different parts of the world.

## Principle 2

**Values:** We will incorporate the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact into our academic activities and curricula.

### **Progress:**

The RMSED Masters Programme has introduced a series of courses that specifically address this principle. These include, among others:

#### *Introduction to Responsible Management*

The roles and responsibilities of business as well as governments and social sector are becoming more urgent and complex, and concepts related to societal responsibility and sustainability are gaining recognition as essential elements in business management. The need for responsible global citizens, leaders, and managers is urgent, and this course helps students in sharing and providing ideas, frameworks, and case studies to ensure that they understand their role as responsible citizens, and future leaders and managers.

A more “responsible” workforce will allow corporations, governments, NGOs, and communities to contribute, rather than detract from the sustainability of the world. Recent empirical research shows that profitability is greater for those companies that are actively engaged in the resolution of global issues and that a better interconnection between all sectors will achieve a more sustainable development and world economy.

The course is taught as a combination between theories and practical exercises, introduced and coached by external experts from the corporate, social, and public sectors.

#### *Economics, Peace and (International) Development*

This course is a broad examination of the notion of economic development: its theory, practice as well as policies but with a specific emphasis on the concept of sustainability, at social, economic, cultural and political level. It offers students an opportunity to better understand the concept of economic development from the traditional point of view where the analysis of the economic progress of nations was only measured by economic growth, to the present debate concerning development, which is focusing more on poverty and inequality as well as on questions concerning governance. Throughout the course, special attention is given to the role of conflict in development. The course discusses both national and international development issues, such as international trade and finance. Special attention is also given to various aspects of globalisation, including international governance and international negotiations. Development theories are discussed in depth, as well as practical experiences in development.

### *Social Entrepreneurship with Field Experience*

The worlds of ‘working for the betterment of society’ and ‘private enterprise’ are often seen as incompatible. This course attempts to break-down that perception in order for participants to see the social sector as a place of opportunity, both to ‘do good’ and to innovate and build a financially sustainable enterprise, whether non-profit, for-profit, or some combination of the two. The course suggests that in order to get a socially beneficial idea off the ground, effectively grow it, and make it financially sustainable, social entrepreneurs need to think creatively, reaching beyond models of traditional non-profits or for-profits.

This hands-on and dynamic course exposes participants to a number of cases of social entrepreneurs who have converted their desire of building a better world into a reality. The course includes a significant field-based component in which participants experience first-hand a community-based social enterprise in Costa Rica. The course offers the space and structure for participants to begin developing their own business plan for a socially beneficial venture.

### *Sustainable Development*

This course is a broad examination of sustainable development: its theory, practice, policies, and principles. It offers an opportunity for students to become familiar with the international processes that were initiated with the Brundtland Commission report *Our Common Future* in 1987. It reviews the 1992 United Nations Conference on Environment and Development process and outcomes; and the 2012 World Summit on Sustainable Development recently held in Rio de Janeiro, where the Earth Charter was represented by its staff members. The course also offers an opportunity to reflect and dialogue about global challenges, the concept of development, global ethics, the notion of responsibility and the principles of sustainability outlined in the Earth Charter. The sessions aim to deepen understanding on the integrated approach of sustainable development and fundamental principles of sustainability.

The 15-session course offers a space for students to reflect on ways to become ethical and responsible leaders. It equips students with the capacity to identify sustainable ways to live and encourages them to adopt such lifestyles. By the end of the course, students are aware of the key values and principles necessary to achieve sustainability. It also offers a space to critically analyse the major arenas, institutions, and procedures for implementing the concept.

### *Inequality, Poverty and Public Policy*

This course deals perhaps with the central and most comprehensive problem of development economics. The course provides students with a systemic and integrated view of the problem of poverty in the context of globalization and a critical analysis of policy options. It starts analyzing the declaration of the Millenium Development Goals of the United Nations, looks at different approaches to understanding poverty, the relation of



poverty and inequality, the relation of poverty and corruption, structural poverty, institutional constraints for poverty reduction, environmental impacts of poverty and inequality, poverty and inequality in a globalized world, international cooperation and aid, microfinance and other policy issues and ends looking at the politics of poverty and inequality. Students will then research and present some case studies of success and failure in a particular country or region of the policies applied to reduce poverty and inequality.

### **Future plans:**

Continuous revisions and updates, the development of different courses, and the input of visiting professors and guest-speakers will continue to enrich the Programme and adapt it to world challenges.

The DEPS Masters Programs has introduced a series of courses that specifically address this principle. These include, among others:

#### *Conservation and Development*

This course explores the history of efforts to address poverty and environmental degradation on a global scale. Although in the past these issues were often treated separately—indeed, in many cases they were seen as diametrically opposed—today it is increasingly argued that the two dynamics are intricately intertwined in myriad ways and thus must be addressed simultaneously. We will begin by examining the history of international development and conservation interventions, respectively, analyzing the ideology or “discourse” informing their practice, and discussing their contemporary convergence under the rubric of “sustainable development”. Then we will explore various practical and conceptual issues involved in pursuing economic and ecological sustainability. We will finish by reviewing contemporary directions and controversies in the field and brainstorming new possibilities for the future.

Reflecting both the newfound recognition within policy circles of the importance of the complex human dynamics involved in addressing poverty and environmental degradation and the relative neglect of such considerations in the past, this class will emphasize the social scientific study of conservation/development practice, exploring the political, economic, social, cultural, and logistical issues involved in implementing successful measures. Rather than focusing on specific themes or topics within conservation/development (i.e., forestry, ecotourism, bioregional conservation, etc.), we will emphasize the core conceptual issues that cross-cut and underlie all specific foci. We will try to push our understanding of these issues as deep as possible, probing their philosophical roots and cultural consequences. In this effort, we will also reflect critically of our own beliefs, values, and assumptions in order to develop sensitivity to the types of cultural differences likely to influence interventions’ success in diverse parts of the world.

### *Sustainable Tourism*

This course explores the challenges and prospects of implementing environmentally, economically, and socially sustainable tourism enterprises. Over the past thirty-plus years, tourism – now arguably the world’s largest industry – has been promoted around the globe as a strategy for economic growth and development, particularly in impoverished Southern societies where conventional development measures have not always delivered intended benefits. Yet it is increasingly apparent that tourism is not necessarily the “smokeless” industry it was initially considered, and that conventional mass tourism, at least, may cause negative social, economic, and environmental impacts that many critics feel outweigh any positive benefits the industry brings.

As a result, proponents have begun to search for tools and strategies to make the tourism industry more “sustainable” in terms of all of the dimensions listed above. We will explore the potential and pitfalls of such measures, investigating the relationship between tourism, development, conservation, and socio-cultural change. We will also address issues of supply and demand in the delivery of tourism services, including dynamics of marketing, labor relations, and the demographics/desires of potential consumers. In addition, we will discuss tools and methods for assessing and certifying sustainability. Finally, we will critically analyze our own beliefs, values, and assumptions surrounding various tourism issues in order to become more conscientious and sensitive planners and travelers.

### *Ecological Foundations for Sustainable Land Use*

The course addresses the basic ecological factors that need to be taken into account for the production of goods and services and to ensure that the land systems are in harmony with ecological foundations based on climate, soils, and other features that are difficult, costly, and often impossible to change. The key objective is to understand what it takes to move towards sustainable land use patterns that are environmentally desirable, biologically sound, socially and culturally acceptable, and economically viable and equitable.

The concepts of climate (and climate change), soil management, life zones, ecological interactions, sustainable development and conservation, will be paramount to understanding successful land use practices, and their limitations, in relation to agricultural production, agroforestry systems, urban use, and the conservation of natural ecosystems, biodiversity, water, and other resources. An overview of recent scientific literature will be presented.

### *Human Vulnerability and Climate Change Adaptation*

The course aims at understanding the impact of climate change on the global environment and on human activity. Climate change increases risks to human livelihoods and as such may endanger the security of individuals and groups. This in turn could increase the propensity for conflict within and between states.

Components of the course will include a critical examination of the drivers of climate change, largely induced by human activity, and a review of international efforts to limit the magnitude of climate changes, including those concluded in Kyoto and Copenhagen. Consequences of climate change for human health, for economic activity, for resource use and resource availability will also be examined, as will be the options for adapting to climate change.

### *Environmental Governance*

This course focuses on the capacity of local communities and society to develop solutions to environmental problems through participatory processes of decision making. The course provides an overview of developments in thinking regarding effective local governance for environmental security particularly since the Rio Earth Summit. This will include exploring: the implications of commitments to interdisciplinary, integrated and participatory approaches; the differing roles and responsibilities of governments, private sector and civil society in contributing to effective governance. Specific aspects to be analyzed are: alternative future visioning for local community planning and management; the role of new actors in governance; the global governance fora, alternative forums and the Earth Charter creation process. The course will offer the opportunity to be familiar with a number of local governance cases.

### *Measuring Sustainability*

The term “sustainable development” was coined nearly thirty years ago, and imagined as a way of redirecting development by incorporating social justice, equity, and environmental concerns into conceptions of development that had focused primarily on economic growth. This led to a proliferation in indicators of sustainability, but many would argue that little overall change has taken place. Furthermore, there is much debate about how one can “measure” anything as complex as sustainability, and the politics of who is doing the evaluating. This class will explore the merits and shortcomings of the

idea of sustainability, explore the politics and simplification inherent in measuring, give an overview of mainstream and alternative sets of indicators and other assessment tools.

### *Sustainable Agriculture: People, Practices and Policies*

The modern industrialized agriculture system that has been spreading worldwide with the Green Revolution since World War II, has been blamed for causing social and environmental destruction rather than moving towards sustainability. This course will explore historical and contemporary approaches to agricultural sustainability across cultures. We will cover social, cultural, environmental and political aspects of various farming approaches and rural development strategies, and analyze how best to move towards sustainable systems. Students will analyze current controversies such as genetic modification, the food versus fuel debate surrounding biofuels, and the world food crisis. The course will analyze the opportunities and problems in designing alternative agricultural and food systems, such as organic, local, and slow food movements both locally in Costa Rica, and globally. The centerpiece of the class will be an in-depth case study of the Costa Rican organic movement, including farm visits and volunteer opportunities and meetings with movement leaders, academics, and officials.

### *Climate Change Governance*

This course analyzes the nature and evolution of systems of governance to address climate change at the international, national, and local levels, charting the changing history of climate policy from the issue's initial introduction into political discussion to its recent ascension to become the new "master concept" of environmental governance generally. The roles of various stakeholders in the negotiation, including transnational institutions, nation states, nongovernmental organizations, private businesses, and municipal governments, will be examined, as will the efficacy of different mechanisms (state-led, market-based, hybrid, etc.) for enacting climate policy. The potential impact of climate policy on particular environmental issues (e.g., hydroelectric and nuclear power) and social groups (e.g., women, minorities, indigenous peoples) will be discussed as well. Case studies will examine specific instances of climate policy and negotiation, including recent UNFCCC conferences, Costa Rica's own payment for environmental services (PES) and "Peace with Nature" climate neutrality initiative, and the emerging debate over proposed REDD (Reduced Emissions through Deforestation and Degradation) mechanisms.

## Principle 3

**Method:** We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

**Progress:**

The Responsible Management and Sustainable Economic Development Master's Programme is in itself a framework enabling effective learning experiences for responsible leadership. The programme brings together students from around the world, and with varying experiences, in an attempt to build responsible leadership at all levels and in all places.

Our first year brought together students from North, Central and South America, Europe, Africa, and Asia. Their backgrounds include business, government, international organizations, and civil society. By bringing together such a diverse set of students, an environment of inter-cultural and inter-organizational understanding is developed, adding significant depth and breadth to the programme.

We have brought renowned speakers to our community for inspiration and mind opening experience for the students. Some of these speakers include Gunther Pauli for the Blue Economy; Nick Marks for the Happiness Index; Business directors and CEOs to present their cases; UN representatives etc.

## Principle 4

**Research:** We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value.

**Progress:**

Within the scope of the programme, many papers are written on various aspects of responsible management, CSR, private sector/civil society partnerships, etc. Theses that are currently under way involve original research into Social Entrepreneurship, CSR, Fair Trade, and Academic/Civil Society/Business Partnerships within the Global Compact.

Research in the area of social responsibility and sustainability are carried in different countries such as Bangladesh in collaboration with local institutions such as BRAC/IGS, Institute of Management Consultants, GiZ, German Chamber of commerce and businesses. We are also looking at the impact of climate change on security and natural resources management with BIPSS. In Costa Rica we have started doing productive sector analysis of conditions and practices of social responsibility and sustainability in the banana sector.

## Principle 5

**Partnership:** We will interact with managers of corporations to extend our knowledge of their challenges they face in meeting social and environmental responsibilities and to jointly explore effective approaches to meeting these challenges.

### **Progress:**

The RMSED program is actively involved in different entrepreneurial organizations such as the American Chamber of Commerce and de Consejo Nacional de Responsabilidad Social which encloses all major public and private institutions dealing with the topics of social responsibility and sustainability. This partnership enables interaction with more than 400 multinational private firms established in Costa Rica.

The Centre for Executive Education reaches out to those in the private sector wishing to learn more about CSR. The following are a sampling of workshops offered around the world:

#### *Corporate Social Responsibility – Walking the Talk*

This workshop is designed for business executives and those interested in working in Corporate Social Responsibility (CSR). The workshop goes beyond the incentives for engaging in CSR and addresses the question: ‘How does one implement it?’

#### *International Business Perspective in Costa Rica*

This course allows participants to view first-hand the environmental factors that influence business decision making and will provide students a context for the development of global strategies. Site visits to organizations will permit students to learn about and discuss items related to organization strategy. Students become sensitized to the impact that business decisions have on society. Overall, the course will give participants an understanding of management decision-making in Costa Rica where cultural, social, and economic models and expectations are unique.

#### *Non-profit Leadership: Maximizing Impact*

The working environment in the non-profit sector is changing at a rapid rate due to changes in society, information flows, new technologies, growing partnership options, and more. As a result, leading and managing a non-profit organization in this dynamic climate presents new opportunities as well as challenges. This course will focus on the specific challenges of strategic planning, impact measurement, innovative fundraising approaches, and interpersonal skills, including emotional intelligence.

#### *Educating for the 21st Century/Educational Leadership for Peace and Sustainability*

The world is changing at an extremely rapid pace, affecting the essence of how we learn, interact, and work. As educators, can we create learning experiences to equip our students for a future that is constantly changing? This week-long course, designed both for formal and non-formal educators, employs a variety of pedagogical approaches and real-life examples that take into account the changes occurring in the 21st century. The course demonstrates the need for the integration of peace education into current curriculum.

With regard to the Earth Charter International Secretariat, the Global Reporting Initiative recommends the Earth Charter to organizations that seek an extended normative or ethical guide on how they could advance sustainability. For example, they included in their global conference on Sustainability and Transparency, held in Amsterdam in May 2010, a special session called “*Learn about the Earth Charter principles and the GRI Guidelines*”. Just like this activity, there have been several education opportunities since 2008 for business groups to learn about Earth Charter and GRI, and how these could help in their engagement towards sustainable development.

In addition, Earth Charter International Secretariat offers its support to specific companies who are willing to move towards more sustainable ways of production, and who have found in the Earth Charter an encompassing framework suitable for them. Some companies who have been working with us since 2009 are Itaipu hydroelectric dam (Brazil), Parque del Lago Hotel (Costa Rica), Arlington Hotel (USA) and Promotora Ambiental (Mexico).

### **Conclusion: A real commitment of PRME from the start**

We would like to conclude our report by emphasizing the extent to which our manifestation of the Principles for Responsible Management Education is organic and authentic, inspiring our organizational practices and continue to foster them in the future. At every level of organization, UPeace is committed to the values espoused by the PRME. One demonstration of this is the Sustainability Club which welcomes all students to participate in practical activities consistent with PRME such as:

- Back to tap: A petition and proposal to phase out the filter water bottles on UPEACE
- Solar oven: A solar oven for students and faculty in the university terrace
- Gardening Committee: Establishing of the “Peace Garden” (permagarden) with 30 species of plants
- Recycling and Compost Committee: Operating recycling system
- Connecting the dots: In partnership with the UWC and Criterio Ambiental (Costa Rican Environmental Film Festival), the Sustainability Club organized a film screening of *The Sun Comes Down*. A photo of *Connecting the Dots* was sent to 350.org on May 5, 2011
- Earth Day: Fundraising for the sale of UPEACE travel mugs
- Sustainability Awareness Week: A week long activity which included sale of UPEACE water bottles, documentary film screenings in the cafeteria terrace, brown bag on water and water stations at UPEACE and a sustainability tour on the campus

- The Americas Recycles Day: Recycling awareness.
- Thursday Organic Market (slow food movement in collaboration with the UPEACE Sustainable Club) in Ciudad Colon
- Sustainability Assessment of Campus along with the Earth Charter. Moving Planet: Participation in a bike rally for 350.org's Moving Planet.

Fostering PRME globally and exchanging experiences with other universities would benefit us all in creating a more peaceful and just world .

□