REPORT ON PROGRESS 2017

University for Peace
Principles for Responsible Management Education
PRME, an initiative by the UN Global Compact
Words from our Rector

The University for Peace (UPEACE), created through United Nations General Assembly 35/55 on 5 December 1980, has the mission "to provide humanity with an international institution of higher education for peace and with the aim of promoting among all human beings the spirit of understanding, tolerance and peaceful coexistence, to stimulate cooperation among peoples and to help lessen obstacles and threats to world peace and progress, in keeping with the noble aspirations proclaimed in the Charter of the United Nations". It does this by granting M.A. and Doctoral degrees in areas related to international law, peace and conflict studies and environment and development. Its courses focus on specific disciplines fundamental to these areas, including international law, human rights, conflict resolution, gender, peace education, environmental protection, climate change and sustainable development. 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.

In 2008, UPEACE launched an M.A. program in "Responsible Management and Sustainable Economic Development" (RMSED), with the firm belief that economic affairs are an integral part of global affairs, of human development, and that they are a key factor in determining the future of the planet. Just as we have always had the mission of educating leaders who can ensure mutual respect among peoples and cultures, the protection of human rights in all situations, and the protection of the world's environment, we want to contribute to the education of professionals within the private sector by focusing this program on the principles of fairness, ethical behaviour, responsibility and the need for sustainability and equity within the business and for-profit world.

Therefore, we believe that the PRME fit very well with the central objectives and purposes of UPEACE, and we have 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 keeping with our unique mandate from the United Nations.

Sincerely,

Francisco Rojas Aravena
Rector
University for Peace
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About the university

Costa Rica abolished the death penalty in 1882 and its army in 1948. From 1907 to 1918, Costa Rica hosted the Central American Court of Justice, which was the first permanent international tribunal that allowed individuals to take legal action against states on international law and human rights issues. In that tradition, efforts to establish the University for Peace began at the United Nations under the leadership of the President of Costa Rica, Rodrigo Carazo. On the 5th of December, 1980, the General Assembly of the United Nations adopted a resolution which sets out in its annex the International Agreement for the Establishment of the University for Peace.

As part of the continuing process of United Nations reform, former Secretary-General Annan took a number of measures since early 1999 to reorganize, strengthen and internationalize more fully the University for Peace - so as to enable it to contribute more effectively to the peace and security objectives of the United Nations.

The current President of the University for Peace Council is Dr. Aristides Royo, former President of Panama and current Senior Partner at Morgan & Morgan. The Vice-President of the Council is Professor Dr. Bruce Jenks, is a senior non-resident fellow at Harvard University Kennedy School of Government, an adjunct professor at the Columbia University School of International and Public Affairs and lectures at the Geneva Graduate Institute of International and Development Studies and at the University of Geneva. Ms. Judy Cheng-Hopkins, ASG and representative of the Secretary-General to the Council was elected Chancellor of the University as of 23 May 2014.

The Council has defined an innovative program of education, training and research for peace - focused on key issues, including conflict-prevention, human security, human rights, environmental security and post-conflict rehabilitation.
Our Campus

Our campus, Rodrigo Carazo, is located 30Km Southwest of San José, Costa Rica, within a natural reserve composed of a secondary forest and the last remnant of primary forest in the Central Valley of Costa Rica. UPEACE covers about 2% of the Mora County landscape; hence this protected area is rich in fauna. It shelters mammals such as monkeys and deer, reptiles, and over 300 species of birds, as well as approximately 100 varieties of trees. The University’s installation and protected area make up 303 hectares.

This place offers recreational areas, including huts equipped with outdoor grills, five beautiful artificial lakes, the "Monument to Disarmament, Lab our and Peace", trails, a soccer field, a playground for children, restrooms and the natural beauty offered by the biodiversity that characterizes this area.
Our Raison D’être:

The vision of the University for Peace is to be a forward-thinking, transformational and inspirational educational institution dedicated to the goals of quality teaching, research and service for serving humanity in building a peaceful world.

Established as a Treaty Organization with its own Charter in an International Agreement adopted by the General Assembly in Resolution 35/55 of 5 December 1980, the University for Peace has the mission:

"to provide humanity with an international institution of higher education for peace and with the aim of promoting among all human beings the spirit of understanding, tolerance and peaceful coexistence, to stimulate cooperation among peoples and to help lessen obstacles and threats to world peace and progress, in keeping with the noble aspirations proclaimed in the Charter of the United Nations".

The Charter of the University sets out in its appendix the following general principles:

1. The persistence of war in the history of mankind and the growing threats against peace in recent decades jeopardize the very existence of the human race and make it imperative that peace should no longer be viewed as a negative concept, as the end of conflict or as a simple diplomatic compromise, but rather that it should be achieved and ensured through the most valuable and most effective resource that man possesses: education.

2. Peace is the primary and irrevocable obligation of a nation and the fundamental objective of the United Nations; it is the reason for its existence. However, the best tool for achieving this supreme good for humankind, namely education, has not been used.

3. Many nations and international organizations have attempted to attain peace through disarmament. This effort must be continued; yet facts show that man should not be too optimistic as long as the human mind has not been imbued with the notion of peace from an early age. It is necessary to break the vicious circle of struggling for peace without an educational foundation.

4. This is the challenge that now faces all nations and all men as the twenty-first century approaches. The decision must be made to save the human race, which is threatened by war, through education for peace. If education has been the instrument of science and technology, there is all the more reason to use it to achieve this primary right of the human being.
About our academic offering:

The following are the main components of UPEACE’s academic programs:

Master’s Programs

- Department of Environment and Development:
  - Environment Development and Peace
  - Responsible Management and Sustainable Economic Development
  - Natural Resources and Sustainable Development - (Dual Degree with American University)
  - Water Cooperation and Diplomacy - (Joint Educational Program with the Institute for Water Education (UNESCO-IHE) and Oregon State University (OSU))

- Department of Peace and Conflict Studies:
  - Gender and Peace Building
  - International Peace Studies
  - International Peace Studies with specialization in Media, Peace and Conflict Studies
  - Peace Education

- Department of International Law:
  - International Law and Human Rights
  - International Law and the Settlement of Disputes

- Spanish-language M.A. Program (NEW!)
  - M.A. Resolución de Conflictos, Paz y Desarrollo

Online Education

Our online graduate courses can be taken for training purposes, or for credit towards an online MA.

The Distance Education Program offers:

- Online Master of Arts in Sustainable Peace in the Contemporary World
- Individual Online Courses for Credit or for Training

Doctoral Program

The UPEACE Doctoral Program seeks to provide candidates with a holistic and interdisciplinary understanding of diverse themes and problems in peace and conflict studies as well as strategies in peacebuilding.

Study Abroad Program (SAP)

Offers graduate students from other institutions the opportunity to enroll in UPEACE courses for credit offered during a semester. This program provides a unique opportunity to participate in a multicultural learning community comprised of participants, faculty and staff from around the world.
Undergraduate Credit-Building Program (UCP-UPEACE)

UPEACE accepts academically advanced undergraduate students in all of its individual graduate courses, on a case-by-case basis. UPEACE will award such students graduate-level credits for successful completion of these courses.

Partnership Programs

The University for Peace works in partnership with several renowned universities around the world to offer students a unique dual Master’s degree.

Other studies at UPEACE

UPEACE has special academic programs with other universities around the world. Each program has one-of-a-kind elements in order to ensure an innovative offering targeted to students who would like to undertake studies in different parts of the world.
Introduction

Working in this Report has been a valuable and eye-opening experience just by itself. Even when the University for Peace devotes itself to sustainability from different fronts, it was only until working in this report that their connections became clear. While working, for example, we realized many different sustainability initiatives that could strengthen each other, but that right now are dealt with as separate and individual efforts. Undermining the effectiveness of each of them. Programs like REDIES is managed by the Maintenance department, while the PRME reporting used to be part of the Rectors office, for example.

Now, thanks to the work that produced this Report, we have realized the enormous benefits of joining efforts and having the RMSED master’s program help coordinate the different programs. The technical sustainability reporting requested by REDIS, for example, could be a powerful learning tool for our students. While, at the same time, the maintenance personnel in charge of the program clearly need more support from our authorities. Collaboration is key.

Another realization while working in this report, was that while our students receive high quality education, most of our staff members are often far behind in the topic of sustainability. By uniting these worlds, we would be able to expand our mission and our impact. Easing the continuation of programs that right now are run by students, and therefore, that have to be restarted on yearly bases. Communication is key.

The following pages describe the current efforts that the University for Peace is undertaking in the broad field of sustainability. This Report is a first of its kind, and marks a new phase in how we coordinate and how we benefit from the sustainability efforts. There is still a long way to go, but now we have a much clearer north!

We thank you for reading, and hope you enjoy it as much as we did.
**Principle 1: Purpose**

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

Right from the vision of what a program that revolves around principles of sustainability should look like; we knew that we were onto something big. That’s how the RMSED program was created. Since its inception, the program has being the flagship of sustainability in a University that devotes itself to promoting a spirit of understanding, tolerance and peaceful coexistence. As we’ll explain in the following sections, the UPEACE Master on Responsible Management and Sustainable Economic Development (RMSED) emphasizes economic and management perspectives of peace while focusing on the concepts of sustainability and responsibility. Its creation was based on the belief that to better contribute to the promotion of sustainable peace, it is imperative to explore what role the economy plays in the world today and its impact on our environment and societies’ wellbeing. Issues of rural and urban poverty, growing inequalities and disparities, environmental degradation, financial crises and globalization are challenging political economic stability and social cohesion in all societies. Modern society faces the growing challenge of sustainability; finding solutions that will maintain and protect social systems for future generations. Students from the RMSED Program will become responsible managers with strong emphasis on sustainability that will be able to work in the corporate sector, public sector or social sector, both in industrialized and developing countries.

**Responsible Management and Sustainable Economic Development**

Recently, the United Nations adopted the development agenda based on an inclusive, transparent intergovernmental process which helped defining a set of sustainable development goals built upon the Millennium Development Goals. During Rio+20 Conference in 2012, Governments renewed their strong political commitment to sustainable development and to promote integration and coherence of policies and the implementation of actions in the social, economic and environmental areas.

It is in line with this renewed global committed that UPEACE wants to contribute to the Resolution adopted by the General Assembly on 27 July 2012 on ‘The Future We Want’ through advanced education, sharing the vision and goal of promoting an economically, socially and environmentally sustainable future for our planet and for present and future generations (point 1 of the Resolution).1

The UPEACE Master on Responsible Management and Sustainable Economic Development (RMSED), aims at promoting sustainable development from different perspectives using both theoretical and practical approaches to expose students to today’s world socio-economic, political and

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environmental challenges, their in-depth understanding, through theoretical support and guided analysis of approaches and strategies adopted by all stakeholders in society, with the aim of nurturing creative thinking and learning to contribute to their solutions. To be effective and realistic, solutions are the results of a multidisciplinary process which uses integrated, systemic and multi-cultural thinking enriched by the teaching of professionals with strong academic background but also equipped with pragmatic skills and field experiences which help to translate all ideas into concrete actions and solutions.

RMSED educational approach is to ‘further mainstreaming sustainable development at all levels, integrating economic, social and environmental aspects and recognizing their interlinkages, so as to achieve sustainable development in all its dimensions’ (point 3). But most fundamentally, it recognises that the implementation of sustainable development will depend on the active engagement of both the public and the private sectors (point 46).

In this perspective RMSED puts high emphasis on the application of the concept of responsibility and believes that the achievement of sustainable development is reached when there is an appropriate allocation of responsibilities among all societal actors, and in specific when the private sector recognize the imperative of engaging in responsible business practices, following the guidance of the UNGC principles (point 46).

**Program aim:**

To emphasize the economic and management perspectives in the disciplines of peace and conflict studies.

**Program general objective:**

To contribute to the formation of the Leaders of Tomorrow based on the principles of social responsibility and sustainability.

**Program specific objectives:**

The general objective of the RMSED program has been translated into ten intended learning outcomes

1. Having thorough knowledge of the issues relevant in the field of sustainable economic development, including globalization, financial crisis, complex political emergencies, climate changes and their impacts on developing economies and more specifically war-torn societies;
2. Being able to conduct independent research and, on the basis of reflecting on the results, being able to contribute to the achievement of the UN Sustainable Development Goals spreading knowledge at academic and societal level;
3. Being able to follow new developments in the field of sustainable economic development based on scientific research, to determine the importance and applicability of these
developments in a specific context and the ability to trace relevant information on responsible management in relevant international publications;

4. Having insight into the relation between a business and aspects of the world surrounding it, including political, economic, social, technological, environmental and legal aspects;

5. Being able to develop strategic perspectives from an integrated business standpoint and scientific basis, to analyse and to solve managerial problems in a responsible way;

6. Understanding the responsibilities of managers for the business community, the businesses themselves and the people working in them from a global and sustainable perspective;

7. Having insight into personal strengths and weaknesses, and the ability, in a particular situation, to reflect upon one’s own thinking and behavior as well as that of the other(s) involved;

8. Understanding of one's own role in an organizational context and how to influence that context at team and organizational levels, including the interactional dynamics such as differences in ethical frameworks, power distance, leadership issues, competition and cooperation;

9. Understanding the different skills needed for responsible management in daily professional life in the OECD countries, the developing countries, and those affected by conflict;

10. Being able to communicate with people in different sectors of society, with different areas of specialty and profession.

**Target group:**

RMSED targets those talented students, with professional background in management, economics, business, entrepreneurship as well as other disciplines related to the 3 pillars of sustainable development, which have the ambitious to become the future responsible leaders to promote change and radical transformation in all sectors of our global society.
Alonso Muñoz (Costa Rica)

Alonso Muñoz is Instructor in the Department of Environment and Development at the University for Peace, where he coordinates the Master of Arts (MA) degree in Responsible Management and Sustainable Economic Development (RMSED). He holds a BSc. in Electrical Engineering from the University of Costa Rica and a MSc. in Business Administration. He has worked in the private sector as a consultant and as an entrepreneur, and has volunteered on various national and international projects regarding peace education, migration, environmental impact of systems and Social Enterprises. He is a published novelist, a blogger, a peace advocate, an entrepreneur and passionate about social and environmental development. His research focuses on environmental impacts of disposable items, specializing in the use of plastics.

Mirian Vilela (Brazil)

Executive Director, Earth Charter International Secretariat and the Earth Charter Center on Education for Sustainable Development. Mirian Vilela is the Executive Director of the Earth Charter International Secretariat and the Earth Charter Center on Education for Sustainable Development at the UPEACE. She has lead and facilitated numerous international workshops and seminars on values and principles for sustainability. She has also participated in several annual meetings of the United Nations Commission on Sustainable Development, as well as Preparatory Conferences to the World Summit on Sustainable Development, the Johannesburg Summit itself and the Rio+20 Conference. Prior to her work with the Earth Charter, Mirian worked for the United Nations Conference on Environment and Development (UNCED) for two years in preparation to the 1992 UN Earth Summit and a year in UNCTAD - United Nations Conference on Trade and Development. Mirian is the coordinator of the UNESCO Chair on Education for Sustainable Development with the Earth Charter, she holds a Master’s Degree in Public Administration from the Harvard Kennedy School of Government, where she was an Edward Mason Fellow and a B.Sc. with focus on International Trade. She is currently working on a Doctorate on Education focusing her research on education for sustainability.

Jan Pronk (The Netherlands)

Currently professor of Theory and Practice of International Development at the Institute of Social Studies (ISS) in the Netherlands, he graduated as economist at Erasmus University in Rotterdam (NL) in 1964. He has been Minister for Development Cooperation from 1973-1977 and in 1989-1994 and Minister of Housing, spatial planning and environment in 1998-2002. He has also been active Member of Parliament for several legislative periods. From 2004 to 2006 he became the special representative Secretary General of the United Nations in Sudan and between 1980 and 1986 the Deputy Secretary-General of UNCTAD in Geneva. Between 2000-2001 he was elected as Chairman of the 6th Conference of Parites at the UN Convention on Climate Change. In 2001 he joined the Special Envoy of the Secretary General of United Nations for the World Summit on Sustainable Development

Andre Nijhof (The Netherlands)

André Nijhof (1969) has a master’s degree in Business Administration from the University of Twente. He started his working life as a researcher of organisational change in multinational companies like Akzo Nobel, Asito, Shell Pernis, Stegemans Sara Lee and Vredenstein. Based on his research he finished his PhD at the University of Twente just before the turn of the century (1999). Next he became a senior consultant at Q-Consult, where he specialized in corporate social responsibility and the implementation of management systems. Andre is former chairman of the Dutch Network on Business Ethics. Since 2007 he has been associate professor at the European Institute for Business Ethics, part of Nyenrode Business Universiteit.

Nika Salvetti (Italy)

Former Coordinator of the RMSED Program at the University for Peace, Costa Rica from 2009 to July 2011. She owns a MSc in Post-war reconstruction, graduated with distinction in 1999, University of York (UK), BSc in Economics, graduated cum laude, 1992, University La Sapienza of Rome (Italy). Technical Diploma in accounting and foreign languages, graduated in 1986, (Italy). She has been working since 18 years in developing countries and war torn societies in Africa (Uganda and Egypt), Asia (Indonesia), Middle East (Jordan, WBG, Lebanon, Yemen), Central America (Guatemala, Costa Rica) and the Balkans (BiH, Kosovo, Serbia, Macedonia) heading and managing emergency, rehabilitation and development projects for the European Commission (several years), SNV-Dutch Cooperation (1999-2001), CARE Nederland (2001-2008), MOVIMONDO (Consortium of Italian NGOs-1995-1998). She was also research fellow of the Institute of Nutrition for Central America and Panama (INCAP); University of York (UK) for research projects in Indonesia/Aceh and Lebanon/Beirut; and of the University of Rome.

Jan Breitling. (Germany)

Jan Breitling is an Assistant Professor in the Department of Environment and Development at University for Peace. He holds a BSc. in Tropical Forestry, from the Technological Institute of Costa Rica, and a MSc. in Environmental Sciences from WUR Wageningen University and Research Center, The Netherlands. His research interests include root causes of deforestation and Global Environmental Change, and Environmental Governance, specifically market based approaches addressing biodiversity conservation and Climate Change.
Olivia Sylvester. (Canada)

An ethnobiologist who researches food harvesting in Costa Rica. For the past decade her research program has focused on access to food in Costa Rican national parks. Specifically her emphasis has been on Indigenous rights to access and harvest cultural food. Olivia is a member of the International Union for Conservation of Nature, the International Society of Ethnobiology, the Intellectual Property Issues in Cultural Heritage Project, and the POLIS Project on Ecological Governance. Being active within these networks allows her to work at the interface of policy and practice regarding food harvesting and access.

Marco Quesada. (Costa Rica)

Principle 2: Values

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

Being part of the United Nations family, the design of our courses in general, and especially of our RMSED program, uses the UN Global Compact principles as guiding north. As an organization committed to the goals of the United Nations, UPEACE focuses on providing high quality teaching and training in critical areas of international concern. Faculty at UPEACE are both serious academics and experienced practitioners. Our professors teach, mentor, and invest in the success of every student. UPEACE’s academically rigorous and diverse curriculum challenges students to combine serious theoretical study with meaningful real-world learning experiences in a multi-cultural environment.

The pedagogic aim of the RMSED program is to provide students with basic theoretical knowledge on economics, management, development and sustainability and to apply these concepts in practices through teaching more practical and at hand courses on responsible management, social responsibility, CSR, social entrepreneurship and Human Rights. Gender is taking into high consideration and it is systematically integrated in each course. To help creating the connection between theories and practices, students undertake field trips to assess, for instance, how CSR is applied by Wal Mart along the supply chain or how a beverage company like La Florida/Heineken address the challenge of water scarcity as well as looking at how the civil society and UN organizations are supporting the implementation of the new agenda on sustainability. In addition, technical experts are invited to present how the main concepts of sustainability, social responsibility, and development are concretely applied by UN organizations, civil societies and the business sector.

To achieve rich discussions and constructive interchange of ideas and information, RMSED is very keen to select those students who have at least 3 years of professional experiences in the field of economics, management, entrepreneurship, international cooperation and development. Also the academic staff and visiting professors reflect the need of providing students the newest approaches and strategies applied in different region of the world, independently of the sector. At the end RMSED looks for global mind set and visionary students as well as teachers which can contribute to the spreading of the notions and application of sustainability and social responsibility practices.

The curriculum is developed assuming that:

1. Time schedule in relation to the length of the courses, days of teaching and general pedagogy will be reviewed;
2. Research Methodology both qualitative and quantitative is given in the same day of other courses (i.e. afternoons or mornings depending on the other courses’ schedules);
3. Gender dimension is streamlined in each of the different courses and will be addressed in a specific course during the II Term;
4. Different courses might be taught the same day; not just 1 course of 3 hours.

5. Some courses might be given online. Methodology might vary according to students’ preferences and teachers’ availability. Courses can be given during class time through conference video calls or allocated through different days of the week.

6. Electives should be adding values and knowledge to the existing RMSED curricula thus students should be able to choose among a list of ‘preferred’ courses for RMSED; also some electives should be given online to expand the content and topic list of courses.

7. Collaboration with other universities and centres might be established to ensure high quality and access to professionals and teachers (i.e. Nyenrode can offer teachers on responsible management; leadership; inclusive and sustainable businesses; Earth Charter on Sustainable Development, EC principles and the Green Economy; CEE on sustainable entrepreneurship; HR Center on Business & HR);

8. Close interaction and cooperation with other UPEACE departments will ensure timely and constant availability of resident’s teachers (i.e. SD, Gender & Dev; Business & HR; Climate change; Sustainable entrepreneurship);

9. Gender balance, cultural pluralism, professional diversification should be key criteria to select the academic staff teaching at RMSED;

10. Strict application procedures should be applied to ensure a high quality participation of students. Selection criteria should target those applicants who have at least 3-5 relevant professional experiences; have strong motivation to contribute to a better world and especially to his/her own country of origin; educational background in economics, development, international studies, management, business, social sciences.

**The Ten Principles of The UN Global Compact**

Businesses should:

- **Principle 1**: Support and respect the protection of internationally proclaimed human rights.
- **Principle 2**: Make sure that they are not complicit in human rights abuses.
- **Principle 3**: the freedom of association and the effective recognition of the right to collective bargaining;
- **Principle 4**: the elimination of all forms of forced and compulsory labour.
- **Principle 5**: the effective abolition of child labour.
- **Principle 6**: the elimination of discrimination in employment and occupation.
- **Principle 7**: support a precautionary approach to environmental challenges.
- **Principle 8**: undertake initiatives to promote environmental responsibility.
- **Principle 9**: encourage the development and diffusion of environmentally friendly technologies.
- **Principle 10**: Businesses should work against corruption in all its forms, including extortion and bribery.
Specifically, there are three courses that dive deeply into the theoretical analysis of the global social responsibility, from a Management perspective, from an Organizational perspective, and from and Environmental perspective.

These courses are: Introduction to Responsible Management, Social Responsibility and Environment, Conflicts, and Sustainability.

**Introduction to Responsible Management**  
Prof. Dr. André Nijhof

**Course Description:**
The justification for the proposed course is significant. 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 – like human rights, gender issues and impacts on the environment - are gaining recognition as essential elements in business management. The need for responsible global citizens, leaders and managers is urgent and this course will help students in sharing and providing ideas, frameworks, and case studies to ensure that they will understand their role as future responsible citizens, leaders and managers. A more “responsible” workforce will allow governments, corporations, NGOs and communities to contribute, rather than detract from the sustainability of the world. Recent empirical research shows that profitability is sometimes 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 will be taught as a combination between theories and practical exercises which will be introduced and coached by external experts from the public, corporate and social sectors. For all topics addressed, the course is aiming for a reality check – that will result for some in a reality shock – by introducing different and sometimes opposing models and research outcomes to similar issues because responsible managers should be able to deal with the complexity of contradictory viewpoints and interests that are often there in reality.

**Social Responsibility**  
Prof. Nika Salvetti

**Course Description:**
The 2030 Agenda for sustainable development, announced last September 2015, reiterates the world commitment in addressing the most pressing challenges of today, explicated in 17 goals, through collaborative efforts and shared responsibility.
It calls for partnership between all actors in society, solidarity and redistribution of resources towards the most needed. Moreover, it puts emphasis on the need to review our current economic system and urges to find a balance between economic prosperity and the safeguard of our planet and its resources.

In essence it stresses the need of concerted efforts from all societal stakeholders to find structural solutions and design a new way of ‘doing business’. A radical transformation needs to take place to influence behaviors but also to change the mind set of society in favor of new global economic model which sees social responsibility as a tool to achieve sustainable development.

At the end we all need to take actions and share commitments as well as responsibility in addressing J.Sachs (2008) concern: ‘the world’s current ecological, demographic and economic trajectory is unsustainable, meaning that if we continue ‘business as usual’ we will hit social and ecological crises with calamitous results’.

In line with these considerations, the course aims at leading the students towards a journey of learning and analysis of the most recent theories, approaches and application of social responsibility and sustainability.

It will use the ISO 26,000 guidelines as a theoretical reference and will analyze each of the principles and components of social responsibility with the most recent theories and with practical support of concrete case studies in Costa Rica as well as abroad.

Environment, Conflicts, and Sustainability
Prof. Jan Breitling

Course Description:
This course will take a close look at the linkages between the environment and peace and conflict. First we will introduce the theme of global environmental change and its impacts on human security, development and life in general. We will discuss the different root causes of these environmental and social or development crises as they come forward in the literature, focusing on overpopulation, industrial development, and free market capitalism and globalization. Part of this discussion will be an analysis of the responses to this crisis and what can, should and is being done to stop it.

A second theme we will discuss is the way sustainability is defined and measured, analyzing different aspects of the political characteristics of measuring, and of the complexities around coming up and using indicators to measure something as complex as sustainability. We will analyze the often proposed focus based on the faith on technological efficiency, and demonstrate that technology by itself won’t solve the sustainability problem with regards to the environmental and social dimensions.

A third main theme of this course is to look at the different linkages between environment and violent conflicts. We will discuss the literature on environmental security, going from older frameworks of scarcity induced conflicts to more complex notions of natural resource abundance, globalization, and historical, political, ecological and economic issues that influence peace and
conflicts. The topic of environmental peacebuilding will be presented and critically analyzed. We will make use of specific case studies that give insights into the often contradictory roles of the environment and natural resources when analyzing peace and conflicts.
Principle 3: Method

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

The Masters programs offered by UPEACE are intrinsically interdisciplinary. This contributes greatly to the holistic knowledge acquired by students; coursework draws from economics, political science, international relations, sociology and other academic disciplines, as well as from areas such as development studies, environmental studies and gender studies. While all programs maintain a focus on the core concepts of peace, by drawing from these diverse areas, they also seek to provide students with robust frameworks of analysis that will enable them to understand the complex challenges now facing the international community.

In this respect, another key dimension of the UPEACE programs is a commitment to multiculturalism and diversity of perspectives. This approach is mainstreamed throughout all programs, from their design, to the identification of professors and lecturers, to the composition of the student body. By ensuring that a wide range of national, regional, cultural, religious, gender and other perspectives are represented, UPEACE programs enhance the opportunity for all involved to engage in thoughtful and nuanced dialogue about current, challenging international issues.

Theoretical and practical approaches to social responsibility will be shared with the students in class and during a field visit at a local company. The courses are interactive, built on theories and practical experiences of students, guest speakers and the main lecturer. Therefore, alongside the theoretical courses, the RMSED program offers the students the possibility of experiencing, learning and working with cutting edge organizations on different fields. These hands on experiences help the students gain a new understanding of the complexity of managing, organization and designing enterprises that develop under a more sustainable paradigm.

Part of these courses, last academic year, UPEACE invested in building a sustainable organic garden, which is now being used for different purposes.

Please see the description of the courses with a high level of experiential learning in the following section:

Food Security
Prof. Olivia Sylvester

Course Description:
In this course, students will be introduced to the fundamental concepts and principles of food security. The course begins by examining contemporary issues in global food security and looking at the historical events that have shaped our current food security landscape. In our first week, we will
critically analyze different frameworks used to study food security including an analysis of food sovereignty. In our second week, we will look at innovative solutions to food security; we will do so through hands-on workshops regarding urban gardening and food security. The outcome of these workshops will be a UPEACE garden. In our third week, we will examine food waste and gender—key issues to address to achieve our food security sustainable development goals. Lastly, students will present their results from their group research project to assess food security in Villa Colon, Costa Rica.
Course Description:

This course will provide a brief introduction to the particularities of coastal and oceanic resources and ecologies. Second, we will investigate the unique attributes of the human economic, social, and cultural systems that are most directly dependent upon them. Third, a broad overview of the development of the current resource crises and conflicts will be presented and examined via case studies from throughout the globe.

Thus, we will explore the evolution from traditional top-down models to the implementation of stakeholder inclusion participation, and co-management. We will also thoroughly review the role of marine parks, protected areas, and no-take reserves in the management and conservation of coastal resources. Finally, through practical exercises, guest lectures, and field visits, students will be able to explore the complex nexus of relations between humans and coastal/marine resources as it applies to Latin America and the case of Costa Rica.

In sum, students in this course will gain insight into and knowledge of how we have moved from the naïve perspectives of Mare Liberum and the inexhaustibility of oceanic resources, which were predominant in the 19th century, to the increasingly complex layers of marine tenure systems, marine protected areas, and precautionary approaches that characterize contemporary 21st century marine and coastal resource.
Forests, Forestry and Poverty  
Prof. Jan Breitling

**Course Description:**
Deforestation is seen by many as one of the main global environmental challenges of our times, because of its significant impact on biodiversity and its important contribution to Global Warming. This course analyzes the way deforestation has been and is being explained by both mainstream and alternative narratives, critically engages with the way it is defined and measured, and discusses the various attempts in stopping or reducing it. Additionally, this course takes a look at the links between poverty and deforestation, some of the possible strategies to reduce poverty through forest-based activities, and analyzes and discusses the importance of forests for humans and the challenges faced by those who try to manage them sustainably.
This week what struck me most was the enhanced quality of Thursday’s class discussion. In week one we were necessarily in our heads, mastering complex universal concepts around food security and food sovereignty; but through our garden workshop we incarnated those concepts right down through our fingertips and into the ground, and this process facilitated a heart sharing in Thursday’s class.

We read in Hale’s article, “Connecting food environments,” that “as gardeners engage with the process of growing their own fruits and vegetables, they also develop positive emotional and aesthetic experiences with physical activity” (p. 11, 2011); but not only did we read the words, we lived them. To wake up early in the dew-green morning, meet each other, and unite in a common mission; to inhale the raw sweet fecund breath of new garden beds and the musty leaf scent of our forest fertilizer; to see the light through new leaves of lettuce and purple cabbage, kale, chard, bok choy, illumined like living lamps, awakened an ancient sense of connection, to each other and to the earth. The activity of gardening itself, done in this way, is intrinsically healing.

Though we are from different countries and cultures, our ancestors all shared a farming heritage at some point in the course of evolution. To garden together as equals is to open a little window onto this eternity. Throughout my life I have been lucky enough to partake in this experience of community gardening on different occasions, and while the people and the places change, the fundamental quality remains the same. Walking home from the garden workshop, I actually felt at “home” in a deeper way, like the land knew me, and the people were my family.

And of course, to learn from Hannia and “El Tigre” and “Super Jager” (not sure how to spell that one), both through their lectures and through osmosis, was a special privilege. One moment (well, moments) that stood out to me was when El Tigre took the time to pause, look about with a benevolent sparkle in his eye, and proclaim, “Que linda… la vida!” this simple action, or pause from action, illustrates the importance of a conscious devotion to slowing down.

As Jennifer Cockrall-King quotes in “Food and the city,” referencing the Slow Food manifesto, “We are all enslaved by speed and have all succumbed to the same insidious virus: Fast Life, which disrupts our habits, pervades the privacy of our homes and forces us to eat Fast Foods” (p. 76, 2012). For centuries we have sought to emancipate ourselves from the mortal soil. Especially over the last century we have slaved for the sake of efficiency…our collective motto has been, “make more time!” But rarely do we pause to ask, time for what? Say that one day we achieve the dream, we invent a machine that can grow everything, for cheap…how “carefree” would our lives then be? Sure we have gained in efficiency, but at what cost? And what have we lost? Who does this way of thinking serve? Not the workers, who become yet more deskilled consumers, assuming they can find other jobs and attain the purchasing power to buy nutritious food (Jaffe, J. and M. Gertler. 2006)…only the moneymakers are served, and not forever. What Hannia and El Tigre began to teach me is the inherent worth in the activity of farming. Rather than attempting for centuries to ditch it to make time for some poorly defined “better” thing, we have the opportunity to embrace it consciously as an end, not as a means.

My personal path is not to become a farmer, but that isn’t the point. The point is that whatever activity we take up, we can approach it like Hannia and El Tigre, as a spiritual calling or life philosophy, a core set of principles and personal mission out of which can emanate practical action; connection to community, country, and world; and foundation in economic realities: in short, vocation as an end, not a means. I can share this lesson, once I’ve learned and lived it, with whomever I meet on my path.

This isn’t to say the above-mentioned worldview is romantic or easy in any way: in fact one could more easily make the case that conventional farming is “simpler.” When we take into consideration aspects of personal growth, spiritual awakening, caring for the earth and connection to community as well as economic viability, the mission becomes much more complex: we can no longer externalize our costs by polluting the environment and underpaying employees.

Yet we know that the “simple” (some might say “stupid”) way is not sustainable. As we read in the article “Climate change impacts and global food security,” climate change is set to affect all four areas of food security: availability, access, utilization, and stability. Crop yields, household incomes, clean water and diet quality, and variability in prices are all concerns (Wheeler, T., and J. von Braun. 2013). Though low-input and more carbon-neutral farming may be more difficult physically (as demonstrated by “Super-Jager” and his unstinting strength and devotion) and also socially as we learn to work together rather than purely hierarchically, it will become more and more of a necessity. Whether we address these issues through becoming farmers, or through policy, or as consumers, or teachers, this week has taught me that we can make a start; that we must make a start. Farming cannot continue indefinitely to produce greenhouse gas emissions and pesticide pollution that in turn harm farming. To use a common expression, this is a form of “cutting off one’s nose to spite one’s face.”
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.

As part of the UPEACE faculty, Alonso Muñoz, the RMSED Coordinator, has researched the topic of disposable plastic intensively. The research is used as a case study during his sustainable development sessions on different courses and talks, in and out of the University. His research has engaged the general public on environmental and social issues - ranging from carbon footprint to solid wastes. Back in 2014, Alonso took a more ambitious project aiming to have a bigger impact. Since that day, he has been responsible for the research, production and management of a civil movement that exposes the consequences of our excessive use of disposable goods. This campaign has taken Alonso to collaborate with universities, NGOs and private companies. The exponential growth has triggered interviews and appearances on national media, and dozens of presentations in high-schools, universities and companies around the country. RMSED students benefit first hand from the experience.
Principle 5: Partnerships

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

In an increasingly interconnected world - often divided and facing complex challenges – there is a growing need for innovative solutions to the problems being faced and a united effort in creating them. Aware that the influence of the University is only as limited as its reach, the University greatly benefits from strategic and valuable programs it has set in place. In this report two of them will be detailed, the Asian Peacebuilders program, and the Centre for Executive Education program. Both of them, further the principles of Responsible Management from their own way.

Asian Peacebuilders program

In 2007, The University for Peace (UPEACE) and Ateneo de Manila University (AdMU), with support from The Nippon Foundation (TNF), began a dual-campus MA program (originally entitled the Dual Campus International Peace Studies Program and later as the Asian Leaders Program) designed to train young Asian professionals with the overall objective of contributing to the equitable representation of Asian professionals in international organizations, the United Nations and international cooperation. In particular, the program was designed to strengthen the representation of Asian professionals with expertise in Asian issues, through the provision of specialized English language training, an MA degree in an area related to peacebuilding from UPEACE and study in AdMU to receive the Asian perspective. Student’s study program was completed with the successful completion of an internship as a final graduation project.

Building upon the first, 5-year cycle of the program and after an additional sixth transitional year, UPEACE and AdMU proposed a new cycle of the program based upon the same principles but with programmatic adjustments that reflected the emerging needs of the target population and lessons learned from the first cycle. The program moved into its second five-year cycle, shifting the name to become the Asian Peacebuilders Scholarship (APS), with a program design that included the inclusion of an MA degree in Political Science, Major in Global Politics from AdMU in addition to the MA in an area related to Peacebuilding of UPEACE, as well as a shift from the internship project to the design and implementation of a field project as the final graduation project.

Today, the APS provides an opportunity for students from Japan and other Asian countries under-represented among the staff and management of international organizations to study in an intensive and rigorous dual MA program in conjunction with a content-based language-training module. The combination of these two elements provides: 1. the support necessary for students who do not have
a sufficient command of English to work in international organizations where English is the medium of communication, and 2. the theoretical knowledge and practical skills required to take up leading positions in peace-building initiatives.

To-date, 244 students have been awarded scholarships to participate in the program, many of whom now hold notable positions in a wide variety of organizations including UN offices, IGOs, INGOs and NGOs and government. Approximately 21 alumni are working in the UN system in positions such as International Monitoring and Evaluation Specialist at the United Nations Development Program (Bangladesh), Public Information Coordinator at the UN Regional Centre for Preventive Diplomacy for Central Asia (Turkmenistan), Gender Mainstreaming Specialist at the United Nations Office of the High Commissioner for Human Rights (Uganda) and National Project Manager at the United Nations Development Program (Timor Leste). Another 74 alumni have reported obtaining positions in IGOs, INGOs and NGOs, including Senior Program Officer at Towards Transparency (Vietnam), Partnership and Community Liaison Officer at the International Organization for Migration (Indonesia) and Program and Operations Officer at The Asia Foundation (Myanmar).

Building upon the experience gained through ten years of partnership and first two implementation cycles, the proven strengths of the program, and awareness of the talented pool of scholars who have participated in the program, UPEACE and AdMU are now proposing a third, 5-year cycle of the program that adjusts to the emerging awareness of the untapped potential of the alumni network that has been created in the 10 years of the program.

The proposed design is the result of meetings between TNF, UPEACE and AdMU held at TNF office in November 2016. It combines the objectives of TNF, needs of the target region, strengths of the program and the academic expertise of UPEACE and AdMU. The program will remain similar in design to that of the second cycle, however there will be a new, intensified focus on uniting and empowering the network of impressive alumni that have gone through the program. Students will emerge from the academic program possessing a strong theoretical and practical base of knowledge and skills as well as a sufficient command of the English language to contribute fully in international organisations, the United Nations, international and local NGOs, governments and other sectors with links to peacebuilding. But equally importantly, they will be connected to an inspiring network of Asian professionals with the same interests, which will continue to enrich the efforts of each member of the community.

Program Outputs

The outputs of the program include:

1. A network of professionals who have graduated with 2 MA degrees that have provided them with the knowledge, skills and tools to enable them to transform our world through the creation of new frameworks and policies for building sustainable peace.

2. A network of professionals who have graduated with field experience, having had the opportunity to utilize the skills, knowledge and tools acquired in the hands-on design and implementation of a field project.
3. A network of professionals from Asia whose members are actively connected with one another and supporting each other’s efforts in building sustainable peace and addressing policy challenges.

4. A network of professionals that is well known throughout the Asian region, through the showcasing of the work of its members and effective and targeted promotional efforts to attract new members.

Sisouvanh Vorabouth, Byar Myar Gay, Sara Hamano and Sok Mao Kao were RMSED students from the APS program in 2016-2017
Centre for Executive Education

The UPEACE Centre for Executive Education (the Centre) offers a platform for students to engage with the University for Peace without doing a 1-year, onsite master’s program. Over the past 10 years, the Centre has worked with leaders from around the world to offer transformational educational experiences that are dynamic and engaging while inspiring our participants to have a positive impact in our increasingly interconnected world. The Centre engages with students, educators and leaders through three main types of programming:

1. Customized university group programs in Costa Rica
2. Online courses with a capstone Diploma in Social Innovation
3. Onsite professional development workshops at UPEACE

Social entrepreneurship is one of the principal subject areas of the Centre’s courses, and we aspire not only to teach others how to influence the world for the better through their organizations, but for the Centre to join the ranks of organizations that make a difference. Our goal is to widely increase the scope and breadth of learning in the area of social innovation. In an effort to do so, we routinely invest our profits back into our students, offering merit and need based partial scholarships for each course that we offer.

Mission: At the Centre, we offer transformational educational experiences that are dynamic and engaging while inspiring our participants to have a positive impact in our interconnected world.

LIDERAZGO POSITIVO

Liderazgo Positivo marked our first foray into professional development workshops offered in the Spanish language. After a successful rendition of the Positive Leadership workshop in English in December 2013, we saw a clear demand for the Centre to offer a similar course in the native language of Costa Rica to be more accessible to local leaders. With its central location and easy access via air transit, Costa Rica can be reached from anywhere within the Americas, and we were excited to see participants from Peru and Mexico take part in the Spanish course as well as Costa Ricans. Liderazgo Positivo was offered in March of 2014 and it was a successful experience that brought together marketers, technology experts, graphic designers and independent consultants, among others.

Testimonial: Positive Leadership, Tabitha Espinoza, USA

“The positive leadership workshop provided me with so many practical strategies to apply in my personal and professional life!”
DESIGNING FOR SOCIAL INNOVATION AND LEADERSHIP (DSIL)

In 2014 we also launched our first ever field-based course in Southeast Asia, Designing for Social Innovation and Leadership (DSIL). DSIL marks a brand new model for the Centre, combining an online classroom with guided field study in Cambodia and Thailand. DSIL is a global field experience course for multi-stage entrepreneurs & impact driven changemakers delivered in partnership by the Centre for Executive Education and Sarus, a SE Asia peace building NGO. It is a cutting edge program that leverages quality field-based immersion and the convenience of online classes with global thought leaders. The result is a dynamic learning experience for graduate students, professionals and practitioners interested in creating sustainable impact and systems change around the world through social enterprise.

DSIL attracted nearly 400 applications from over 100 countries. Last October and November, 30 participants representing 20 countries, came together for a 10 day ‘field experience’ across Bangkok, Thailand and Phnom Penh, Cambodia. They met with local communities and social entrepreneurs leading innovation at the grassroots level; additionally, 17 online ‘Virtual Classroom’ sessions with thought and field leaders from Africa, Asia, the Americas and Europe were held in conjunction.
REGENERATIVE LEADERSHIP

Finally, in the last quarter of 2014 the Centre launched a new online course, bringing our total course load to seven regular offerings. Regenerative Leadership was developed in conjunction with professor, Dr. John Hardman. The new course blends the topics of sustainability and leadership, bringing forth the concept of regenerative leadership, or leadership that seeks to go beyond simply sustaining and maintaining, to actually improving and regenerating. To reach this level as an organization includes fully understanding the different management and leadership frameworks available in the field of sustainable development. Once participants have learned of the types of frameworks available, they can go on to implement one of these at the local level and create meaningful and impactful change. Regenerative Leadership ran in November, 2014 with great success. Not only is it available as a stand-alone, 4-week, online course, but it can also be taken as one of the four elective courses in the Centre’s Diploma in Social Innovation, allowing those that lead or hope to launch organizations the option to strategically focus on management for sustainable impact.

COLLABORATIVE PROJECTS

EMIC

The UPEACE Centre for Executive Education continued its work as one of four partner institutions in the European Commission funded project Erasmus Mundus Intercultural Competence (EMIC) alongside University of Deusto, University of Porto and Glasgow-Caledonia University. EMIC was launched in late 2013 to develop an integrated learning program that supports Erasmus Mundus scholarship students in dealing with issues surrounding cultural diversity and using intercultural contexts to their advantage. The Centre joined the project as experts in online education, and is in charge of the project module to develop and convert intercultural competence materials into an online, open-source toolkit that can be made available to all institutions dealing with Erasmus Mundus students.

In this past year of the project, a preliminary baseline study was conducted including in-person and online interviews with students, faculty and administrators. This information was then converted into a detailed ‘Needs Analysis’ that will inform the upcoming creation of the online toolkit in 2015.
BUILDING CAPACITY FOR THE INTEGRATION OF HUMAN RIGHTS IN CSR

In December of 2014, the Centre was invited to join an ongoing UPEACE program Construyendo capacidades para la integración de los Derecho Humanos en la Responsabilidad Social Corporativa en Nicaragua, Costa Rica y Panamá (Building Capacity for the Integration of Human Rights in Corporate Social Responsibility in Nicaragua, Costa Rica and Panama). Throughout the year, business, NGO and civil sector leaders had participated in a series of onsite and online trainings provided by UPEACE. These workshops first guided them through the basic frameworks for international human rights, underlining the importance of incorporating human rights as an integral component of a corporate social responsibility (CSR) plan. Follow-up occurred through an online course which taught participants about a variety of due diligence measures and techniques, as well as the process for creating a grievance mechanism to identify and address human rights issues within organizations.

The Centre provided the closing portion of this project, including an online course and a two-day workshop in Managua, Nicaragua and San Jose, Costa Rica. The online course, led by Centre facilitator and partner Miguel Tello, drew upon elements from our ongoing online course Mission Impossible? Measuring Outcomes and Impact. The current class was translated into Spanish and re-focused to give emphasis to human rights and CSR. The ensuing course introduced participants to the ideas of logic models and indicators, with the aim of helping them create and implement monitoring systems within their organizations to accurately measure the strength of their CSR and human rights programs. The onsite trainings, led by Miguel Tello, Mohit Mukherjee and Julia Delafield, complemented the online portion while focusing on the leadership skills necessary to guide an organization through the transitional process of accepting and incorporating new CSR guidelines. This included modules on design thinking, examining conflict style, appreciative inquiry and the use of circles in times of organizational change.

Centre’s faculty:

Mohit Mukherjee

Mohit is the Director of the UPEACE Centre for Executive Education as well as a faculty member at UPEACE. Prior to this position, he served for four years as Education Program Manager of the Earth Charter Initiative, an international nonprofit organization. He also spent three years in the private sector, at A.T. Kearney, an international management consulting firm based in USA, and three years as an educator in Ecuador. He has a Bachelor’s degree in Industrial Engineering from Stanford University, and did his Master’s at the Harvard Graduate School of Education, also taking two courses at Harvard Business School on how to start up, manage, and grow social enterprises. Mohit’s two young daughters remind him daily of the creative potential that we all have.
Julia Delafield

Julia is the Associate Director of the UPEACE Centre for Executive Education. She has dual master’s degrees from UPEACE and American University in Washington DC, in International Relations and Affairs and Natural Resources and Sustainable Development. Before joining the Centre, Julia spent three years working with a social enterprise dedicated to bringing volunteers and Spanish learners to Latin America. She also is a co-founder of a sustainable vanilla importing venture with her brothers, and has worked extensively with environmental NGOs in the international development field. Julia is from the United States but has lived in Costa Rica for six years, as well as spending significant time in Mexico and Brazil.

Alexandru Balas

Dr. Alexandru Balas’ research centers on issues of conflict resolution, peace studies, and international organizations. He was a United Nations Spokesperson for the Millennium Development Goals (2006-2008) and a Delegate to the United Nations’ 61st General Assembly (2006-2007). Alexandru has a PhD in Political Science from the University of Illinois. He teaches the Centre’s online course Skills for Effective Negotiations.

Ashley Hinson

Ashley Hinson Dhakal received her Masters of Responsible Management and Sustainable Economic Development from the University for Peace in 2013. She currently lives and works in Nepal as a user-interface designer for a private company partnering with NGOs/INGOs to build mobile and web-based interfaces for things like tracking government spending, earthquake/disaster preparedness, and mapping at-risk children.

Heidi Resetarits

Heidi Resetarits received her Masters of Responsible Management and Sustainable Economic Development from the University for Peace in 2011. She currently runs her own marketing company and specializes in working with non-profits and small businesses in the fields of health, education, social enterprise and sustainability.

Miguel Tello

Miguel is Director of The Strachan Foundation, a family foundation that supports education and health projects throughout Central America. He is also the Director of the Center for Restorative Practices in Central America, an affiliate of the International Institute for Restorative Practices. He offers restorative practices training and consulting to a variety of NGOs, schools, churches and criminal justice professionals in Central America. He holds master’s degrees in public policy and international studies from the University of Washington in Seattle.
Sustainability Efforts in Costa Rica

Costa Rica has become known worldwide for its sustainable practices in recent years. While much of the world has been struggling to implement practices to combat the ecological problems created over the past few centuries, Costa Rica has reached a milestone that few thought was possible until the country announced that it was able to produce its electricity entirely through sustainable sources. This process took decades to accomplish and has accompanied an attitude shift for a considerable portion of the country’s population that influenced other sustainability movements. While in Costa Rica I have been able to learn more about some of the individuals and organizations that are working toward a sustainable future for the country without dismissing the importance of human relationships to the land. Alonso Munoz’s campaign to reduce the use of plastics and other disposable products in Costa Rica is becoming influential in other parts of the world. Conservation of the environment has also become a large part of several communities around the country. The sustainable fishing village of Tárcoles has worked toward a better marine environment on their coastline. Unfortunately, some sustainable process have consequences for indigenous populations as addressed by Olivia Sylvester. Despite the many difficulties these people and organizations have faced they continue to work toward improvements in sustainability.

Alonso Munoz is an advocate for the reduction of plastics that consumers use in their day to day lives. There are several reasons that this reduction is important for Costa Rica and the rest of the world. Munoz stated that many people believe in a linear model of resources, wherein consumer products are made and disposed of without repercussions. He prefers an infinite loop model that shows how consumables are produced from natural resources, used, and then returned to the environment by littering and being dumped into landfills or by being recycled and reused. Despite the possibility of recycling plastics, a relatively small amount ends up getting recycled. This happens partially because some people simply do not recycle all of their plastic containing products, but also because of the logistical issues involved in using plastic that has been recycled. When plastic is melted down to be recycled it is degraded and often cannot be used to make a similar product again. This means that plastic products are usually recycled once before being dumped in a landfill. Many people are unaware of this however. This misunderstanding of the recycling process complicates sustainability efforts because many feel that by simply recycling their plastic they are doing enough for the environment. By contrast glass can be recycled almost indefinitely. This makes it a good alternative for plastic in many situations, however there are downsides to using glass. It is not as convenient for many people because it is heavier and breaks more easily. This inconvenience should not detract from the benefits of using glass and other alternatives over plastics that are taxing for the environment and can be damaging to the human body. Munoz recommends that people challenge themselves to reduce their consumption of disposable products like plastic for 30 days to learn for themselves that it is possible. (http://cicostarica.org/en/get-the-ball-rolling/)

The fishing village of Tárcoles is a cooperative community that works toward improving the lives of its members as well as the environment that they rely on for their substance. The cooperative was founded in 1985 in an effort to create better conditions for the community. This group saw first-hand the impact that overfishing was having on the marine ecosystem which directly impacted their livelihood. This led them to attempt to work with the government to support their efforts at changing the rules for both commercial and artisanal fishers in the area. After receiving governmental support for their efforts the cooperative was eventually able to negotiate an agreement that kept the large scale fishing vessels from fishing in waters less than 15 meters deep. This keeps them from coming within about a mile of the shoreline, protecting the area from the harmful practices often used in commercial fishing so that there are enough fish for the locals as well. These measures also help create an environment that allows the marine populations to sustain themselves because the younger fish are often the ones that stay closer to shore, giving them a chance to mature and reproduce before they are caught. After implementing this system several species that had been in decline began to rebound. One of the most species that has been most significantly impacted by the efforts of the Tárcoles cooperative has been the jumbo shrimp. The population in the area was near extinction when the leaders of the group stepped in to request government support for regulations that would allow the existing shrimp the opportunity to repopulate the area. A temporary ban was instituted that allowed them to study the population scientifically in order to better understand the reproductive patterns and lifecycle of the species. After bringing this new information to the government Tárcoles was allowed to begin collecting shrimp in a more sustainable fashion. By changing to a slightly larger net size to prevent the catch of young shrimp and only catching them during a few carefully selected months the population has greatly improved and is no longer in danger of extinction. Tárcoles has become an important model for sustainable cooperatives in the area, inspiring several others along the coast to follow their example and work together to ensure that they do their part to maintain a healthy marine environment. (http://cooperarcoles.org/index_en.html)
Some of the efforts that Costa Rica has enacted in an effort to be more sustainable have consequences that are not entirely positive however. There are multiple programs that have threatened the rights of indigenous peoples in Costa Rica. While nature reserves sound like a good idea they are often on or near the lands that indigenous peoples occupy. While this may not initially sound like a problem to some, Olivia Sylvester has drawn attention to the regulations that have been imposed on these peoples without a full understanding of their culture or their needs. Many indigenous groups use their land for subsistence, making a number of the restrictions on hunting and harvesting plants a danger to their ability to feed themselves in a culturally appropriate way. In this case the Costa Rican government’s attempt to protect the land violates the rights of the indigenous inhabitants. Additionally, many of the practices that these peoples practice were already sustainable.

Through my experiences in Costa Rica I have been privileged to see some of the country’s efforts to become more sustainable. These have ranged from largely environmentally focussed to more holistic approaches that take into account the impact that regulations can have on certain groups of people. through the people and organizations that I was able to meet with it became evident that there are any paths to improving people’s relationship with the environment. In some situations one person can be the catalyst to a movement that greatly improves sustainable practices as in the example of Alonzo Munoz who gained was able to galvanize people around his cause to reduce the use of disposables. Other times however, it take the efforts of an organized group to make headway toward a common goal as I saw when visiting the sustainable fishing cooperative of Tárcoles. There is also an important place for academics in the sustainability movement, particularly in Costa Rica. Olivia Sylvester and others continue to work toward an understanding with policy makers in order to show that it is important to understand the lives and cultural practices of people living on or near areas in need of conservation to avoid infringing on their rights. All of these examples have valuable lessons to teach about the way that people interact with the environment and each other.
Principle 7: Organizational Practices

Besides the courses that deal, analyze and study Sustainability, the University for Peace’s management has realize that the same rationale has to be used when running the University as an institution. With this in mind, the University has joined and undergone different initiatives to promote environmental and social sustainability. Two of the programs detailed below, are managed by UPEACE faculty as well as UPEACE students, and PRME crowns these initiatives guiding them.

REDIES

UPEACE became part of the “Costa Rican Network of Sustainable Education Institutions”, Known as Redies by its name in Spanish “Red Costarricense de Instituciones Educativas Sostenibles”. This network is formed by Costa Rican universities and the National Training Institute (INA).

REDIES is a network composed of institutions of higher and technical education seeking the cooperation, exchange, promotion and execution of joint actions to achieve the sustainability of each one of our campuses and communities and at the same time, it aims to be a national model of sustainability practices.

To this end, REDIES seeks to diversify and fortify the participation of educational institutions within its network in order to integrate new experiences and initiatives. Institutions within the network commit to a series of requirements, such as: the approval of an Environmental Policy, design and implementation of a Management Program that includes quantifiable and verifiable environmental indicators; as as well as base line and continuous institutional improvement. It is important to mention that these requirements should be fulfilled within approximately one year of becoming a member of the network. REDIES offers support and guidance to facilitate institutional process.

The required reporting indicators are:

1. Water per capita consumption (permanent and occasional population and / or production unit)
2. Inventory of water sources
3. Records of water consumption
4. Water quality analysis
5. Water saving plan
6. Water bodies management plan
7. Permits of exploitation of wells
8. Plan of maintenance of systems of water supply
9. Inventory of wastewater effluents, including characterization, flow and discharge points
10. Waste water treatment system duly inscribed and with a design appropriate to the nature of the waste water to be treated
11. Wastewater analysis
12. Operational Reports
13. Form a Committee for the Management of the Energy Resource
14. Registration and updating of databases to control energy consumption in the institution
15. Plan to reduce consumption in all Units or Centers
16. Control and evaluation of consumption per building
17. Total consumption according to the defined scope (Campus, Unit or Center)
18. Inventory of Greenhouse Gas Emissions
19. Registration and control of the consumption of fuels and refrigerants of all types, by direct and indirect consumption
20. Plan for the reduction of greenhouse gas emissions
22. Inventory of Solid Waste Generation, by type and quantity
23. Solid waste management plan in progress
24. Generation of solid waste per capita, unit or center
25. Indicators of solid waste recovery
26. Recycling rate
27. Traceability of solid waste
28. Environmental Management Policy
29. Institutional Environmental Management Plan
30. Indicators of participation of the institutional population (students, officials, communities)
31. Programs to extend environmental activities to the community
32. Inventory of raw materials used within the institution, center or Unit, including type, nature, quantity
33. Green Shopping Program

Benefits of being part of REDIES are:

**Support:**
- Members share information and experiences on how to solve problems focused in reducing our footprint and implementing an environmental management system.
- We can make visits to their campus for benchmarking with all their cooperation.
- Through the right process, when needed, the wider institutions like UCR can help sending specialized engineers so an obstacle can be overcome and the members can continue their efforts towards sustainability.

**Training:**
- Invitations for free trainings are send to the members (limited space). We already sent Luis, our nurse, to a training to UNA related to the ecological footprint generated by medical activities.
- Invitations for paid trainings on related fields are also received. The lasts ones where, in CATEI, of “Integral Analysis of Rural Territories” and an on line course sponsored by GIZ, about Forest Law and REDD+.
• We just received an invitation, for free, to participate in a workshop, sponsored by UNESCO, in INA campus, named “Reorienting vocational, technical and professional education to care for the environment (Greening). There are two spaces available, we will try to take one by Monday.

Opportunities:

• Calls to participate in developing projects are shared. The last one received was a call for “Consultants to conduct impact studies with cooperatives of small producers in Guatemala”

• There are also opportunities related to getting to know about partners in green initiatives and the involvement in other bigger networks like “Global Universities Partnership on Environment and Sustainability (GUPES)” and “Alianza de Redes Iberoamericanas de Universidades por la Sustentabilidad y el Ambiente (ARIUSA)”.

Recycling program

Connected to REDIES, UPEACE has implemented a plan to reduce the volumes of waste generation through standardized procedures and the environmental commitment at the different management levels of the University. The plan seeks to implement an efficient separation of solid waste in the different areas of the University. Train administrative staff, teachers and students in good environmental practices, especially those related to the management of solid and liquid waste. And to ensure compliance with national legislation and procedures applicable to activities developed at the University for Peace that improve and regulate the generation, storage, recycling, transportation and disposal of solid and liquid wastes.

This plan requires the all UPEACE staff members to agree to follow the recycling program and report any environmental contamination risks they determine or detect. Therefore, each supervisor is responsible for ensuring that all subordinates comply with the recycling program, avoiding improper handling of the recyclable material, but also, to encourage the students and collaborators of the university on the importance of recycling and classifying the waste generated. The plan will be supported by UPEACE staff, but managed by UPEACE student body.
Peace, love and recycle!

Think before you throw

CONTAINERS  ORGANIC  PAPER  NON-RECYCLABLE
Looking forward,

Working in this Report has given the team a sense of ownership that should begin a new phase in the way that we understand, work and pursue sustainability. As it was seen, the University is working on a number of initiatives that revolve around the topic, but, as it was already mentioned, were not related in any way.

Besides connecting them and joining efforts, these initiatives have to be better defined and widespread throughout the whole university. Making them know by the staff and students and inviting them to join and collaborate.

The University, being faithful to its calling, should strive to facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

In the same line, we should take a leading role in advocating for a more sustainable society, using our prestige and influence in the themes that we are already working on.