

Authors

Laura Bastidas is a psychologist and political scientist from Universidad de los Andes. She has conducted studies about teaching the history of Colombian violence to high-school students. She has also participated in studies about social inclusion in universities and about the promotion of socio-emotional competencies among preschool children.

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Enrique Chaux is Full Professor in the Department of Psychology at Universidad de los Andes in Colombia. He holds a Doctorate degree in Education from Harvard University. His main interests include prevention of aggression, school violence, citizenship competencies, socio-emotional development, conflicts, bullying, cyberbullying, peace education, and humane education. He led the teams which created the Colombian National Standards of Citizenship Competencies, the National Test of Citizenship Competencies, and the school-based program *Aulas en Paz* (Classrooms in Peace). In 2012 he was awarded as one of the best leaders in Colombia.

Rosario Figari Layús is Assistant Professor at the Chair of Peace Studies at JLU Giessen. PhD in Political Science from Philipps-University Marburg. Previously she earned a Master degree in Social Sciences from Humboldt University of Berlin and a degree in sociology from the University of Buenos Aires. Her areas of work and research are transitional justice, political violence and human rights protection.

Charlotte Greniez has more than 10 years of experience working in the educational sector in Colombia, implementing programs to develop citizenship and socio-emotional skills among students, teachers, and families. In 2017, she contributed with the Ministry of Education in the construc-

tion of peace education class materials, by teaching the history of violence in the country. Currently, she is the Director of socio-emotional development at Alianza Educativa, an organization that brings quality education to vulnerable communities in Bogotá.

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Tatjana Louis is an associate professor at Universidad de los Andes and head of the Department of Language and Culture. She is trained as a historian and holds a PhD from the Universität zu Köln. Her research interests focus on the development of historical consciousness, the generation of historical meaning, the teaching and learning of history. The current research project, which she is developing in cooperation with Stefan Rinke and Mónica Contreras of the Freie Universität Berlin and which is funded by the DFG-Uniandes agreement, is entitled "The Impact of Memory Work within the Colombian Education Community: An Exploration in Historical Consciousness".

María Juliana Machado is a political scientist and psychologist from Los Andes University in Bogotá, Colombia, she holds an MSc in Conflict Studies from LSE, and a Master's degree in Clinical Psychology from Pontificia Universidad Javeriana in Bogotá. She has worked on providing psychosocial support and researching the impact armed conflict has had on victims. During her last postgraduate degree, she developed a feminist psychotherapy proposal from a systemic-constructionist approach. Currently, she works as a feminist therapist.

Henning Melber is Senior Research Associate with the Nordic Africa Institute in Uppsala, Sweden, Extraordinary Professor at the University of Pretoria and the University of the Free State in Bloemfontein, both South Africa, and Senior Research Fellow at the Institute for Commonwealth Studies/School for Advanced Study, University of London. His latest books include *Understanding Namibia The Trials of Independence* (London: Hurst 2014, also Oxford University Press and Jacana), *Dag Hammarskjöld, The United Nations and the Decolonisation of Africa* (London: Hurst 2019, also Oxford University Press), and (with Reinhart Kößler) *Völkermord – und was dann? Die Politik deutsch-namibischer Vergangenheitsbearbeitung* (Frankfurt/Main: Brandes & Apsel 2017). He is editor of *Deutschland und Afrika – Anatomie eines komplexen Verhältnisses* (Frankfurt/Main: Brandes & Apsel 2019) and (with Wolfgang Geiger) *Kritik des deutschen Kolonialismus – Postkoloniale Sicht auf Erinnerung und Geschichtsvermittlung* (Frankfurt/Main: Brandes & Apsel 2021).

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María Andrea Rocha was the Head of the Pedagogy Team of the National Center for Historical Memory (2018-2019) in Bogotá, Colombia. Since 2013 she has been involved in the design of strategies to generate social appropriation and public debate about Colombia's recent history. Among these strategies is a teacher's toolbox that facilitates learning and classroom discussion about Colombia's violent past. Currently she works at The Special Jurisdiction for Peace in Colombia implementing the pedagogical strategy aimed to reach schools and universities.

José Fernando Serrano is an Assistant Professor in the Department of Languages and Culture, Universidad de los Andes (Colombia). PhD, The University of Sydney, 2015; Master in Conflict Resolution, University of Bradford, UK, 2004. He has developed his career as researcher, consultant and lecturer, with extensive experience working for NGO, international cooperation agencies and state institutions in Colombia. He is currently researching on pedagogies and politics of reconciliation in Australia, Colombia and South Africa. His most recent book is *Homophobic Violence in Armed Conflict and Political Transition*, Palgrave McMillan, 2018.

Nico Weinmann is a Secondary Teacher for German and Politics in Kassel (Germany). He studied Political Science, German Literature and Linguistics and Education at Kassel University, where he also obtained his PhD in Political Science. His latest publications include *Ungleichheitswirkung von Sozialreformen in Lateinamerika: Politische Regulierung bezahlter Haushaltsarbeit in Uruguay* (2020) and *Arbeit und Geschlecht im Wandel: Impulse aus Lateinamerika* (2019, with Johanna Neuhauser und Johanna Sittel).

Juana Yunis is currently the coordinator of advocacy and communications at EDUCAPAZ. She double majored in Political and Social Thought and History at the University of Virginia and holds an Mphil in Education from the University of Cambridge. She has worked as a teacher, a social researcher, and a community organizer in different regions of Colombia affected by the armed conflict. In the last three years, she has led *Escuelas de Palabra*, a project that seeks to engage schools with the Truth Commission's work.