

2014 International Summit on Conflict Resolution Education

*Developing & Implementing Culturally Inclusive
Conflict Resolution Education Policies in K-12 & H.E.*
June 11-16, 2014



June 11 - 12 Pre-Conference Trainings

June 13 - 14 Main Conference - Keynotes and Workshops

June 15 - 16 College & University Seminar: Developing and
Enhancing Peace and Conflict Studies Programs

George Mason University
4400 University Drive, Fairfax, VA 22030



*Hosted by the School for Conflict Analysis and Resolution
George Mason University, Fairfax, VA, USA*

coexist

an Upstander Productions film



WHEN HATE PERSISTS,
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Film Screening Saturday 12:45-2:15
Educator Workshop Saturday 2:30-4:00

Educators will receive a **Free Copy** of the Coexist DVD and link to a PDF of the Coexist Teacher's Guide following the workshop.

SCREENING

THIS WEEKEND @ CRE!

TWO opportunities to join Dr. Mishy Lesser, *Coexist* learning director and author of the *Coexist* Teacher's Guide, and Adam Mazo, Director of this award-winning documentary film.

What educators are saying about *Coexist* Workshops:

"This was the single most useful workshop I've attended in nearly 10 years of teaching." Chris Sparks, Social Studies Teacher, East Hartford High School, CT

"Powerful, simply powerful. Eye-opening and makes me want to bring this level of understanding to my school." Frank Stockman, Social Studies Teacher, Rockledge, FL

Questions we Explore:

What happens to a country after genocide?

Can victims get healing and justice while perpetrators are rehumanized?

What can Rwanda teach the world about forgiveness and the complexity of reconciliation?

Overview

George Mason University’s School for Conflict Analysis and Resolution and the Global Partnership for the Prevention of Armed Conflict GPPAC) are partnering with schools, colleges, universities, and governmental and non-governmental organizations around the globe to host the International Conference on Conflict Resolution Education (CRE) June 11th - 16th, 2014 in Fairfax, Virginia. This year’s conference focuses on culturally inclusive CRE related policies and practices that are being applied at a local level, such as within individual schools, colleges, or universities, and at a more macro level, within countries. Work which takes into consideration the various important aspects of cultural identity specific to the communities in which the policies and practices are implemented will be highlighted. These aspects of cultural identity may include, but are not limited to, race, religion, socio-economic status, ethnicity, age, ability, gender, and/or sexual orientation.

The 2014 conference builds upon prior conferences between 2004 - 2013 in Ohio, which brought together government representatives from among the 50 states and around the globe and their non-governmental organization partners who have legislation or policies in place. They focus on topics such as conflict management, social and emotional learning, peace education, democracy education, civics education, and multi-cultural/global education at the K-12 level and in colleges and universities. The annual audience includes college/university educators and students, K-12 educators, prevention specialists, and state, local, national and international policy makers. The International Conference on CRE is an opportunity to engage in interdisciplinary collaboration and research. Presentations will focus on innovations in the fields that are making broad impacts in local, state, national, and international communities. Participants exchange best practices, evaluation methodology, creation of policy implementation structures, consideration of obstacles to success, and new and innovative use of training, resources and technology. Conference participants are drawn from the local, state, national, and international community.

George Mason University is offering one (1) or two (2) graduate credit hours at a cost of \$510 per credit hour for attendance at the conference. Continuing Education Units are also available. A representative from George Mason University will be at the conference to answer questions and provide additional paperwork.

Conference information is available on-line at:
<http://creducation.org/cre/goto/creconf>



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Additional Conference Related Events

The following is a list of special events designed to strengthen existing collaboration and provide a fun atmosphere for networking.

Networking Reception for Colleges and Universities

Location: The Mason Inn

Thursday, June 12

6:30 p.m. to 9:30 p.m.

Pre-registration required

This networking session for colleges and universities provides a follow up to prior annual sessions for colleges developing peace and conflict related programming. Last year, 51 faculty, staff, and administrators from 38 colleges and universities across the U.S. and around the globe met to share what types of programs, degrees, certificates, and other projects and services they are developing at their respective institutions in peace and conflict studies. It also provides an introduction for potential collaboration and exchange. This event is co-sponsored by George Mason University and Kennesaw State University.

Kennedy Center Millennium Stage Productions and Georgetown Waterfront Reception

Location: Kennedy Center and Nick's Riverside Grill
Friday, June 13

6:00 p.m. Millennium Stage Performance

7:30 p.m. - 9:30 p.m. Reception at Nick's Riverside Grill

Bus leaves Mason Inn at 4:45 p.m. and Best Western at 5:00 p.m. returning at 10:30 p.m.

Pre-registration required

Join other conference attendees for one of the free performances at the Kennedy Center's exciting Millennium Stage. The Millennium Stage provides a wide variety of performing arts production. After the performance, join us for a reception at Nick's Riverside Grill, part of the hip Georgetown Waterfront. With payment of the additional fee, transportation will be provided from George Mason's Mason Inn or Best Western to and from the event, including to the Kennedy Center; from the Kennedy Center to Nick's Riverside Grill, and back to the designated conference hotels.

Washington DC Monument Tour

Saturday, June 14

Bus leaves Mason Inn at 6:00 pm, Best Western at 6:15 returning at 10:30 p.m.

Pre-registration required (Dinner is on your own)

The Washington, DC mall and surrounding area are a mecca of monuments and museums. This evening will be a driving tour of the mall area with stops to hop off at its most illustrious sights. See the Washington Monument, Lincoln Memorial, FDR Memorial, WWII Memorial, Capitol, and many more of DC's most famous spots.

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The Conference Planning Committee

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George Mason University

David J. Smith

Educational Consultant and
Peacebuilding Trainer

Conference Sponsors

The Planning Committee would like to thank the following organizations for their financial support, which made the event possible.

Platinum

Co-Exist Educational Project
Global Partnership for the Prevention
of Armed Conflict, Peace
Education Working Group
Global Partnership for the Prevention
of Armed Conflict, North America

James Madison University

Lafayette College, Division of Campus
Life

Minnesota Department of Education,
Restorative Measures

The Ohio State University, Center for
Slavic and East European Studies
Pulitzer Center on Crisis Reporting
The Shah Family Peace Fund

Copper

Creative Response to Conflict
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Conflict Resolution and Mediation
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George Mason University, School for
Conflict Analysis and Resolution
Kennesaw State University, Master of
Science in Conflict Management
Kennesaw State University, PhD
in International Conflict
Management
Northern Virginia Mediation Service
University of Notre Dame, Take Ten
Virginia Tech, Center for Peace
Studies and Violence Program

Gold

International Institute for Sustained
Dialogue

Bronze

Restorative Solutions
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Wayne State University, Master of
Arts in Dispute Resolution

Silver

Eastern Mennonite University, Center
for Justice and Peacebuilding
International Center on Nonviolent
Conflict
George Mason University,
Undergraduate Experiential Learning
Project (UELP)

Additional Support

Prince George's County Public Schools,
Restorative Practices Program

Conference Partners

Alliance for Peacebuilding
Alliance for Unitive Justice
Association for Conflict Resolution, Education Section
Association for Conflict Resolution, International Section
The Ben Marion Institute for Social Justice, Inc.
Cleveland Metropolitan School District, Winning Against
Violent Environments (W.A.V.E.) Conflict
Resolution Program
Creative Response to Conflict
Cuyahoga Community College, Certificate

in Conflict Resolution and Peace Studies
International Foundation for Electoral Systems
The School of Russian and Asian Studies
SchoolTalk, Inc.
Search for Common Ground
University of Maryland King Carey School of Law,
Center for Dispute Resolution
University of North Carolina Greensboro, Department of
Peace and Conflict Studies
Virginia Alliance of Restorative Justice Practitioners

Conference at a Glance

Main Conference June 13 – 14, 2014

Pre-Conference Trainings (June 11 – 12), College and University Seminar (15 – 16)

All events and workshops will be held at:

George Mason University, Johnson Student Center, Fairfax, Virginia

Or the main conference hotel, The Mason Inn, 4352 Mason Pond Drive, Fairfax, Virginia 22030 as noted below:

Pre-Conference Trainings June 11 – 12, 2014, (9 a.m. – 5 p.m.)

George Mason University, Registration: Johnson Center Ground Floor Atrium, Fairfax, Virginia

- From Policy to Practice in Conflict Resolution and Peace Education Around the Globe (June 11)
- Linking Theory to Practice with Classroom-Based Experiential Learning Activities (June 11)
- People Power and Pedagogy: Methods for Teaching about Nonviolent Struggle (June 12)
- Using the Pulitzer Center's Global Journalism Resources in Your Classroom (June 12)
- Restorative Interventions and Practices for Schools (June 12)
- Introduction to Restorative Justice and Applying Restorative Justice in Higher Education Settings (June 11 – 12)
- Strategies for Trauma Awareness and Resilience (STAR): Breaking Cycles of Violence (June 11 – 12)
- Toward a Healthier Campus Community Through Sustained Dialogue: A Training for College and University Faculty, Staff, Administrators and Students (June 11 – 12)

SPECIAL EVENT: Networking Meeting of Colleges and Universities Developing and Enhancing Peace and Conflict Studies Programs, Thursday, June 12, 2014, 6:30 p.m. – 9:30 p.m., The Mason Inn. Pre-registration required

Main Conference (June 13 – 14, 2014)

George Mason University, Registration: Johnson Center Ground Floor Atrium, Fairfax, Virginia

Friday, June 13th (8:45 a.m. – 3:30 p.m.)

- | | |
|--------------------|---|
| 8:00 – 8:30 a.m. | Registration |
| 8:45 – 10:00 a.m. | Keynote Address: The Multidimensional Challenge of Conflict Resolution Education in a Diverse World |
| 10:15 – 11:45 a.m. | Session 1: 1.5-hour workshops |
| 11:45 – 12:45 p.m. | Lunch (provided)
Option 1: Lunch Panel on Degree Programs in Conflict Resolution and Peace Studies
Option 2: All are welcome to join the Education Section of the Association for Conflict Resolution (ACR) for a lunch networking meeting for members and for those interested in ACR. Pick up your lunch and join us!
Lunch will be available in the Atrium of the Elevator Lobby on the 3rd Floor of the Johnson Center |
| 12:45 – 1:45 p.m. | Afternoon plenary (Choose 1 of 2)
Option 1: Restorative Justice in Schools, Higher Education, and the Community - Moving Policy to Practice
Option 2: From Policy to Practice: The Compelling Case for Intercultural Understanding and Citizenship Education |
| 2:00 – 3:30 p.m. | Session 2: 1.5-hour workshops |
| 3:45 – 5:15 p.m. | Option: Networking Session for Restorative Justice at Georges. Everyone Welcome! |
| 4:45 – 10:30 p.m. | Option: Kennedy Center Millennium Stage Production and Georgetown Waterfront Reception. Pre-registration required |

Saturday, June 14 (9:00 a.m. – 4:00 p.m.)

- | | |
|--------------------|---|
| 8:15 – 8:45 a.m. | Registration |
| 9:00 – 10 a.m. | Morning Keynote: Fostering Global Empathy in Students Through Pulitzer Center Journalism |
| 10:15 – 11:45 a.m. | Session 1: 1.5-hour workshops |
| 11:45 – 12:45 p.m. | Lunch (provided)
Option: Lunch Panel on Careers in Peace and Conflict Resolution |
| 12:45 – 2:15 p.m. | Afternoon Plenary (Choose one of two plenary sessions or choose a workshop)
Option 1: Building Inclusive College Campuses
Option 2: Teaching about Genocide to Foster Social Emotional Learning: Lessons from the Coexist Educational Project (Part 1)
OR
Session 2: 1.5 hour workshops |
| 2:30 – 4:00 p.m. | Session 3: 1.5 hour workshops |
| 6:00 – 10:30 p.m. | Option – Washington DC Monument Tour. Pre-registration required. |

College and University Seminar: Developing and Enhancing Peace and Conflict Studies Programs

June 15 – 16, 2014 (9:00 a.m. – 5:00 p.m.)

George Mason University, Registration: Johnson Center Ground Floor Atrium, Fairfax, Virginia

Teams from colleges and universities will develop action plans during the event as they focus on one or more of the three tracks (1) Capacity Building and Sustainability of Programs; (2) Course Development/Integration; (3) Supplemental Programming.

Pre-Conference Trainings

Wednesday, June 11 - Thursday, June 12, 2014 (9 a.m. – 5 p.m.)

All pre-conference trainings will take place at George Mason University's, The Johnson Center, Fairfax Campus.
Pre-registration required.

Pre-Conference #1

From Policy to Practice in Conflict Resolution and Peace Education Around the Globe (June 11, 2014)

This workshop is facilitated by members of the Global Partnership for the Prevention of Armed Conflict (GPPAC) Peace Education Working Group who are experienced international practitioners, academics and policy makers particularly involved in responding to intercultural and poly-ethnic issues. They will draw on practical examples of policy and practice that are making a difference in their countries. This workshop will be relevant for those looking for policy and practice strategies for transformation and sustainability. Where possible it is suggested that participants come in teams of at least two people.

The workshop will be framed around:

Context and perspective – overview of the research, policies and approaches; prevention, early warning, intervention and post-intervention / post-conflict used to promote social cohesion, civil society and reduce conflict through education in different international jurisdictions.

Resources and programs in practice – facilitators will demonstrate activities and strategies that show effectiveness or most promise e.g. curricula guides on peace and conflict issues, on-line resources, methodologies for analysis of teaching/ learning materials, programs for conflict-prevention through students' self-management and evaluation of educational goals and outcomes.

Putting plans into action – participants will have the opportunity to discuss different approaches and develop ideas for their schools, organisations or system.

PRESENTERS:

Francis Acquah-Aitkins, Jr., coordinates peace-building programs for the West Africa Network for Peacebuilding (WANEP) in Ghana including the West Africa Peacebuilding Institute. He serves as the West Africa Regional Liaison Officer for GPPAC in which he supports the WANEP National Networks in policy advocacy for conflict prevention. He helped develop WANEP's Peer Mediation Manual and supported the Ghana Education Service to develop modules in Peace Education for training of teachers in Northern Ghana.



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Nina Bagdasarova, Associate Professor, Psychology Department, American University of Central Asia, Kyrgyzstan and Director of Central Asian Resource Center for Diversity Management, has been working on peace education since 2001. She is a GPPAC member, and helped develop state documents like the Concept of Multicultural and Multilingual Education of Kyrgyz Republic and research papers like the Analysis of Textbooks and Learning/Teaching Materials on Representation of Human Rights, Conflict Management and Peace Building Issues. Nina is a member of The Experts' Council on Interethnic Relations under the President of the Kyrgyz Republic.

Ivana Gajovic is Director and one of the founders of the Nansen Dialogue Centre Montenegro. She is Regional Representative for the Western Balkans for GPPAC and Chairperson of the Peace Education Working Group. Ivana is the National Coordinator for Montenegro and a member of the Advisory Board of the South East European Mediation Forum. She is the past Chairperson of the South East European Mediation Forum.



Gary Shaw, Senior Project Officer for the International Education Division, Department of Education and Early Childhood Development, Victoria Australia, works to internationalize education in schools particularly for teacher capacity building, youth agency and intercultural understanding. Such work is incorporated into national and state education policy and curriculum priorities. He is a GPPAC PEWG member, has a Master's Degree in Education (thesis on Restorative Practices in schools), and is currently undertaking a PHD examining the intersections between youth agency and culture in schools.

Pre-Conference Training #2

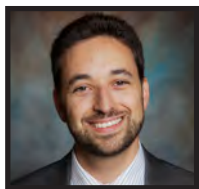
Introduction to Restorative Justice and Applying Restorative Justice in Higher Education Settings (June 11 – 12, 2014)

Restorative Justice focuses on the needs of victims and offenders, involving victims, offenders, and people from the community, joining together in dialogue. The conversation provides opportunities to ask and answer questions, express feelings, tell stories, express regret, and hopefully help foster a better understanding of the event and of the others involved in the incident. Participants will also get hands on experience with some of the processes associated with restorative justice. The application of restorative justice theory to practice has resulted in the development of a variety of restorative practices across numerous fields over the last few decades. The Office of Judicial Affairs at James Madison University has begun employing restorative justice processes into its campus conduct procedures, and offers one model of how to apply restorative justice principles into an existing system. Examples from other JMU departments will also be shared. Participants will gain insight into implementing restorative justice principles and/or programs into their own office or workplace.

PRESENTERS:

Chris Ehrhart, Coordinator of Restorative Practices, James Madison University, graduated from James Madison University with a B.A. in Political Science. After graduation, Chris attended Eastern Mennonite University where he studied peacebuilding and graduated with a M.A. in Conflict Transformation. Chris returned to the JMU community a few years ago and is currently working in the Office of Judicial Affairs.





Greg Meyer, Director of Student Development, Lafayette College, coordinates the student conduct process. Previously, he served as the Assistant Director for Civic Learning in the Office of Judicial Affairs at James Madison University where he received his M.Ed. in College Student Personnel Administration. Prior to his time at James Madison University, Greg earned a B.A. from Lehigh University where he worked in Residence Life as an undergraduate student.

Pre-Conference Training # 3

Strategies for Trauma Awareness and Resilience (STAR): Breaking Cycles of Violence (June 11 – 12, 2014)

This STAR workshop is an integrated training designed for college and university students, educators, practitioners, and community members interested in learning more about actually working with individuals and communities dealing with the violence and trauma caused by human activity, structures/institutions and nature. Trauma affects how we think, feel, and behave; unhealed trauma often leads to more violence as victims act out against others or become self-destructive. At a basic level this workshop combines theory with experiential learning to:

1. Increase awareness of the impact of trauma on the body, mind and spirit of individuals, communities and societies;
2. Suggest tools for addressing trauma and breaking cycles of violence; and
3. Highlight the importance of self-care for the caregiver.

PRESENTERS:

Katherine Evans, Assistant Professor of Education at Eastern Mennonite University, teaches courses on learning theory and special education to pre-service teachers. She holds a Ph.D. in Educational Psychology. Her current research focuses on the intersections of race, disability, and school and classroom discipline, with a particular emphasis on restorative justice and peacebuilding in schools as viable alternatives to zero tolerance policies.



Gloria Rhodes, Coordinator for the Peacebuilding and Development Undergraduate, Eastern Mennonite University, is also the chair of the Department of Applied Social Sciences. She has led undergraduate cross-cultural study seminars to Ireland and Northern Ireland, Russia, and South Korea. She also served as Administrative Director of the Summer Peacebuilding Institute. Rhodes holds a Ph.D. from George Mason University's Institute for Conflict Analysis and Resolution.

Special Thanks to the Individual Donors Who Provided Funds to Help Students Participate in the Conference

Nada Arabiah
Marsha Blakeway
Tami Carsillo
Mark Chupp
Coriana Close
Jane Connor
Renee Dugan
Karyn Gross

Erika Jefferson
Robert Katz
Cody Knotts
Susan Lohwater
Mara Schoeny
Gary Shaw
Denise Williams
Maria Lucia Amorocho de Duran

Pre-Conference #4

Linking Theory to Practice with Classroom-Based Experiential Learning Activities (June 11, 2014)

This interactive workshop for higher education faculty introduces classroom-based experiential learning activities that challenge students to apply theory to practice, and provides participants training in implementing such activities in their courses. George Mason's School for Conflict Analysis and Resolution's Undergraduate Experiential Learning Project has developed multiple activities, including role-play simulations and skills training modules, for use in higher education settings through a grant from the U.S. Department of Education. Evaluative research has confirmed that these activities tend to improve student engagement and content acquisition and enhance the classroom experience for students and faculty alike. Workshop participants will have the opportunity to participate in one of the experiential activities, to discuss challenges and best practices in adapting the activities to a variety of courses, and to develop plans to implement an experiential activity in one of their own courses.

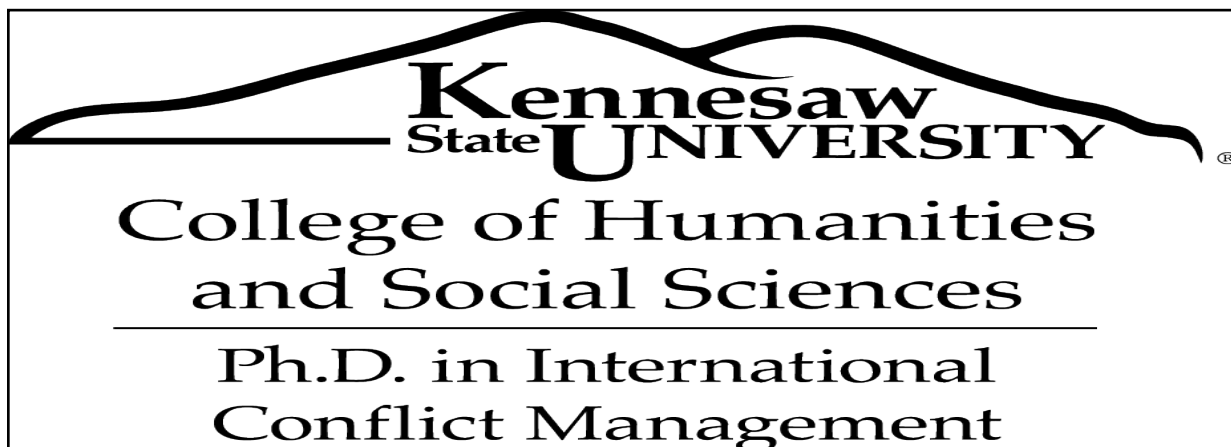
PRESENTERS:

Gina M. Cerasani, Ph.D. candidate, School for Conflict Analysis and Resolution (S-CAR), George Mason University (GMU), has taught undergraduate courses on conflicts at the community level, as well as the development of techniques and practices of conflict resolution. Gina has created courses and classroom modules in simulated community conflict, and she developed and instructed a service-learning program with GMU undergraduate students in Charleston, WV.



Ned Lazarus, FIPSE Post-Doctoral Fellow, S-CAR, GMU, has led evaluations of Israeli-Palestinian peacebuilding initiatives for USAID, the United States Institute of Peace, and the European Union. Ned earned his doctorate in International Relations from American University's School of International Service in 2011. He has taught at American University, George Mason University, and Georgetown University. Ned served as Middle East Program Director for Seeds of Peace, based in Jerusalem, from 1996-2004.

Dhirendra Nalbo, Ph.D. student, S-CAR, GMU, most recently worked as a research consultant for the Asia Foundation. Prior to that he was a Research Analyst for the International Crisis Group. He holds a Master's degrees (with Merit) in Conflict Resolution from the University of Bradford, UK and in English from Pokhara University, Nepal. His research interests include higher education and conflict resolution pedagogy, natural resources and conflict, transnational politics, identity, ethnic issues and indigenous rights.





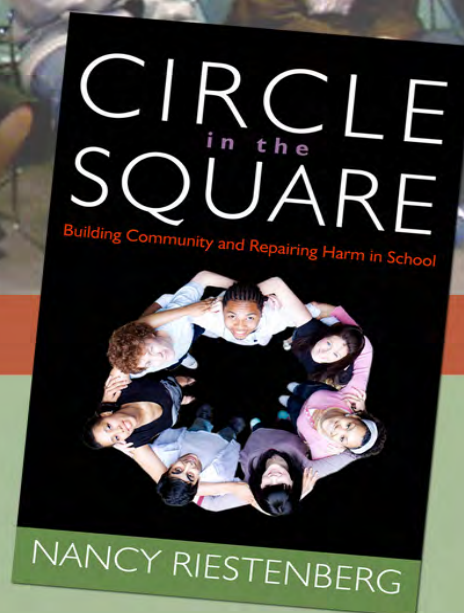
New! from Living Justice Press

Circle in the Square

Building Community and Repairing Harm in School
by **Nancy Riestenberg**

252 pp, indexed, \$20.00

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Nancy Riestenberg's highly anticipated first book is here! In it, she writes warmly and from long experience about the challenges facing school communities, and how restorative measures—specifically Circles—create a safer space for learning and development for all. Using stories direct “from the hallways,” she brings heart to subjects that are often divisive and controversial: bullying and other violence, suspension, drug use, staff conflicts, and more. Nancy's focus is always on strategies that actually work for the whole school community.

Nancy Riestenberg is the Prevention Specialist in the Minnesota Department of Education Safe and Healthy Learners unit. She has twenty-five years of experience in the fields of violence prevention education, child sexual abuse prevention, and restorative measures in schools. She has worked with school districts in Minnesota and 20 other states and speaks nationally and internationally on restorative measures at conferences and through trainings.

Restorative practices are “what’s happening” in schools today. This book, by one of the leaders in the field, . . . is comprehensive but practical and readable: it includes the why, the what, and the how. Every teacher, every administrator—indeed many parents—ought to have this book.

—Howard Zehr, author of *Changing Lenses* and *The Little Book of Restorative Justice*

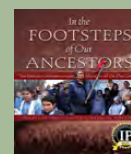
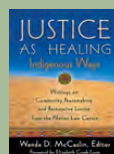
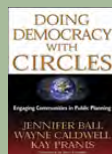
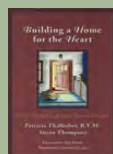
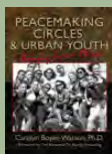


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Pre-Conference # 5

Toward a Healthier Campus Community Through Sustained Dialogue: A Training for College and University Faculty, Staff, Administrators and Students (June 11 – 12, 2014)

This is an introductory training in a grassroots dialogue-to-action process that students, faculty, and administrators are using around the world to solve problems in their community. Sustained Dialogue (SD) gives those most invested in improving campus climate the skills and space to generate community solutions to questions such as educational access, the political divide, incivility, and retention. This workshop will provide a unique space where participants will gain facilitation skills, learn to lead classroom and co-curricular activities, and brainstorm with other committed change agents to solve real problems in diversity and inclusion. Although issues related to relationships - race relations, socio-economic tension, gender dynamics, and campus commitments - don't change overnight, participants will leave with actionable plans for improving the inclusiveness of their campus communities and concrete knowledge of how to bring SD to their campus.

PRESENTER:

Rhonda Fitzgerald, Managing Director, Sustained Dialogue Campus Network, International Institute on Sustained Dialogue, focuses on shaping the student experience of SD. She has developed leadership and training materials, provided students with evaluation tools, and inspired students to organize and moderate SD. She became involved in SD during her freshman year at Princeton University, where she majored in sociology. She is helping to support the formation of a student led SD initiative in Addis Ababa, Ethiopia.



Pre-Conference # 6

People Power and Pedagogy: Methods for Teaching about Nonviolent Struggle (Thursday, June 12th, 2014)

Nonviolent movements are an increasingly powerful force in global and national affairs. From the Arab Spring, to movements to expand women's rights, minority rights, labor rights, and other causes, nonviolent action has gained widespread recognition as a potent means for fighting and overcoming oppression. Concurrently, interest in nonviolent action has risen among students, scholars, practitioners, and others. This workshop aims to provide up-to-date thinking, frameworks, and pedagogical techniques to educators who want to more deeply engage their students in the rich history and dynamic strategies of nonviolent struggle. Activities will explore such themes as nonviolent conflict analysis, strategic and tactical decision making by nonviolent movements, and history construction and its role in shaping students' conceptions of power. Learning and teaching resources (DVDs, books, and computer game) will be shared, along with lesson plans.

PRESENTERS:

Daryn Cambridge, Program Officer, United States Institute of Peace, leads curriculum development and institutional collaborations for the Academy Online for Conflict Management and Peacebuilding. He is also an advisor for International Center on Nonviolent Conflict, a Peace Educator in Residence and adjunct professor at American University in Washington, D.C.





Hardy Merriman, V.P. and Director of Content Development, International Center on Nonviolent Conflict (ICNC), contributed to the books *Waging Nonviolent Struggle: 20th Century Practice and 21st Century Potential* (2005) by Gene Sharp and *Civilian Jihad: Nonviolent Struggle, Democratization, and Governance in the Middle East* (2010) by Maria Stephan (ed.). He co-authored *A Guide to Effective Nonviolent Struggle*. Prior to ICNC, he worked with Dr. Gene Sharp at the Albert Einstein Institution.

Pre-Conference # 7

Using the Pulitzer Center's Global Journalism Resources in Your Classroom

(June 12, 2014)

Drawing from a pool of some 400 media-rich reporting projects on issues such as fragile states, food security, and women and children in crisis, the Pulitzer Center will show educators how global journalism can support core competencies in a way that promotes student interest in global issues from a human-centered perspective.

PRESENTER:

Mark Schulte, Education Director, Pulitzer Center on Crisis Reporting, engages students on under-reported global topics such as water and sanitation, extractives and commodities, climate change, women and children in crisis, and food insecurity. Pulitzer's education program reached more than 10,000 students in the US and Europe in 2012. Prior to his work at the Pulitzer Center, Mark taught global issues-based journalism for nearly ten years, most recently founding an international network of high school reporters online with members in more than 50 countries contributing daily to a web publication devoted to their stories.



Pre-Conference # 8

Restorative Interventions and Practices for Schools

(June 12, 2014)

This training will provide participants with the basic principles, values and processes of restorative interventions and practices in school settings. Participants will come away with a thorough introduction to restorative justice and restorative discipline, and how the language, skills and processes fit into a school's overall mission of creating caring climates based on respect, responsibility, and repair of harm. Participants will learn the difference between restorative and retributive (or punitive) justice and have practice time for a variety of restorative practices.

PRESENTERS:



Randy Compton, Principal, Restorative Solutions, co-founded the School Mediation Center in 1987, serving as a director for 15 years, helping schools and youth serving institutions set up conflict resolution programs. As the coordinator of the research project, The National Curriculum Integration Project (NCIP), he worked to integrate and infuse conflict resolution into middle school curriculum and culture. In 2003, he co-edited the book, *Kids Working It Out: Stories and Strategies for Making Peace in Our Schools*. You can learn more about his work at <http://wp.restorativesolutions.us>

Nancy Riestenberg, School Climate Specialist, Minnesota Department of Education, provides technical assistance to school districts on violence and bullying prevention, school connectedness, school climate, dropout prevention, cultural relevance in prevention education, and restorative measures. Her work in applying the principles and practices of restorative justice in schools as a means of building community is illustrated in her book, *Circle in the Square: Building Community and Repairing Harm in Schools*.



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Keynote Presentations

Friday, June 13, 2014 (8:45 a.m.– 10 a.m.)

The Multidimensional Challenge of Conflict Resolution Education in a Diverse World

This keynote will examine the inherent tensions imbedded in ensuring cultural inclusivity in conflict resolution education especially in light of tensions among theory, policy and practice in each area. The talk explores the difficult choices that educators and practitioners face and attempts some principles which might guide our policy and practice, however tenuous those may be.

ABOUT THE SPEAKER:



George Lopez, Vice-President of the Academy of International Conflict Management and Peacebuilding, United States Institute of Peace (USIP), served in a variety of roles at the Joan B. Kroc Institute of International Peace Studies at the University of Notre Dame for 28 years prior to coming to the USIP. He holds the Rev. Theodore M. Hesburgh, C.S.C., Chair in Peace Studies. Lopez's research on state violence has been published in a wide range of journals and he is widely known for his work in developing university peace studies in the United States.

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Option 1 - Afternoon Keynote and Panel

Friday, June 13, 2014 (12:45 p.m.– 1:45p.m.)

Restorative Justice in Schools, Higher Education, and the Community - Moving Policy to Practice

Restorative justice practices are being used around the world in schools, colleges, universities, and the community. This keynote and panel will share examples of the impact of restorative justice in these settings presented by practitioners and policy makers.

Schools and the Community: The research on adverse childhood experiences and the effects of maltreatment on the developing brain underscore the importance of both creating safe and caring school communities for students and using restorative practices to hold them accountable while helping students remain connected to caring, competent adults. Two examples--one from the criminal justice system and one from an alternatives to school expulsion program--provide evidence and insight into the importance of "kind affect and slow processing" to help all youth stay connected and supported in schools and communities.

Colleges and Universities: When responding to student behavior that has had a negative impact on individuals, offices in higher education settings often have to ask themselves many questions. For example, what is fair for all people involved? What do the policies and procedures of the university say must be done? What does federal law say must be done, and how do you respond when there is not necessarily a policy violation but many harmed parties? By using Restorative Practices, offices across the nation in higher education settings have been able to further address harms and needs of the community, promote engagement, and encourage members of the university to be both pro-active and re-active in their approach to conflict.

ABOUT THE SPEAKERS:

Chris Ehrhart, Coordinator of Restorative Practices, James Madison University, graduated from James Madison University with a B.A. in Political Science. After graduation, Chris attended Eastern Mennonite University where he studied peacebuilding and graduated with an M.A. in Conflict Transformation. Chris returned to the JMU community a few years ago and is currently working in the Office of Judicial Affairs.



Nancy Riestenberg, School Climate Specialist, Minnesota Department of Education, provides technical assistance to school districts on violence and bullying prevention, school connectedness, school climate, dropout prevention, cultural relevance in prevention education, and restorative measures. Her work in applying the principles and practices of restorative justice in schools as a means of building community is illustrated in her book, *Circle in the Square: Building Community and Repairing Harm in Schools*.

Vickie Shoap, Restorative Justice Specialist II, Fairfax County Public Schools, is a restorative justice practitioner and national trainer in the principles and practice of restorative justice. She is the former Restorative Justice Coordinator for the Prince William County 31st Judicial Circuit Court and has developed restorative justice programs and training manuals for the Supreme Court of Virginia Office of Dispute Resolution and other organizations. She is the founding president of The Restorative Justice Association of Virginia.



Option 2 - Afternoon Keynote and Panel

Friday, June 13, 2014 (12:45 p.m.– 1:45p.m.)

From Policy to Practice: The Compelling Case for Intercultural Understanding and Citizenship Education

Major shifts in ethnic, linguistic and cultural diversity are occurring around the world and give rise to a range of issues and challenges, particularly in relation to how governments respond to the needs and interests of the increasing diversity of citizens while maintaining civil society and seeking commitment to national values and ideals. There is pressure on nation states to be more explicit about the nature of citizenship, and policies and practices to diffuse or embrace multiculturalism can be complex and risky. The development of education policy and curricula at this time is also complex as it must invariably articulate major aspirations and goals for students as well as provide a compelling case for educators in what is best described as a crowded and competitive space. This presentation will explore the policy and curriculum context for two key areas of interest for governments as well as educators seeking to promote social cohesions in these times of change: intercultural understanding and citizenship education.

ABOUT THE SPEAKERS:



Francis Acquah-Aitkins, Jr., coordinates peace-building programs for the West Africa Network for Peacebuilding (WANEP) in Ghana including the West Africa Peacebuilding Institute. He serves as the West Africa Regional Liaison Officer for GPPAC in which he supports the WANEP National Networks in policy advocacy for conflict prevention. He helped develop WANEP's Peer Mediation Manual and supported the Ghana Education Service to develop modules in Peace Education for training of teachers in Northern Ghana.

Nina Bagdasarova, Associate Professor, Psychology Department, American University of Central Asia, Kyrgyzstan and Director of Central Asian Resource Center for Diversity Management, has been working on peace education since 2001. She is a GPPAC member, and helped develop state documents like the Concept of Multicultural and Multilingual Education of Kyrgyz Republic and research papers like the Analysis of Textbooks and Learning/Teaching Materials on Representation of Human Rights, Conflict Management and Peace Building Issues. Nina is a member of The Experts' Council on Interethnic Relations under the President of the Kyrgyz Republic.



Ivana Gajovic is Director and one of the founders of the Nansen Dialogue Centre Montenegro. She is Regional Representative for the Western Balkans for GPPAC and Chairperson of the Peace Education Working Group. Ivana is the National Coordinator for Montenegro and a member of the Advisory Board of the South East European Mediation Forum. She is the past Chairperson of the South East European Mediation Forum.

Gary Shaw, Senior Project Officer for the International Education Division, Department of Education and Early Childhood Development, Victoria Australia, works to internationalize education in schools particularly for teacher capacity building, youth agency and intercultural understanding. Such work is incorporated into national and state education policy and curriculum priorities. He is a GPPAC PEWG member, has a Master's Degree in Education (thesis on Restorative Practices in schools), and is currently undertaking a Ph.D. examining the intersections between youth agency and culture in schools.



Keynote Presentations (contd.)

SATURDAY, JUNE 14, 2014 (9-10 a.m.)

Fostering Global Empathy in Students Through Pulitzer Center Journalism

High-quality journalism that shines a spotlight on our shared experience as a global citizenry can be a powerful tool in creating empathy. With nearly 400 reporting projects in media ranging from long-form journalism to photography, to video documentaries, and an outreach program that reaches thousands of students each year, the Pulitzer Center is a resource for educators. Mark will show how journalists can bring potent, human-centered storytelling on systemic issues like food security, women and children in crisis, and fragile states into classrooms, breaking down the "other" to reveal a common humanity.

ABOUT THE SPEAKERS:



Coriana Close, Assistant Professor and Photography Area Coordinator, The University of Memphis, has a BA in Cinema Studies with Honors in Studio Art from Oberlin College, and an MFA in Photography from The University of Arizona. She has exhibited and lectured in universities and galleries across the United States. Much of her art investigates violence against people and the environment.

Melissa Fung, International Pulitzer Journalist, has been with CBC Television since 2000. As a national correspondent, she has been on the frontlines of a wide range of stories on both Canadian and world affairs, including the Beijing Olympics and the war in Afghanistan, as well as in-depth documentaries on topics as diverse as asbestos mining and post-traumatic stress in soldiers returning from war. Her bestselling book, *Under an Afghan Sky*, chronicles her experience as a hostage after she was kidnapped by insurgents in Afghanistan in 2008. Fung divides her time between Toronto and Washington, DC.



Mark Schulte, Education Director, Pulitzer Center on Crisis Reporting, engages students on under-reported global topics such as water and sanitation, extractives and commodities, climate change, women and children in crisis, and food insecurity. Pulitzer's education program reached more than 10,000 students in the US and Europe in 2012. Prior to his work at the Pulitzer Center, Mark taught global issues-based journalism for nearly ten years, most recently founding an international network of high school reporters online with members in more than 50 countries contributing daily to a web publication devoted to their stories.



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Saturday, June 14, 2014 (12:45 – 2:15 p.m.)

CHOOSE FROM ONE OF TWO KEYNOTE OPTIONS OR SELECT WORKSHOPS

**Option 1 - Afternoon Keynote and Student Panel
Building Inclusive College Campuses**

The mission of the Sustained Dialogue Campus Network (SDCN) is to develop everyday leaders who engage differences as strengths to improve their campuses, workplaces, and communities. Sustained Dialogue, a five-stage social change process founded by Hal Saunders (former US diplomat and key drafter of the Camp David Peace Accords), was adapted by Princeton students 10 years ago. With 27 campuses in the United States, Mexico, Ethiopia, Zimbabwe, South Africa and Sudan and an annual participation of 4,500 students and 4,000 alumni, SDCN builds the capacity of students, administrators, and communities to create inclusive environments through a proven dialogue-to-action process. Participants transform relationships around topics such as race, class, gender, faith, and sexual orientation, and simultaneously address pressing needs in their communities. Changes include adjustments to housing policies on campus, the development of a bias incidence reporting system, and including students in important decisions around accessibility issues. Participation in SD has been associated with increased academic achievement and retention, as well as informing civic engagement post-college. SDCN's pipeline of alumni - sought after by top hiring organizations - enter the workplace with the awareness, commitment, and tools to create inclusive environments, and the ability to work effectively with diverse teams and clients.

ABOUT THE SPEAKERS:

Mark Farr, President of the International Institute for Sustained Dialogue, seeks to reverse the polarization of our civic space and build bridges across our public landscape through enhanced relationship-building and leadership development, especially among young people. Mark has more than 25 years' experience in political and public service in the United States and the United Kingdom. In his previous role as President of the National Vision & Public Engagement (NVPE), part of the Institute for Faith & Service, he drew on teamwork, insights, and civic skills from corporate, faith, non-profit and other sectors to develop a dynamic new curriculum for an emerging generation of America's leader.



Kareemah Hairston is a Cuyahoga Community College student in the Certificate in Conflict Resolution and Peace Studies Program and a Sustained Dialogue Campus Network participant.

Justin Miller, M.A. is an Assistant Professor of Philosophy and Religion at Cuyahoga Community College and the Sustained Dialogue Campus Network advisor for East Campus. He teaches in the Certificate in Conflict Resolution and Peace Studies Program.

Antonio Sanford, the Training Coordinator for the Winning Against Violent Environment's (WAVE) Program in the Cleveland Metropolitan School District, was a former Sustained Dialogue Campus Network Moderator at Cuyahoga Community College. He has now taken SDCN into the public schools to help address bullying prevention and is working to integrate SDCN into other school programs in the school district.

Option 2 - Afternoon Keynote and Film

Teaching about Genocide to Foster Social Emotional Learning: Lessons from the Coexist Educational Project (Part 1)

Come view the award-winning documentary, Coexist, and learn what Rwanda is teaching the world about both social healing and the limitations of forced reconciliation in a post-genocide society. This is a unique opportunity to engage with the filmmaking / educational team, plus Rwanda's former Speaker of Parliament, who fled his homeland fearing assassination in 2000. Coexist is being used in secondary schools as a catalyst for social emotional learning and the study of genocide and colonialism. While the film focuses on Rwanda, it is also about us, insofar as genocide exists deep in human social history, and deep in U.S. history. What do the stories of those who survived and those who offended teach us about forgiveness and reconciliation? How should a country deal with the release from prison of thousands of perpetrators? Can they be rehumanized and welcomed back into communities where they committed violent crimes?

ABOUT THE SPEAKERS:

Mishy Lesser, Ed.D. is the Learning Director for the Coexist Educational Project, an award-winning documentary film featured on public television in Spring 2014. She authored the four-lesson Coexist Teacher's Guide and leads teacher professional development workshops on the curriculum. She was a Fulbright Scholar to Ecuador where she received her master's degree in Development Studies, and is a survivor of the September 11th, 1973 coup d'etat that crushed the government of President Salvador Allende. She has been a human rights activist for 40 years.



Adam Mazo, Producer and Director of Coexist and the Project Director of the Coexist Educational Project, spent time in Rwanda beginning in 2006, researching and shooting video around the country investigating the country's reconciliation efforts. For the last decade he has worked as a television news journalist where his work has been seen on national broadcast networks including ABC, CBS, NBC, and CNN. He was trained at the University of Florida where he earned a B.S. in television production.

Joseph Sebarenzi, Ph.D. Lecturer at the School for International Training (SIT) Graduate Institute has worked with the United States Department of Justice on human rights issues. Born in Rwanda, Sebarenzi's parents and seven brothers and sisters died in the 1994 genocide, yet he has been a vocal advocate of forgiveness and reconciliation. His book, *God Sleeps in Rwanda: A Journey of Transformation* (2009), has been praised for its account of the dynamics of interethnic violence in Rwanda and its insights into forgiveness and reconciliation. He has a master's degree in International Management and a Ph.D. in International Human Rights Law.





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Friday, June 13 Overview

Conference Workshop Descriptions

Conference workshops, panels and round-table discussions will be led by distinguished experts from around the globe and across the 50 states. These international experts bring the most current updates of innovative models that advance Conflict Resolution Education (CRE). They will brief attendees on their local, state, national, or international best practices in capacity building for K-12, higher education, and community success. The global perspective will inspire new collaborations among nations, states and individuals to further their educational mission. To meet varied professional needs, there will be diverse workshop choices during each time slot in the contexts of higher education, K-12, international, and community. Please note: there may be changes or substitutions in the presentations. Please check the conference web page for details at: www.CREducation.org/cre/goto/creconf

Friday June 13, 2014

Session 1 Workshops (10:15 – 11:45 a.m.)

Sustained Dialogue and Conflict Resolution Origins, Core Concepts, Challenges, Applications

Workshop participants will discuss the origins, core concepts, challenges, and real-world applications of Sustained Dialogue. Based on the experiences of Harold Saunders and Philip Stewart, the evolution of Sustained Dialogue will be presented and how this process employs three crucial factors: relationships, dialogue, and time. These three factors are at the heart of Sustained Dialogue. Examples of how Sustained Dialogue has been used in a variety of real-world situations across the globe to resolve conflicts will be shared.

Presenters: Harold Saunders, Kettering Foundation; Philip Stewart, International Institute for Sustained Dialogue

Screening of “Under the Same Sun”

Participants will view the film *Under the Same Sun*, which shows the changing relationship between Israeli and Palestinian businessmen. The film is a prime example of how to use media as an educational tool for conflict resolution. After the film, there will be a question and answer session to explore the themes of the film in more detail and how it relates to conflict resolution.

Presenters: Susan Koscis, Search for Common Ground

Interdisciplinary Approaches to Teaching about Peacebuilding: Community College Models

Community college faculty will share their insights and lessons learned in teaching about peacebuilding and conflict resolution in a range of disciplines, including the social sciences, humanities, and career education. These perspectives incorporate objectives necessary to creating a learning environment that focuses on the critical thinking, experiential learning, and career-focused skills necessary to prepare today's vastly diverse generation of American community college students for the future.

Presenters: David J. Smith, George Mason University; Shirin Khosropour, Austin Community College; Lena Choudhary, Anne Arundel Community College; Tulin Levitas, Effie Siegel, Denise Folwell, and Patricia Ruppert, Montgomery College

Building on Lessons Learned in the Field in Mexico

The planning and implementation of development projects require passion and commitment. Recognizing and learning from our mistakes is important in civil society organizations and other groups, serving as a catalyst to innovation, especially at a community level. This workshop will present tools used to facilitate evaluation and build on lessons learned.

Presenter: Fabricio Brodziak, Centro de Colaboración Cívica, Mexico

Bringing Peacebuilding Themes and Skills into the Classroom

Learn how to bring peacebuilding themes and concepts into the classroom, and engage students with resources developed by the Global Peacebuilding Center (GPC) at the U.S. Institute of Peace. Explore the Peacebuilding Toolkit for Educators (Middle and High School), and experience the activities. The Toolkit emphasizes multiple perspectives, stimulating conversations on difficult topics that allow students to experience and learn different perspectives, and to learn how to deal with disagreement before it escalates. The GPC's student-oriented website, including additional lessons, activities, and multimedia resources, such as our Witnesses to Peacebuilding video series will be shared.

Presenter: Alison Milofsky, United States Institute of Peace

Panel - School Mediation

A. Using Inclusive Mediation to Resolve School Conflict: A System-Community Partnership

The Dorchester County Public School System and Mid Shore Community Mediation Center have partnered to support conflict resolution and restorative practices in five of the district's secondary schools. The program focuses on using the Inclusive Mediation Model in combination with Positive Behavioral Intervention and Supports in schools. These programs contribute to a reduction in incidents of violence in participating schools by as much as 28%. Staff will discuss implementation logistics, potential community partners, qualitative and quantitative evaluative procedures, data aggregation, and professional trainings to support this type of program development.

B. Mediation Skills in Everyday Life for Inner City High School Youth

High School students predominantly from Latino and African-American families were taught mediation skills based on methods of Nonviolent Communication and Micro-Circles which are culturally respectful, share power and responsibility with the disputants, and support the humanizing of former "enemies" through the identification of universal human needs. Several of the students who participated will talk about their experience, what they learned, and how they applied their new skills. Come experience and practice this approach and compare it to traditional approaches in which the primary responsibility for reflection and summary is with the mediators.

Presenters: Jennifer Williams, Mid Shore Community Mediation Center; James Bell, Dorchester County Public School System; Jane Connor, High Point High School

Building Global Awareness in the Classroom

Educators at the K-12 and post-secondary level can incorporate multicultural education into the classroom and develop curricula on international issues through case studies of recent conflicts in multiethnic communities in Eastern Europe including: 1) state language laws in Estonia and how government policy had a detrimental effect on the relationship between different ethnic groups; and 2) culturally inclusive education policies in Bulgaria and how government policy found a positive solution to reduce conflict among different groups. A larger framework will be shared for discussing ethnic and religious conflicts, and possible approaches, both effective and ineffective, to deal with these situations for the purpose of expanding students' global awareness.

Presenters: Derek Peterson and Eileen Kunkler, The Ohio State University

Seeking Artful Peacebuilding in Northeast Asia: an Introduction to NARPI

The workshop aims at introducing Northeast Asia Regional Peacebuilding Institute (NARPI) that has held annual trainings since 2011. The basic ideas of NARPI and program details will be described. The significance of NARPI in the regional context will be highlighted with the presenter's own analysis of the situation. He will focus on the so-called "art-based" and "narrative approaches" to peacebuilding with his experience of co-facilitating a NARPI course entitled, "Historical and Cultural Stories of Peace."

Presenter: Hiro Katano, Northeast Asia Regional Peacebuilding Institute (NARPI)

Panel - Empathy and Forgiveness through Education

A. *Promoting Cross-Cultural Empathy in Education: The Rights of Children in Palestine Today*

Hear stories of children and their education in Palestine and the problem of child imprisonment. Participate in curricular problem-based approaches developed for students in K-12 and college classrooms to build empathy and create constructive approaches consistent with those used by organizations in the Middle East. The session will highlight best practices for students that connect real-world cases, large-scale data sets and problem-based learning. Participants will leave with a list of resources, organizations and ideas for engaging students in empathy-building experiences and service learning opportunities.

B. *Forgiveness in Arab Schools*

The Salam Institute's Forgiveness Project examines the conceptualization and practice of forgiveness among teachers in Egypt, Jordan, Lebanon, and Israel/Palestine. Learn what conditions support attitudes of forgiveness, the major cultural values and beliefs that encourage or obstruct the act of forgiveness, and the role that educators play in teaching and promoting forgiveness in Arab culture, particularly in transition or post-conflict settings. The methodology and findings of Salam's research, a curriculum overview, and an update of the pilot projects will be presented.

Presenters: Gail Burnaford, Florida Atlantic University; Ilham Nasser, George Mason University, and Tarek Maassarani, Salam Institute for Peace and Justice

Conflict Resolution Education (CRE) Research and Evaluation

New reports of research and evaluation appear on a regular basis in the fields of CRE and Peace Education. Come hear from researchers in the field. Participants will have an opportunity to ask questions and receive copies of reports. A list of current CRE research and evaluation reports will be created for the Conference website at www.CREducation.org/crc/goto/crcconf. Research will include comparative ethnic conflict education, teaching models for community-level conflict resolution in complex emergencies, and more.

Presenters: Marsha Blakeway, George Mason University; Renat Shaykhutdinov, Florida Atlantic University; Ian Proctor, American University

Implementing Student-led Individualized Education Programs (IEPs) in the District of Columbia

Explore student-led Individualized Education Programs (IEPs) in Washington, DC schools as a strategy for improving results for students with disabilities and reducing conflict between families and schools. Student-led IEPs address conflict by enhancing relationships between participants and allowing students to develop critical self-advocacy and problem-solving skills. Explore key questions related to implementation. Research, practical insights, and resources will be shared along with a toolkit that provides more detailed instruction for students, teachers/schools, and parents.

Presenters: Nate Dearden, Government of the District of Columbia Office of the State Superintendent of Education; Leila Peterson and Sarah Grime, School Talk, Inc.



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Panel - Community Restorative Justice (RJ) Models

A. An Innovative Model of RJ Among Schools, Police and Juvenile Courts

Zero tolerance attitudes and policies have led to a high rate of juvenile suspensions in schools and criminal prosecutions of juveniles. The rate is disproportionately high among minorities. Explore a collaborative effort of school officials, police officers, juvenile probation officers, and community officials to reduce these rates through RJ. Examine the challenges of overcoming the barriers to such changes from organizational cultures, and learn about strategies for delivering diversion opportunities in sectors with a high number of minority and lower-income juveniles. Community mediation centers play a unique role in the partnership.

B. Conferencing in Criminal Justice, Schools and Neighborhoods

Community conferencing is an RJ process, adapted from Australian models, that has been used in Maryland for over a decade. Community conferencing is proposed as an evidence-based, cost-effective alternative to traditional discipline in schools, to the criminal justice system for juvenile offenders, and to the courts or outside authorities for community conflicts. The history of community conferencing and case studies of its use in the diverse cultural contexts of Baltimore City and Prince Georges County will be shared.

Presenters: Bill Casey and Megan Johnston, Northern Virginia Mediation Service; Lauren Abramson, Community Conferencing Center; Holly Maassarani, The Key Bridge Foundation Center for Mediation; Tarek Maassarani, DC Alliance for Restorative Practices



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Friday June 13, 2014
Session 2 Workshops (2:00 – 3:30 p.m.)

Reducing Bullying in Schools: Intervening through Skills Development, Empowerment, and Restorative Justice

Bullying is a serious issue negatively impacting youth and communities. Two models are presented as participants are engaged in an active learning process. First is the active and engaging Win-Win Resolutions model focused on conflict transformation and social skills; the second engages restorative justice processes.

Presenters: Haley Grillo and Cathryne Schmitz, University of North Carolina; Debra Vigliano, Win-Win Resolutions, Inc.

Debate Clubs in South Sudan Secondary Education

Civics and history education are particular challenges in conflict-affected societies. Language, history, religion, and gender are parts of every nation. In South Sudan's limited secondary education, students are learning how to navigate their country's past, present, and future in an effort to end violence and conflict through debate clubs. Debate clubs allow students to develop critical thinking and language skills, to open their minds to understand and learn about opposing views, cultures, and ideals, and then use the knowledge and skills to constructively work through differences as a building block to sustainable peace and an effective and participatory citizenry. A review of research and debate programs being implemented in South Sudan public and private secondary schools will be shared.

Presenters: Tami Carsillo, George Mason University

Is Your PE/CRE Program Successful? Ideas for Evaluating Your Own Programs

Different aspects of planning and implementation of evaluation in the sphere of PE/CRE education will be reviewed. Some examples of working evaluation methodology will be shared and discussed. Participants will be provided with practical steps for planning an evaluation of their own program/project.

Presenter: Iryna Brunova-Kalisetska, Institute of Social and Political Psychology of National Academy of Pedagogical Science of Ukraine

Actively Engaging College Students in Intercultural Activities to Promote Peace

Students from Cuyahoga Community College's International Club and Student Peace Alliance will present their methods of engaging the student population in activities that promote intercultural understanding, respect, and peace. These students have led interesting activities including orientations, dinners, workshops, speakers, excursions to Amish Country, mosques, and temples, discussions about relevant topics, discussions with juvenile inmates, presentations about religions and cultures. They have successfully created a diverse, yet inclusive community within the college, that also holds campus-wide events to promote peace. Workshop participants will have an opportunity to discuss activities that have been successful at their institutions.

Presenters: Susan Lohwater, Claudio Pena, Karen Posner, Alexandra Perry and Taras Ustrytskyy, Cuyahoga Community College

Working on Peace and Conflict Resolution Education in Mexico: Learnings and Challenges

Learn about an organization that has been working on Peace and Conflict Resolution Education in Mexico for 17 years. Challenges of working in a highly multicultural, conflictive and complex context will be shared. The community this program works with, is comprised of indigenous and peasant youth and adults, with low levels of formal education (many do not speak Spanish as a first language).

Presenter: Laura Baas, SIPAZ (International Service for Peace), Mexico

Using Media as an Education Tool for Conflict Resolution

Media can be a powerful educational tool for conflict resolution. Search for Common Ground's Founder and President, John Marks, has had extensive experience in using media to spread conflict resolution messages across the globe. He will discuss SFCG's new film initiative, Under the Same Sun (which will be screened in a workshop directly preceding this one) as well as SFCG's use of dramatic and reality TV. Spreading such media projects across the education sector can raise awareness and encourage students to think about conflicts in their own environments. The discussion will focus on using film, TV, radio, and other forms of media to enhance one's sense of empathy by providing students an opportunity to relate with the 'other.'

Presenter: John Marks, Search for Common Ground and Common Ground Productions.

Constructive POWER Facilitation

An overview of the Constructive Power Facilitation will be shared including results and obstacles to success. It is used in community mediation centers for assisted negotiations and mediations, working with diverse groups in communities, K-12 schools, universities, and outside the U.S. in Chile, the former Soviet Union, and Russia.

Presenter: Denise Williams, California State University Dominguez Hills

Panel - Interfaith Community Building and Religious Education

A. The Gospel of Interfaith Peace: Promoting Campus Communities of Inclusion

With an ever-increasing number of international students being educated in US colleges and universities (at 819,644, US colleges and universities are educating the highest number of international students ever, according to the Institute of International Education), it has become imperative that Higher Education professionals obtain culturally and religiously sensitive competencies in an effort to best serve the growing diversity on our campuses. Tools to understand the various faith traditions represented in the student body based on religious practices and cultural relevance will be shared, including the ability to identify central tenets of certain faiths, and how to create environments of acceptance and inclusion.

B. Infusing Student-Centered Pedagogy and Civic Values in Religious Education

The integration of student-centered methods and civic education content in developing curriculum and training agendas across different cultural contexts will be shared including activities and lessons learned from trainings conducted for educators and religious leaders in Quranic schools, Arabic language schools, and community based institutions in Egypt, Iraq, Chad and Niger. The session will address the successes and challenges of this approach while remaining responsive to the local context including the teaching environment, resources, and willingness of educators to utilize dialogical methods in exploring concepts such as human rights, democracy, pluralism, and respect of law.

Presenters: Gerard Jameson, United Methodist Church; Mohammed Abu-Nimer, American University; Tarek Maassarani, Salam Institute for Peace and Justice; Ilham Nasser, George Mason University

Panel - Restorative Justice Models, From Policy to Practice

A. Implementing Restorative Practices in K-12 Schools

This discussion explores varied approaches to implementing restorative practices in K-12 schools, specifically: 1) Incorporating proactive tools (classroom meetings, community-building circles); 2) Introducing responsive tools (responsive circles, community conferencing); 3) Using restorative practices in specific areas (instructional groups of students, student clubs, detention); and 4) Adopting a “whole-school” model. Resources, experiences, impacts and challenges for implementing each of these approaches will be shared so attendees may determine which implementation strategy might best fits the school community. Presenters will share data that highlights the potential to begin to remedy U.S. disproportionality around suspensions and other discipline measures for diverse students. Interactive exercises will provide opportunities to sample these tools.

B. The Development of a Restorative Justice (RJ) Program in a Large School System

This workshop will discuss how RJ was integrated into the Fairfax County, VA Schools. Fairfax County Public Schools (FCPS) comprises 200+ schools and is the 12th largest school system in the country. While often viewed as a wealthy district, the schools are very diverse culturally, ethnically and economically. RJ is currently utilized in the schools as part of the discipline policy. Since 2012 the district has two full-time staff positions devoted to RJ. Currently Northern Virginia Mediation Service (NVMS) works with the RJ specialists and provides trained facilitators to conduct conferences and mentor staff. Presenters will share how RJ was introduced, describe the partnerships, and the steps being taken to institutionalize RJ.

Presenters: Marge Bleiweis, Bill Casey, Joan Packer, Northern Virginia Mediation Service; Barbara Sugarman Grochal, University of Maryland; Kathy Rockefeller, Howard Community College

Panel - How to Create Culturally Inclusive Conflict Resolution in Education

A. The Elephant in the Room: K-12 and Higher Education Faculty's Dispositions

Cultural competence precedes cultural inclusion, and cultural understanding and validation begin with our individual journeys of self-discovery and acceptance. Conversations about culturally inclusive CRE must begin in the faculty's lounge. To further culturally inclusive CRE policies and practices in K-12 and higher education contexts, educators must critically examine their own dispositions, prejudices, and assumptions as these significantly shape classroom relationships as well as teaching and learning. Interactive activities will illuminate the importance of truth-seeking and truth-telling to help uncover experiences with exclusion and silencing, and foster the cultural competences and commitments necessary to develop and implement culturally inclusive CRE policies and practices.

B. Validating Cultural Maletas (Suitcases) to Advance CRE in Policy and Practice

What is culturally inclusive CRE? What cultures and aspects of culture should be addressed in CRE policies and practices? What is culture anyway, and what does it have to do with CRE? These questions form the basis of CRE and general education theory and practice, and underlie the need to build sustainable and enduring relationships in inter-group and intra-group contexts. Through interactive activities, participants will explore cultural identities and how these shape individual lenses. The connection between culture, knowledge, and power will be discussed.

Presenters: Elavie Ndura, Doug Hernandez, and Sixte Vigny Nimuraba, George Mason University



International Center on Nonviolent Conflict

Nonviolent conflict is a way for people to fight for rights, justice, self-determination, and accountability through the use of civil resistance – including tactics such as strikes, boycotts, protests, and civil disobedience.

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www.nonviolent-conflict.org

Saturday June 14, 2014
Session 1 Workshops (10:15 – 11:45 p.m.)

Service to all Relations (STAR) Peacemaking: Traditional Navajo Peacemaking in Policy and Practice at the STAR Elementary Navajo School

Key steps in Navajo Peacemaking, used traditionally by the Dine' (Navajo) people for centuries to resolve conflicts before European contact, has been adapted for use in the STAR School to resolve conflicts among students without resorting to suspension or expulsion. A comparison between Peacemaking and standard school policies, both goals and procedures, will be shared. Navajo students' describe their perspective on Peacemaking in a film.

Presenters: Mark Sorensen and Thomas Walker, STAR School

Creative Approaches to Working with Young People: An International Perspective on Building Conflict Resolution Skills and Active Citizenship

The Partners for Democratic Change International network is developing the next generation of peace-builders by working with young people around the world to promote conflict resolution skills and active citizenship. Panelists in this session will explore how network members in Brazil, El Salvador, the Czech Republic and Romania use creative techniques teach young people conflict resolution methodologies that help them serve as peace-builders in their schools and communities. They will also demonstrate how these skills help youth and youth influencers become engaged in the national and global issues such as regional economic and political integration, and global development. The panelists will focus on case studies in peer-mediation and conflict resolution practices in Brazil and El Salvador and efforts from the Czech Republic and Romania to promote global development education and active European Union citizenship in young people.

Presenters: Lelia Mooney, Nick Oatley and Matt Schwab, Partners for Democratic Change; Eva Rodriguez, Transformando Conflictos-Partners El Salvador

Empowering Adolescent Girls: Best Practices in Girl-Centered Programming Domestically and Abroad

Girls with social and emotional knowledge (SEL), skills and abilities do better in school, have closer relationships with peers and adults, and are emotionally better adjusted. This workshop will provide best practices in working with girls of color in the United States and the global community. Participants will explore how to design effective girl-centered, SEL-infused programs, curricula, and evaluation tools to serve girls who live in communities impacted by violence, trauma and crisis.

Presenters: Meridith Gould, Let's Make Peace; Irma Starr, Ben Marion Institute

"Full Immersion" Simulation as a Means to Providing Culturally Sensitive Experiential Education: The Experiences of Atlantic Hope

Faculty from the Consortium for Humanitarian Service and Education (CHSE) will provide an overview of an annual, multi-day simulation in which undergraduate students role play members of an international NGO in the fictitious country of "Atlantica." Students are charged with providing humanitarian assistance; negotiating with military, government and insurgent representatives; and visiting a prison facility. Specific outcomes of the program will be discussed.

Presenters: David J. Smith and Mara Schoeny, George Mason University; Cathryne L. Schmitz, University of North Carolina Greensboro

Critical Engagement with Visual Media: Questioning Depictions of International Conflict

Visual media is the most powerful and prevalent source of mass communication in the Western world. However, few people have training in visual literacy. This presentation will offer resources to promote visual literacy with an emphasis on international conflict and best practices for critical media consumption. The presentation will deconstruct media depictions of international conflicts and offer strategies and resources to teach and promote active, critical consumption of visual media.

Presenter: Coriana Close, University of Memphis

Panel - Tools for Managing Conflict

A. Live Peace, Teach Peace: Best Practices for a Better Future

Little Friends for Peace's (LFFP) publication, *Live Peace, Teach Peace*, is a collection of culture-changing games. Workshop participants will play several games, then reflect on their experience. The Peace Train, a sophisticated problem-solving process that takes concrete form as a string of hand-decorated cardboard boxes, will be introduced. Participants will "ride the train" through a simulated conflict. During the debrief, participants will brainstorm ways to use the Peace Train.

B. Confronting Conflicts – A Toolbox for Understanding and Managing Conflicts

This workshop by CISV - an international youth organization focusing on peace education - takes a practical look at how to analyze and handle interpersonal conflicts using a resolution-centered approach. The *Confronting Conflicts* curriculum provides a framework for managing and resolving conflicts that may arise in daily interactions. Participants will have a chance to reflect on personal reactions in specific situations and also leave with practical tools for communicating within conflicts.

Presenters: MJ Park and Jerry Park, Little Friends for Peace; Einav Dinur and Laura Kersey, Children's International Summer Village



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Preventing and Responding To Incidents of Targeted Violence: Psychology and Criminal Justice in Partnership

As a result of past mass school shootings, federal agencies have detailed family, social, and school dynamics that often lead an individual to an act of targeted violence. During this workshop participants will be educated on these warning signs. If risk factors are identified, and psychological intervention is provided, the likelihood of targeted violence decreases. The workshop will also introduce ALICE (Alert, Lockdown, Inform, Counter, Evacuate) principles, a contemporary version of traditional lockdown, allowing students to evacuate when possible.

Presenters: Lawrie Parker, Piedmont Dispute Resolution Center; James Peal, 31st District Office of Dispute Resolution

Community Conflict Resolution in South Asia: Implications for Cultural Inclusiveness

Interested in peace building in South Asia or sharing your expertise in the region? Workshop participants will have the opportunity to view peace building through a South Asian lens, as facilitators highlight their experience with community-based dispute resolution practices in Bangladesh. This discussion will serve as a springboard to a broader conversation about attitudes toward peace, conflict and education in other countries in South Asia. Through guided discussion and interactive exercises, participants will learn specific strategies and “do’s & don’ts” in designing and implementing conflict resolution education programs in a cross-cultural setting.

Presenters: Kyra Buchko, Conflict Resolution Resources; Buddhadeb Biswas, Consultant

Panel - Peacebuilding in Conflict Zones: Addressing Trauma and Moving Toward Reconciliation

A. Peace Education and Trauma Interventions in War and Peace: Global Dimensions/Local Response

What is peace education? Why is it important and how may it be achieved? What trauma interventions are applicable during both war and peace? In this session, these questions will be answered. Empirical and normative peace and conflict theories will be used to analyze and recommend how to transform violent conflicts. The role of local organizations serving immigrants and refugees will be shared, using the example of local work with immigrants and refugees in North Carolina. Traditional diplomacy alone in intractable conflict is not sufficient during war. Multilevel and multimodal diplomacy yield better results.

B. Kukelee Kuka Tonu: A Way Forward for Peace and Reconciliation in Post-Conflict Societies

Following the 13-year civil war in Liberia, the Center for Peace Education (CPE) has used Kukelee Kuka Tonu an indigenous Liberian concept that means togetherness or oneness in schools, as a strategy to teach skills and knowledge that foster peaceful cohesion to school children and communities. Survey data indicates that school-aged children lack the skills to resolve disputes peacefully and lack the knowledge to live a nonviolent lifestyle. By employing KKT, CPE teaching fosters empathy and tolerance, and contributed to a decrease in expulsions and suspensions in schools.

Presenters: Ali Askerov and Frannie Varker, University of North Carolina Greenboro;
Mainlehwon Ebenezer Vonhm, George Mason University



Panel - Restorative Justice as an Alternative to Zero Tolerance

A. From Zero Tolerance to Restorative Justice in Education: Practical Policy Reform to Assure a Just and Equitable Education for African American Youth

Zero tolerance discipline policies have had a devastating effect on African American males in schools. Initiatives at the federal level to fund alternatives to zero tolerance, including restorative justice, will be presented, recommendations for policy reform will be made, and the resolution between the U.S. Department of Education and Oakland Unified School District will be examined. This case study is a testament to the power that school districts have to reverse the school-to-prison pipeline in the absence of state and federal policy reform.

B. Creating Whole System Change: Unitive Justice in Education

In the search for alternatives to zero tolerance, restorative justice (RJ) provides a positive change strategy for school disciplinary policies. Nonetheless, some argue that RJ continues to disadvantage African American and other minority students because it retains some of the punitive elements found in the criminal courts that disadvantage these groups. The unitive justice model will be presented as a method for addressing conflict and creating community which address shortcomings and can be implemented in parallel with other justice models.

Presenters: Martha A. Brown, Florida Atlantic University; Sylvia Clute, Alliance for Unitive Justice



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Saturday, June 14, 2014

Session 2 Workshops (12:45 – 2:15 p.m.)

Please note: These workshops take place during the afternoon keynote.

Attendees have a choice to attend the afternoon workshops or the afternoon keynotes.

Peace Education in Afghanistan, Aceh (Indonesia) and Armenia

This workshop will present three peace education programs looking at the challenges, successes and lessons learned. The session will cover teacher training, teacher implementation, the role of ministries of education, and student results. Programs to be reviewed will include a recent program in Afghanistan, an ongoing program in Albania, and a peace education program in Aceh that is based on Acehnese proverbs and the Koran. Ms. Sadeed will also talk about her book, Forbidden Lessons in a Kabul Guesthouse. Participant discussion, and sharing stories of other programs and challenges to implementation will be included.

Presenters: Suraya Sadeed, Help the Afghan Children; Carolyn Ashton, Education Consultant

Student Service: A Pathway to Peace

A school-directed service program is a great way to increase understanding about differences, diversity, and dialogue. When service is an integral part of the culture and coursework, positive transformation of students, communities, and institutions occurs. Service combined with education and reflection creates opportunities for students to become change-agents for a more peaceful community. In this session, participants will engage with readings and learn techniques to incorporate service and reflection with youth.

Presenters: Migdalia Garcia, Northwest Vista College; Edwin Blanton, Trinity University

Conference Program Cover Photo



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Saturday, June 14, 2014
Session 3 Workshops (2:30 – 4:00 p.m.)

Teaching about Genocide to Foster Social Emotional Learning: Lessons from the Coexist Educational Project

Building upon the keynote session, participants will learn how the Coexist Teacher's Guide and accompanying film are contributing to whole-school cultural transformation in an urban high school. This will be an interactive simulation of classroom activities that uses the framework of understanding genocide to cultivate beliefs, values, and behaviors that decrease tendencies toward "othering."

Presenters: Mishy Lesser, Adam Mazo and Joseph Sebarenzi, Coexist

Using Social Networks to Increase Safety and Inclusion in Schools

Western Justice Center and ENCOMPASS will present an update on their joint program, Haven, a social network for high-school students working to make their campuses safer and more welcoming. Haven features multimedia best practice and training resources from a variety of methodologies, including conflict resolution education, peer mediation, prejudice reduction, violence prevention, and restorative practices. Haven is currently in pilot testing and open to membership in 2014. The presenter will demonstrate Haven for the audience.

Presenter: Emily Linnemeier, Western Justice Center

LGBTQ Bias Awareness Programs in Educationally Diverse Environments

The Creative Response to Conflict Bias Awareness model, used to address LGBTQ issues in urban multicultural environments, includes definitions, personal, cultural and institutional types of homophobia and heterosexism, strategies for interrupting biased comments and behaviors, how to create a safe environment, and use of role plays. A variety of interactive educational techniques will be incorporated, and a short film on transgender issues will be screened.

Presenters: Priscilla A. Prutzman and Barbara A. Nagle, Creative Response to Conflict

Policies and Practices for Implementing a Culturally Inclusive, District-wide Peer Mediation Program for Grades K-12

The Winning Against Violent Environments (WAVE) staff of the 31 year old, district-wide school-based peer conflict resolution program in Cleveland schools will share key policies, procedures and practices developed with the school district administration and the teacher's union. WAVE's training model include issues of sustainability, cultural diversity, social justice, student empowerment, community connections, and civic engagement will be discussed.

Presenters: Antonio Sanford, Marvin Foster and Carole Close, Cleveland Metropolitan School District



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Panel - Restorative Justice Applications in Classrooms and the Justice System

A. Incorporating Restorative Justice and Relational Pedagogy into Teacher Education Programs

Teacher education programs can implement and integrate restorative justice (RJ) and relational pedagogies into teacher preparation programs by using relational pedagogy such as peacemaking circles in their own classrooms and by incorporating courses on RJ directly into teacher education programs. Providing opportunities for pre-service teachers to practice and espouse the values of RJ in their classrooms leads to the development of social emotional learning (SEL) competencies in their students.

B. How Can Restorative Justice Practices Better Serve Individuals With Disabilities?

Restorative justice practices are increasingly being utilized in juvenile justice systems and schools as positive alternatives to incarceration and punitive forms of punishment, but there has been little work done to explore how accessible these processes are for youth with disabilities and how practitioners can be better equipped to support all youth. Research and direct experience regarding the impact will be shared.

Presenters: Martha A. Brown, Florida Atlantic University; Katherine Evans, Eastern Mennonite University; Leila Peterson, School Talk, Inc.; Holly Maassarani, Key Bridge Foundation Center for Education and Research

Panel - Service Learning and Community Engagement

A. Developing Effective Partnerships: Fostering Meaningful Faculty, Student, and Community Engagement to Advance CRE

This presentation offers lessons learned in community-engaged research, teaching, and service practices, via examples highlighting the importance of direct, on-going engagement of professionals, academics, and students in the development of university conflict resolution education in the field. Examples include sports-based international exchange programs for disabled youth; participatory budgeting and dialogue groups in refugee resettlement communities; a housing-focused dispute resolution program; and a public lecture series.

B. A Global Network for Peace – Developing Global Citizens Through Service Learning

Global citizenship is a way to collaborate across national and cultural boundaries to forge win-win solutions to global challenges. The Melton Foundation's Global Citizenship Development Program provides rich learning environments where Fellows build their skills, knowledge, and attitudes through experience in projects with impact. The workshop will highlight how Melton Fellows leverage the opportunities and experiences from the program to promote cultural understanding, address discrimination and prejudice, improve access to education, and empower individuals and communities around the world.

C. Primary School Cultural Exploration and International Service Learning: Washington, D.C. to Benin, West Africa

Participation in cross-cultural service-learning projects is of particular value to the positive growth and development in elementary students. Through an eight week partnership between the Latin American Bilingual Public Charter School (LAMB) and a Peace Corps Fellow from American University, elementary students from Washington, DC learned about Benin and led a school-wide service-learning project in support of girls' education. A video exchange between LAMB students and students at the International Center of Art and Music in Ouidah (CIAMO) in Benin, further humanized the experience for LAMB students and the students in Benin.

Presenters: Sherrill Hayes and Birthe Reimers, Kennesaw State University; Markus Lang, the Melton Foundation; Shaden Dowiat, Latin American Montessori Bilingual Public Charter School; Sarah Grace Ellison, American University

Developing Culturally Sensitive Whole School Approaches to Peace Education

The University of Otago aids teachers and administrators in secondary school, experiencing violence on multiple levels, to develop a 'whole school action plan' for a culture of peace. Due to the cross-cultural nature of this work, it is important that the local educators are given the space to evaluate their own reality and define their goals for change. The eight month process focuses on strengthening peace education practice across all interactions in the school, with a particular focus on improving relationships between teachers and students.

Presenter: Heather Kertyzia, University of Otago

Panel - Conflict Resolution (CR) Methodology

A. A New Methodology for Addressing the Roots of Conflict

After decades of CR efforts, many peace agreements remain fragile, and an increasing number of conflicts remain intractable. After 21 years in the CR field, Beyond Conflict has developed an approach advancing the 'interest-based' and 'human-needs based' paradigms through a 'shared experience' methodology. This workshop will share how Beyond Conflict has successfully implemented their methodology and how new developments in neuroscience can further this approach. Participants will discuss the value of interdisciplinary discussion and its future relevance to higher education and research.

B. Teaching Tolerance: The Limits of Contemporary Approaches to Violence Prevention

Commitment to tolerance entails the risk that tolerance becomes equated with non-judgementalism. Refraining from criticizing or attempting to change beliefs and practices that are found morally abhorrent can lead to avoidance of critical dialogue that makes possible the pursuit of mutual understanding and improvement. Some dangers and enhancements to contemporary models of tolerance in peace education will be shared.

Presenters: Timothy Phillips, Beyond Conflict; March Lucht and Demetria Lee, Virginia Tech

Panel - Spiritual, Traditional and Indigenous Models of Dispute Resolution

A. Culturally Appropriate Alternative Dispute Resolution (ADR)

The dominant form of ADR originated in the US, and incorporates Euro-American values. An alternative form for groups with different cultural, racial, religious, and ethnic value systems, using methods based on traditional and indigenous ways is proposed. These methods can be used to empower a disenfranchised party and bring greater understanding to members of the dominant culture. The methods have been used in the Pacific NW and the Middle East.

B. Inner Reflection, Conflict Transcendence and Social Activism for a World that Works

The training in models of Reflection, Connection and Action based on the handbook Pioneering Spiritual Activism will be reviewed. It is critical for younger generations to have the tools to develop into peaceful adults. Inner growth and spirituality are the foundation of mature social action and leadership. "Pioneering Spiritual

Activism" can be used for students as well as teachers, facilitators, and group initiators.

Presenters: Marc Brenman, Evergreen State College; Nina Meryehof, Children of the Earth

School-Based Restorative Justice (RJ) That Works

Six years ago Northern Virginia Mediation Service (NVMS) offered Fairfax County Public Schools (FCPS) a comprehensive RJ program. Today, the FCPS program has evolved beyond schools. The NVMS-Fairfax County program is so effective that Fairfax County's juvenile courts and police department have enlisted NVMS to expand its RJ programming for juvenile offenders in school and the community. Addressed in the presentation will be lessons learned and best practices such as nurturing a competent facilitator pool, maintaining a true partnership with the local government clients, and using a co-facilitator model.

Presenters: David Deal and Karen Lieberman, Northern Virginia Mediation Service.



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The Global Partnership for the Prevention of Armed Conflict (GPPAC) is a global civil society led network which seeks to build an international consensus on peacebuilding and the prevention of violent conflict. GPPAC is governed by an International Steering Group which consists of representatives from all regions and a number of international NGOs. The Global Secretariat is held by the GPPAC Foundation in The Hague, the Netherlands.

About GPPAC

The Global Partnership for the Prevention of Armed Conflict (GPPAC) is a global member-led network of civil society organisations (CSOs) who actively work on conflict prevention and peacebuilding. Initiated after extensive consultations in 2003, GPPAC officially launched its Global Action Agenda in 2005 at an international conference at the United Nations headquarters in New York. The GPPAC network is organised around 15 regional networks, each of which has its own priorities, character and agenda. These regional networks are represented in the International Steering Group, a committee that jointly determines GPPAC's global priorities and actions.

GPPAC seeks a shift from reaction to prevention in the way violent conflict is approached. The network strives for multi-actor collaboration and local ownership of strategies for peace and security. Together, GPPAC members aim to achieve greater national, regional, and global synergy in the field of conflict prevention and peacebuilding, and to strengthen the role of local members in regions affected by conflict.

GPPAC supports the capacity of its regional networks for collaborative interaction and action by facilitating regional and global exchanges: members from diverse regions meet to learn from each other's experiences and to develop joint strategies. GPPAC also connect its members with relevant individuals and institutions such as the UN, regional intergovernmental organisations, state actors, the media and academia. This has enabled unique initiatives which show the network's ability to bridge global policymaking with local ownership and practice.

Some achievements of GPPAC so far have included:

- **Directly involving local CSOs in global initiatives**, such as the UN Peacebuilding Commission;
- **Regional exchange and advocacy**: GPPAC in the Western Balkans has been working on developing peace education programmes in schools across the region for a number of years, and is working closely with Ministries of Education to get these programmes accredited and eventually incorporated into national curricula;
- Initiation and facilitation of a **Russia-Georgia dialogue of political experts**, which contributed to the normalisation of relations between the two countries.
- **Mobilising to support local CSOs** working to prevent or constrain violence in times of crisis or political change through tools, advice, contacts, political leverage, and international CSO delegations;
- **Developing a Preventive Action framework** for CSOs, from conflict assessment through to the implementation and monitoring of conflict prevention strategies;
- **Cross-regional exchanges**: representatives of GPPAC West Africa visited Kyrgyzstan to support GPPAC Central Asian network in building infrastructures for peace. Members of Kyrgyz local and national advisory committees were capacitated to establish a conflict early warning system, which is now being implemented there;
- **Building relationships with Regional Intergovernmental Organisations (RIGOs)** such as the OSCE, OAS, SAARC, ASEAN, and the LAS, to promote the role of RIGOs, as well as collaboration with civil society, in conflict prevention.

For more information, please visit www.gppac.net

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