



School for Conflict Analysis
and Resolution



**International Conference on Conflict Resolution Education (CRE)
Human Rights and Conflict Resolution: Tensions and Opportunities**

June 17 – 22, 2015

Hosted by The School for Conflict Analysis and Resolution, George Mason University,
Arlington, Virginia, USA

**PRECONFERENCE TRAININGS
June 17 – 18, 2015, 9:00a.m.-5p.m.**

Two-Day Pre-conference Trainings, Wednesday, June 17 and Thursday, June 18, 2015

1. **Introduction to Restorative Practices and Using Circles Effectively, Center for Dispute Resolution**, University of Maryland King Carey School of Law
2. **Strategies for Trauma Awareness and Resilience (STAR): Breaking Cycles of Violence**, Eastern Mennonite University
3. **Toward a Healthier Campus Community Through Sustained Dialogue: A Training for College and University Faculty, Staff, Administrators and Students**, Sustained Dialogue Campus Network

One-Day Pre-Conference Trainings, Wednesday, June 17th, 2015 OR Thursday, June 18th, 2015

1. **People Power and Pedagogy: Methods for Teaching about Nonviolent Struggle** (Wednesday, June 17, 2015) The International Center on Nonviolent Conflict
2. **Teaching human rights, conflict resolution and tolerance: a United Nations agency perspective** (Wednesday, June 17, 2015) The United Nations Relief and Works Agency for Palestine Refugees
3. **Best Practices in Teaching Conflict Management and Peacebuilding Online** (Wednesday, June 17, 2015) United States Institute of Peace (This workshop will take place at the USIP offices)
4. **The Elements of Teaching Peace Studies: A Pedagogical Workshop for Peace Studies Faculty** (Thursday, June 18, 2015) Peace Education Initiative, The University of Toledo.
5. **The Organization of American States (OAS): Promoting democracy, human rights, and peacebuilding in the Hemisphere. (Includes Tour of OAS)** (Thursday, June 18, 2015) Organization of American States (This workshop will take place at the OAS offices).

Two-Day Pre-Conference Trainings June 17 AND 18, 2015, 9 a.m. – 5 p.m.

1. Introduction to Restorative Practices and Using Circles Effectively

This two day training is focused on restorative practices largely in school settings. Day 1, *Introduction to Restorative Practices*, helps participants thoroughly understand restorative concepts and learn effective strategies for managing behavior and teaching young people to take responsibility for their actions. Day 2, *Using Circles Effectively*, teaches participants the value and process of circles, including practical tips and practice in optimally utilizing circles. The coursework has been developed by the Institute of Restorative Practices (IIRP).

About the Presenters:

Barbara Sugarman Grochal, M.A.T., M.B.A. and C.P.C.C. (Certified Professional Co-active Coach), brings a diverse background in education, mediation, facilitation and coaching to her work in Alternative Dispute Resolution. As Director of the Schools Conflict Resolution Education Programs at the Center for Dispute Resolution, University of Maryland King Carey School of Law, she has directed a statewide grants program funded by the Maryland Judiciary's Mediation and Conflict Resolution Office in partnership with the Maryland State Department of Education for over a decade. Her current work assists Maryland schools in the development of improved conflict resolution practices for students, educators and parents. Ms. Grochal has varied experience facilitating circles, conferences and dialogues involving juveniles and adults in schools, business, government and non-profit sectors and is a licensed trainer with the International Institute of Restorative Practices. She received a B.A. and an M.A.T. from Cornell University and an M.B.A. from Loyola College.

Toby Treem Guerin, J.D. is the Managing Director for the Center for Dispute Resolution at the University of Maryland Carey School of Law (C-DRUM) and Clinical Instructor. Ms. Guerin has fifteen years of experience mediating and facilitating in various venues including government agencies, communities, non-profit organizations, schools, and court systems. She served as the first chairperson of the Mediator Excellence Council, a mediator quality assistance initiative in Maryland and formerly directed the agricultural mediation program at the Maryland Department of Agriculture. Ms. Guerin has trained hundreds of mediators on topics of beginner to advanced mediation, elicitive feedback, mentoring, and co-mediation, among others. She is the primary author of the "ADR Landscape" produced as part of the comprehensive statewide research of ADR conducted by the Maryland Judiciary. Ms. Guerin is also a licensed trainer with the International Institute of Restorative Practices.

2. Strategies for Trauma Awareness and Resilience (STAR): Breaking Cycles of Violence

This STAR workshop builds on an understanding of the role of trauma in relationships and applies this understanding specifically to work in education-based settings. Trauma affects how we think, feel, and behave; in educational settings, unhealed trauma often leads to disengagement, minor misbehaviors that stem from a resistance to perceived injustices, and more violence as victims act out against others or become self-destructive. College and university students and professors, P-12 educators, and other practitioners and community members will learn more about working with individuals and school communities dealing with the violence and trauma caused by human activity, structures/institutions, and nature.

At a basic level, this short workshop combines theory with experiential learning to: increase awareness of the impact of trauma on the body, mind and spirit of individuals and school communities; suggest tools for addressing trauma and breaking cycles of violence; and highlight the importance of self-care

for the caregiver, educator, and/or student. The STAR framework draws on the fields of trauma healing, restorative justice, conflict transformation, and spirituality for building resilient individuals and communities. While the focus of this workshop will be on educational settings, others may benefit from the workshop as well.

About the Presenters:

Dr. Gloria Rhodes is associate professor of peacebuilding and conflict studies at Eastern Mennonite University. She chairs the department of Applied Social Sciences and coordinates the Peacebuilding and Development undergraduate major. She teaches graduate and undergraduate peacebuilding courses including conflict analysis, peacebuilding theory and practice and the integration of these. She anchors the core MA in conflict transformation course, Foundations for Peacebuilding I. Rhodes holds a Ph.D. from George Mason University's Institute for Conflict Analysis and Resolution. Her dissertation research compared conflict transformation and conflict resolution definitions and whether there are differences in practice between these two schools of thought. Additional research and teaching interests include evaluation and assessment in conflict transformation/resolution practice; integration of conceptual and practical knowledge in peacebuilding; peacebuilding pedagogy, and cross-cultural education.

Dr. Katherine Evans is an Assistant Professor of Education at Eastern Mennonite University where she teaches courses on learning theory and special education to pre-service teachers. She holds a Ph.D. in Educational Psychology and Research from The University of Tennessee in Knoxville where her dissertation research focused on the ways in which middle school students experienced exclusionary discipline practices. 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. In particular, she has been active in coordinating the new Restorative Justice in Education programs at EMU. She is a member of several restorative justice organizations, including the National Association of Community and Restorative Justice (NACRJ) and the Virginia Association for Restorative Justice Practitioners, and is actively involved in advancing restorative justice in educational contexts both through scholarship and practice.

3. Toward a Healthier Campus Community Through Sustained Dialogue: A Training for College and University Faculty, Staff, Administrators and Students

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.

About the 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.

Jorge Vazquez, Program Consultant for the Sustained Dialogue Institute (SDI), has served with SDI since 2012. He currently works with SDI programs in Mexico and the Americas. Vazquez holds a degree in International Business from Tecnológico de Monterrey, where he graduated with honors. Recently, he was rated one of the Top 1000 individuals who graduated in Mexico in 2014. Jorge has facilitated trainings with hundreds of students across Mexico and Puerto Rico, impacting 22 campuses. He also facilitated community and student-led dialogues and translated SDI resources into Spanish. His current goals include the expansion of Sustained Dialogue across the nations of America and to help impact those communities through dialogue instead of violence.

[Pre-Conference Trainings, Wednesday June 17, 2015, 9 a.m. – 5 p.m.](#)

1. People Power and Pedagogy: Methods for Teaching about Nonviolent Struggle

Nonviolent movements are an increasingly powerful force in global and national affairs. In Hong Kong, Ukraine, India, Mexico, Zimbabwe, the United States, and many other places around the world, movements are using organized nonviolent action to expand women's rights, minority rights, labor rights, democratic rights, and environmental protection, while also fighting to curb corruption and political violence. In recent years, nonviolent action has gained widespread recognition as a potent means for overcoming oppression, and interest in this field has risen among students, scholars, practitioners, and others.

This participatory 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.

About the Presenters:

Hardy Merriman is president of the International Center on Nonviolent Conflict. His work focuses on how grassroots civil resistance movements around the world can successfully fight for rights, freedom, and justice. He presents widely in seminars, courses and conferences, to scholars, practitioners, and members of civil society. Hardy has contributed to the books *The Future of Authoritarianism* (2015) by The Atlantic Council (ed.), *Civilian Jihad: Nonviolent Struggle, Democratization, and Governance in the Middle East* (2010) by Maria Stephan (ed.), and *Waging Nonviolent Struggle: 20th Century Practice and 21st Century Potential* (2005) by Gene Sharp. He has also written about the role of nonviolent action in countering terrorism and co-authored *A Guide to Effective Nonviolent Struggle*, a training curriculum for activists. He has worked with the International Center on Nonviolent Conflict since 2005, prior to that with the Albert Einstein Institution from 2002.

Althea Middleton-Dezner, Senior Advisor, Education & Field Learning, International Center on Nonviolent Conflict

2. Teaching human rights, conflict resolution and tolerance: a United Nations agency perspective

This workshop will introduce participants to an effective approach of teaching human rights, conflict resolution and tolerance (HRCRT) amidst one of the world's most challenging and longest lasting conflicts. UNRWA* has successfully incorporated HRCRT concepts and practices into the curricula delivered daily to five million children in 700 schools across the occupied Palestinian territories (Gaza and the West Bank), Jordan, Lebanon, and Syria. Participants will be introduced to UNRWA's method of reaching children (Grades 1-10) and supporting its teachers in order to encourage a culture of human rights and build fundamental HRCRT capacities on the ground. UNRWA's own HRCRT Toolkit and child-friendly activities will be shared and participants will discuss the training, planning and monitoring tools utilized by the organization. The workshop will focus on the application of HRCRT concepts in real life, and participants will be provided with examples of student initiatives, empowered by HRCRT education, that have effected positive change in their communities. The final session of the workshop will focus on practical ways for participants to adapt UNRWA's approach to their own contexts and needs.

** The United Nations Relief and Works Agency for Palestine Refugees (UNRWA) is one of the world's largest UN organizations, mandated to provide essential services to Palestine refugees, and employs over 23,000 staff for education services alone.*

About the Presenter:

Ozlem Eskiocak, is a Human Rights Education Programme Coordinator at UNRWA. Since 2012 Ozlem Eskiocak has been managing the Human Rights, Conflict Resolution and Tolerance (HRCRT) programme at the United Nations Relief and Works Agency for Palestine Refugees (UNRWA). She has overseen the training of 19,000 UNRWA teachers on integrating HRCRT concepts into regular academic curricula and adopting human rights friendly practices within the organization's schools. She has been working on human rights, education, and gender issues in the Middle East for the past seven years and holds a Master's degree in Development Management from the London School of Economics.

3. Best Practices in Teaching Conflict Management and Peacebuilding Online

In 2014 the United States Institute of Peace and their Academy for International Conflict Management and Peacebuilding launched the Global Campus - a suite of instructor-led online courses that brings together individuals from around the world to learn and develop the knowledge, skills, and attitudes to be effective and strategic peacebuilders. This session will provide an overview of the Global Campus model for online learning, which puts high priority on scenario-based learning, collaboration among the participants, and a mixture of synchronous and asynchronous engagement.

Presenters will discuss insights gained from student evaluations, engagement with institutional and academic partners, and supporting educators and trainers in adapting teaching styles and facilitation skills for an online environment.

Lastly, attendees will get a chance to experience some of various components that make up a Global Campus online course - the fictional country of Sueñalto that immerses learners into peacebuilding related challenges, the Peace Frequency podcast series that brings together scholars, practitioners and activists from the around the world the discuss and debate the important work of building peace, and the interaction between short training videos and activities that invite participants to unpack and reflect on the content and ideas that are being shared.

About the Presenters:

Dominic Kiraly, is the Director for Education Technology at USIP's Academy for International Conflict Management and Peacebuilding. Kiraly founded and leads USIP's Global Campus, which prepares individuals worldwide to prevent and transform violent conflict. In this role, he leads a multi-disciplinary team that creates innovative training tools with global accessibility. Kiraly is the co-

founder and former vice president of the Washington, DC-based consulting company TechChange (The Institute for Technology and Social Change). Prior to joining USIP, Kiraly worked for the United Nations-affiliated University for Peace (UPEACE) in Geneva, Switzerland, where he managed training programs and publications on conflict prevention. Kiraly has a Master's of Business Administration from Eastern University and a Master's of International Law and Human Rights from UPEACE. He also studied International Relations at the University of Wales, Aberystwyth as a Ph.D. candidate (ABD).

Vanessa Francis is a Curriculum Developer at USIP's Academy for International Conflict Management and Peacebuilding. She works primarily on online course development and online pedagogical practices. Vanessa's research and practice interests include causes of conflict, conflict analysis, governance in post-conflict states and economic reconstruction. Her geographical area of interest is the Middle East and North Africa as she has traveled there and studied how these various themes relate to MENA countries while in graduate school. Vanessa holds an M.A. in Conflict Resolution from Georgetown University.

[Pre-Conference Trainings, Thursday June 18, 2015, 9 a.m. – 5 p.m.](#)

4. The Elements of Teaching Peace Studies: A Pedagogical Workshop for Peace Studies Faculty

One of the key conclusions of a recent conference on "Reconstructing Peace Studies," co-hosted by the Peace and Justice Studies Association and attended by leading peace studies faculty from around, was that *how we teach is as important as what we teach*. Faculty participating in the conference agreed that they had minimal knowledge or professional preparation in the methods and pedagogies of peace education seen as essential to pursuing the transformative outcomes of peace studies programs. This pedagogical workshop is designed for pre and in-service peace studies faculty who are looking to gain fundamental knowledge and develop best practices in peace pedagogy to incorporate into their university classrooms.

About the Presenter:

Tony Jenkins is the *Director of the Peace Education Initiative at the University of Toledo; Director of the International Institute on Peace Education; Coordinator of the Global Campaign for Peace Education; UNESCO consultant on Global Citizenship Education; Board Member, Peace and Justice Studies Association; and former Co-Director of the Peace Education Center at Teachers College, Columbia University.*

5. The Organization of American States (OAS): Promoting democracy, human rights, and peacebuilding in the Hemisphere (Includes Tour of OAS)

During this workshop, presenters will share how to engage youth in negotiation and conflict resolution through the Model OAS General Assembly. Information will include an introduction to the MOAS Program and impact. Participants will receive the tutorial CD as a tool to prepare students for participation, instructional material to guide debate and discussion, information on how to organize a MOAS in partnership with the OAS, and a tour of the historic OAS building in Washington, DC. Special guest speakers from the OAS include ASG Ambassador Albert Ramdin and additional specialists!

About the Presenter:

Nelly Robinson is the Coordinator of the Model Organization of American States (MOAS) Program, in the Office of the Assistant Secretary General. Robinson has worked for the Organization of American

States since 1986. In 2004 she became the Coordinator of the Model OAS General Assembly for students of the Hemisphere (MOAS Program). In January 2013 the MOAS Program was officially transferred to the Office of the Assistant Secretary General, where she continues managing the Program. Throughout her career at the OAS Mrs. Robinson has worked at the Department of Sustainable Development (8 years) and at CICAD (1994 – 2004) as the Administrative and Budgetary Officer. Robinson holds a Masters Degree in Languages with a focus on Bilingual/Multicultural Education, as well as a Degree in Latin American Studies from George Mason University. She also holds a Graduate Certificate in Business Administration, from Georgetown University and a Graduate Certificate in Translation from George Mason University. She is Peruvian by birth and a citizen of the United States of America.