



International Conference on Conflict Resolution Education June 2015

Workshop Schedule

Friday, June 19 and Saturday, June 20, 2015

Please note: There may be changes or substitutions in the presentations. Please check the conference web page periodically for updates at: www.CREducation.org/cre/goto/creconf

Friday, June 19th, 2015

8:45 – 10:00 Keynote: Luis Moreno Ocampo, Prosecutor, International Criminal Court

10:15 – 11:45 Session 1 Workshops (Select One)

Preparing Youth to Take Action for Peace

Young people have a unique capacity to effect change and build peace in their own communities and around the world. This workshop will introduce participants to resources from the Global Peacebuilding Center at the U.S. Institute of Peace that educators can use to prepare youth to take peacebuilding action including the *Peacebuilding Toolkit for Educators*. Participants will discover lessons and activities that can help make global issues accessible and relevant to their students, as well as build conflict management skills preparing young people for peacebuilding action. Participants will also discuss how young people can share their experiences as peacebuilders and be inspired by others from around the world on the Preparing Youth to Take Action for Peace

Presenter: Megan Chabalowski, U.S. Institute of Peace

Film as a Tool for Dialogue: Facing Fear

Facing Fear is an Oscar-nominated short documentary, by Jason Cohen, about two worlds that collide when a former neo-Nazi skinhead and the gay victim he attacked 25 years earlier, meet again by chance. This crime dramatically shaped both of their lives. Their encounter, years later, prompts both to embark upon a journey of forgiveness that challenges them to grapple with their beliefs and fears, eventually leading to an improbable collaboration and friendship. Active Voice and the Sustained Dialogue Institute will screen the film Facing Fear, followed by a panel during which student facilitators that used the film in dialogue on college campuses, will share their experiences, and highlight effective evaluation techniques.

Presenters: Aleksander Kusik, Roger Williams University; Naftali Moed, University of California, Davis

Improving the Effectiveness of Conflict Resolution Related to Human Rights (and Other Issues) using Nonviolent Communication

Human Rights conflicts typically encompass a large power and resource differential between parties engaged in the conflict. Victims of these violations, as well as their supporters and advocates, usually experience distress, anger or outrage, the expression of which can impact the ability of the opposing parties to engage in a dialogue or negotiation process. Training in Nonviolent Communication (NVC) allows people to express their truth fully and strongly in a way that the listener is likely to hear and be open to what is being said rather than shutting down, refusing to engage, leaving the scene or counter-attacking. Participants will learn and practice distinct ways of handling various conflicts.

Presenter: Jane Connor, High Point High School

Ethics for Peer Mediators and other Conflict Resolvers

This workshop is based on the Association for Conflict Resolution Recommended Standards for School-Based Peer Mediation Programs 2007. It is based on the Model Standards of Conduct for Peer Mediators focusing on best practices for addressing possible ethical dilemmas in the disputes that mediators are likely to encounter. These ethical standards are applicable to other dispute resolution processes as well. The session is appropriate for students who are trained or interested in being trained in mediation and for any adults interested in working with student mediation programs.

Presenters: Kristen Woodward, Fairfax County Virginia Public Schools; Marsha Blakeway, George Mason University

Youth Combatant Recruitment Identities, Motives, and Alternatives: a training workshop for program practitioners to address challenges to mitigating youth led violent extremism

This workshop offers programming alternatives for those interested in understanding and engaging youth combatants in the design and implementation of meditative initiatives countering youth combatant recruitment. Specific activities will include small group activities wherein participants discuss the tools to cultivate peace and address the diversity in youth combatant identities at an individual, community, and national level. It will conclude with a rapid-fire exercise where participants will be tasked to design a program and then elicit peer feedback for review.

Presenter: Shayna McCready, American University

Bridge for Peace Video Interviews with Former Japanese Soldiers

This workshop will explore how media can be used as a powerful tool for reconciliation and create space for dialogue between WWII victims in the Philippines and Japanese army veterans. The founder of Bridge for Peace's (BFP), Ms. Jin, will share her first experience in the Philippines with villagers who had been victimized by the Japanese army during World War II, and how that led to her work today to build peace dialogues. Her reconciliation project included interviewing World War II victims in the Philippines and veterans already in their late 80's and 90's. Using this film, BFP conducts workshops for youth groups, colleges and high schools in Japan and also in the Philippines, Korea and Thailand.

Presenter: Kazuya Asakawa, Tokaigakuen University, Japan

Trauma-Healing through the Arts: Small Grants in Conflict Zones

This workshop focuses on best practices and lessons learned for designing arts-based projects through small grant mechanisms to discuss ideas or conduct activities on trauma-healing in conflict zones. An example is the newly released documentary, Beats of the Antonov (2014 Toronto International Film Festival People's Choice winner) that uses music and first-hand accounts from refugees and IDPs from Nuba Mountains and Blue Nile States in Sudan to discuss identity as the root causes of all conflicts in Sudan.

Presenter: Megan Greeley, Evolving Pathways, LLC

From "Warrior Science" to "Peacebuilder Science": Learning the physiology and neuroscience of conflict to improve conflict resolution education (CRE) and practice

Human conflict is a total body experience, yet most CRE focuses on teaching students resolution skills through verbal interventions like dialogue and mediation. This workshop will examine the Faculty Learning Community (FLC) at Kennesaw State University designed to deepen faculty knowledge of current research in neuroscience and physiological psychology and explore potential applications related to conflict management practices. The presenter will discuss some of the projects that resulted from the group interactions, and lessons learned for faculty and administrators on how and why physiological psychology and neuroscience materials are essential to incorporate into CRE programs.

Presenter: Sherrill Hayes, Kennesaw State University

PeaceJobs: How to Build a Meaningful Career Advancing the Cause of Peace

This session will focus on careers where conflict-sensitive and peacebuilding skills are valuable; and how a peace and conflict academic background can be useful in both professional and personal settings. Panelists will include individuals who hire students with undergraduate degrees for both domestic and internationally oriented positions. The session will be framed by the upcoming publication *PeaceJobs: How to Build a Meaningful Career Advancing the Cause of Peace*, authored by David J. Smith.

Presenter: David Smith, Educational Consultant

New! Youth of Kyrgyzstan: Social Moods, Values and Conflict Behavior.

This workshop will review research conducted in 2014 throughout Kyrgyzstan examining social moods, values, and conflict behavior of youth in the country. Johan Galtung's ABC (Attitude-Behavior-Contradiction) were applied using quantitative and qualitative methods. The connection between conflict behavior, values and social beliefs among young people were analyzed. Policy recommendations based on the research will be discussed.

Presenter: Nina Bagdasarova, American University of Central Asia

New! Basics of Peacemaking Circles

Peacemaking Circles are a structured dialog process that can be used for conflict resolution, community building or healing. This session will introduce participants to the foundational values and principles of Peacemaking Circles and provide an experience of the process.

Presenter: Kay Pranis, Co-Author, *Peacemaking Circles: From Crime to Community*

New! Combining History Learning and Human Rights Education: A Workshop for High School Educators

This workshop will review a new handbook for blending historical learning and human rights education, developed on the basis of European and U.S. experiences. Through the application of critical pedagogy, this combination strengthens our understanding of actors, structures and processes of (in)justice in the past and present, and encourages us to take action to influence changes in the future. Following the sharing of brief examples from different sectors participants will engage in two activities from the handbook that are relevant for a World History course. Throughout the workshop, participants will have the opportunity to reflect on their own practices in history and citizenship education.

Presenter: Felisa Tibbitts, Human Rights Education Associates (HREA)

11:45 – 12:45 Lunch

12:45 – 1:45 Afternoon Plenary: Kay Pranis, Co-Author, Peacemaking Circles: From Crime to Community & Doing Democracy with Circles

2:00 – 3:30 Session 2 Workshops (Select One)

Teaching Peace Across Divides of Power: Strategies for Equity and Sustainability

This workshop will draw upon the presenters' experiences designing and implementing a one-month conflict resolution education program in the U.S. for Indonesian youth to address key questions: What are the challenges of supporting the sustainability of peace education programs? How can programs empower youth participants to address such inequalities in their communities? Is the transformation of the mindsets of youth in conflict enough to ensure a program's success, or must we work directly to shift the structural constraints that block youth from achieving their goals? How might we reflect more deeply and productively on the cultural and political nexus at which we work, both in our program designs and evaluations?

Presenters: Leslie Dwyer, Alex Cromwell, George Mason University

Conflict Resolution and Foster Care

Many youth in the foster care system, as well as many at-risk youth, are diagnosed with Post Traumatic Stress Disorder, Mood Disorder, Attention Deficit Disorder, and other mental health conditions. These youth have difficulty with attachment, trusting others, mood regulation, impulse control, and expressing themselves. This

workshop will review the conflict resolution groups, third-party interventions, individual counseling, and crisis interventions that are implemented with adolescents during an after-school program. Program participants include adolescents in foster care and at-risk youth.

Presenter: Dawn Gresham, Adolescent and Family Growth Center

Integrating School, Juvenile Court and Police Restorative Justice Programs in Fairfax County, VA

Restorative Justice has taken root in addressing youth criminal and discipline issues in Fairfax County, Virginia. Participants in this session will learn about the integrated program in Fairfax and the cross-agency collaboration at its core. Program planning committee members from the local school, court and police departments and their nonprofit partner, Northern Virginia Mediation Service (NVMS) will describe the program's evolution, core elements, key interagency collaboration issues and strategies, partnerships with the non-profit Northern Virginia Mediation Service, goals, outcome monitoring and more.

Presenters: David T. Deal and Megan Johnston, Northern Virginia Mediation Service; Elizabeth Jones, Fairfax County JDRDC Court Services Unit; Lieutenant Shawn Martin, Fairfax County Police Department; Vickie Shoap, Fairfax County Public Schools

“You should try this school, you’re a smart kid”: Education and resilience for refugee and asylum seeker children in the US

This workshop will share data from a study on the impact of resettlement on children moving to the United States. Young adults (21-35) who came to the US before age of 16 were interviewed about their birth country, their journey to, and experiences of adapting to their new country. Respondents discussed the importance of formal and informal educators (volunteers, teachers, etc.) in their adaptation process and pursuing further and higher education. This research is rich with stories that provide lessons learned and have implications for those working with children from conflict zones now living the US. Workshop participants will be asked to consider their own experiences and engage in dialogue through questions provided to the respondents.

Presenters: Sherrill Hayes, Kennesaw State University

Lessons Learned from Educating and Working for Peace: Ghana, Ukraine, Philippines

Reflecting on their experiences in educating and working for peace, three Global Partnership for the Prevention of Armed Conflict (GPPAC) Peace Education Working Group (PEWG) members from diverse world regions (Ukraine, Ghana and the Philippines) will share the most significant insights they have learned from their work.

Presenters: Francis Acquah-Aikins, Jnr., West Africa Network for Peacebuilding, Ghana; Loreta Castro, Miriam College, Philippines; Iryna Brunova-Kalisetska, National Academy of Pedagogical Science of Ukraine

Hands up, Don't Shoot!: Exploring Tensions Between Grassroots and Institutional Organizing Models in Conflict Resolution

This session explores the tensions and opportunities that arise in doing long-term conflict resolution and social justice education at the community level in the US. The possibilities for building on youth-led knowledge production are reviewed with a focus on efforts to support creative responses to issues of systemic racism and structural violence. Drawing on the presenters' experiences in youth engagement work, this workshop uses concrete examples to explore youth knowledge production in the context of living everyday with structural violence.

Presenters: Arthur Romano, George Mason University, Patricia Parker, University of North Carolina at Chapel Hill

Creating a Bullying and Harassment Policy for Higher Education

Bullying is persistent, hostile behavior aimed at damaging another individual. Victims of bullying often suffer internalizing and/or externalizing consequences which may lead to suicide or targeted violence. Bullying behaviors continue into the post-secondary level. Students, faculty and staff of all institutions of higher learning should be afforded education on bullying as well as assistance for victims and perpetrators. This workshop involves best practice in creating an anti-bullying task force and policy. The University of Toledo has a

partnership which includes researchers, students, attorneys and administrators that helped develop and approve a campus-wide Bullying and Harassment Policy.

Presenters: Lisa Kovach, Robert Salem, University of Toledo

A Global Theater Lab for Cultural Understanding

As U.S. universities become more culturally diverse, there are increased chances for cultural misunderstanding and conflict. This workshop introduces a unique course in which traditional theater students and international students studying English explore together the interaction of theater and culture as a path to cultural understanding, richer artistry, and deeper appreciation of differences in race, gender, religion, and culture. The presenters will outline the design of the course, demonstrate several acting and writing techniques they've successfully, and finally, they will share student feedback and describe how the course can serve as a cross-cultural training model for college campuses.

Presenters: Michael P. Smith, Heather McDonald, George Mason University

Native American Achievement Project: A Collaboration with the Oglala Lakota at Pine Ridge

The Student Peace Alliance will share the value of cross cultural student service learning trips. Pre-trip surveys and post trip evaluations and insights gained will be reviewed. Completion obstacles faced by community college students at the Pine Ridge Indian Reservation will be compared to the completion obstacles faced by community college students in Northeast, Ohio. The efforts to develop a sustainable relationship with the reservation college and Cuyahoga Community College to improve cross cultural understanding and cooperation will be discussed.

Presenters: Sara Clark, Susan Lohwater, Olivia Myles, Karen Posner, Cuyahoga Community College

Children's International Summer Village (CISV) – Peace Education Through Experiential Learning

CISV International is a global organization dedicated to educating and inspiring for peace through building inter-cultural friendship, cooperation, and understanding. CISV currently offers seven programs that use “learning by doing” to work with different age groups in international camp-based, family exchange and local community settings. Participants develop skills they need to become active global citizens who can make a difference in their communities and the world. This workshop will share CISV's background, methods, frameworks, and an example of how CISV uses experiential learning activities to provide age appropriate education on human rights.

Presenters: Mae Cooper, Chrissy Fischer, CISV USA

Film: Beyond the Divide Film Screening & Discussion

This award-winning documentary film is about war, peace, and the courage to find common ground. The main characters serve as role models, demonstrating peace building across a longstanding divide. Fifty years have passed since the beginning of the Vietnam War yet deep divides still remain between those who served and those who fought a different war at home. In Missoula, Montana, a humongous graffiti peace symbol mysteriously appeared and remained for almost twenty years, inflaming the enduring animosity between veterans and peace advocates. Discussion materials and activities designed to accompany the film will be presented and discussed.

Presenters: David Smith, George Mason University, Jan Selby, Quiet Island Films.

Panel – Ethics and Morality

A. Human Rights as an Indigenous Global Moral System

B. "Living an Ethical Life: The Value of Ethical Living in Our Lives, Institutions, Communities, and World"

A. Psychological resistance to conflict reduction strategies pose a significant barrier to peacemaking. Religious, political, or nationalist affiliations can foster tribal identities which resist certain solutions to conflict even when demonstrated to be effective. This presentation offers an outline of human rights as an intuitive moral system. Studies in child development, experimental economics, neuroscience, and Great Ape societies demonstrate a keen desire for human connection, integration, and inequity aversion. How these traits have informed the collective development of increasingly inclusive moral systems throughout the last 10,000 years of human sociocultural evolution, culminating in the articulation of the UDHR after WWII will be illustrated.

B. Workshop participants will consider, from a multicultural perspective, what diverse wisdom traditions identify as essential behaviors for living an ethical life. Participants will reflect upon the extent to which these behaviors exist in our world, institutions, communities, and within their personal lives. Participants will be encouraged to work toward the implementation of change where it may be most necessary.

Presenters: Bruce K. Friesen, University of Tampa; Michael L. Fischler, Plymouth State University

New! Using Peacemaking Circles to Renew K-12 Educators

This session will explore ways to use the Peacemaking Circle process to energize and re-engage the original vision of school staff who are worn down by the daily challenges of working in schools.

Presenter: Kay Pranis, *Co-Author, Peacemaking Circles: From Crime to Community*

New! Combining History Learning and Human Rights Education: A Workshop for Trainers in the Non-Formal Education Sector

This workshop will introduce a new handbook for blending historical learning and human rights education, developed on the basis of European and U.S. experiences. The application of critical pedagogy strengthens our understanding of actors, structures and processes of (in)justice in the past and present, and encourages us to take action to influence changes in the future. Following the sharing of brief examples from different sectors participants will engage in two activities from the handbook that are relevant for non-formal educators working in the area of peace, human rights and/or intercultural education. Throughout the workshop, participants will have the opportunity to reflect on their own practices.

Presenter: Felisa Tibbitts, Human Rights Education Associates (HREA)

Optional: Evening Special Events. Please see the Main Conference Web Page for Details

Saturday, June 20th, 2015

9:00 – 10:00 Keynote: Dr. Hal Saunders, Former U.S. Assistant Secretary of State; Director of International Affairs, Kettering Foundation; Former President, International Institute for Sustained Dialogue

10:15 – 11:45 Session 3 Workshops (Select One)

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

Panel: Experiential Learning, Simulations, and On-Line Learning

A. Connecting Poverty and Violence in the Classroom: Examination of On-line Resources

B. Experiential Learning and Simulation Exercises for Peacebuilding and Humanitarian Operations: A Simulation Survey

A. Often times the connection between poverty and violence is not evident. As Gandhi noted, “Poverty is the worst form of violence.” This presentation will focus on online resources that can be used to explore the connection between the complicated relationship between poverty and violence. Several resources will be demonstrated and participants will receive a detailed bibliography with suggested online films, online simulations, data resources, and other materials.

B. This session evaluates over a dozen governmental and state agency, non-governmental, and academic simulation exercise programs designed to orient, evaluate, and prepare participants for deployment to conflict zones where humanitarian operations are being conducted. The survey highlights innovations, best practices, and trends among the various programs reviewed specific to the design phase, movement from theory-to-practice, content and context, and methodologies for conducting participant reflections, assessing program efficacy, and program refinement. Additionally, the survey examines the rationale behind, strengths, and benefits of utilizing experiential learning and simulation exercises to augment higher education programs in conflict resolution and peace-building.

Presenters: Katherine Rowell, Sinclair Community College; Andrew Baer, Intellegere Risk Management

Media and ISIS: Islamic or against Islam?

Despite the popular beliefs in the West, most victims of ISIS terror are Muslims and the imminent danger of ISIS terror threatens Muslims of the region. But how did ISIS emerge and how does it survive? What is done to prevent and address it? Are the policies effective? What is the role of media in highlighting the actions of ISIS and giving a meaning to them? This workshop will address these questions, and will examine the role of the media in every aspect of people's lives. Approaches to media's role in conflict creation, conflict perpetuation, and peace journalism will also be presented. Cases such as Chechnya, and Crimea conflicts will be compared and contrasted with that of ISIS.

Presenter: Ali Askerov, University of North Carolina-Greensboro

Nonviolent Ways of Conflict Transformation through Animation

This workshop introduces animation resource materials that present and facilitate conflict approaches that contribute to peaceful conflict outcomes. The animation DVD was made in response to the need for a visual teaching material to teach conflict resolution skills within limited class hours in the established school curriculum. It offers humane, inclusive and thoughtful conflict response possibilities. Experiential activities in the forms of constructive conflict resolution approaches and sample lessons will be demonstrated.

Presenters: Kathy R. Matsui, Eri Somoto, Seisen University, Japan

Developing Community-Based Solutions Outside of the Criminal Justice System

This workshop will examine conflict resolution practices which support communities, in resolving conflicts outside of the criminal justice system. This practice is a community-administered process of restorative justice (RJ) using principles of unitive justice. The current city-wide system being developed by Richmond, Virginia's Alliance for Unitive Justice (AUJ) to create a foundation of structural change promoting human rights will be reviewed. This workshop will offer participants a basic understanding of unitive principles and how they might modify their restorative practice to reverse some of the power imbalance potential in RJ models.

Presenters: Sarah Ochs, Kristin Reed, Virginia Commonwealth University

Voices of the Disempowered: How Students and Teachers at an Inner City Public High School are Energized and Empowered by Circle Process in the Classroom.

Individuals are most effectively engaged in their work and education when actively involved in creating and monitoring group norms and addressing challenges in adherence to such norms. The use of the Circle Process (CP) gives voice to student and teacher concerns in ways that individual classes approach their goals and tasks. CP fosters empathic listening and consensual decision-making and encourages the development of caring bonds. Staff members and students of an inner city public high school in Maryland will describe the impact of implementing CP across academic subjects and with a diverse student body.

Presenters: Shari Baker, Charlene Clark, Jane Connor, Jesse Hatcher, Elizabeth Hood, Jessica Jackson, Jessica Jackson, Sandra Jimenez, Samantha Spiegel, High Point H.S.; Abby Shephard, American University

Haiti's Cnaan: Solution for Displaced Haitians or Disaster in the Making

Five years since Haiti's major earthquake, we've seen focus on creating an investor-friendly, quake-resistant Port-au-Prince. Ten miles north of downtown, almost 100,000 of the displaced are building their own solution since 2010 when the government declared 18,000 acres of land publicly available. Informal development at warp speed

is transforming Canaan, the heart of the settlement, and its environs into what will soon be Haiti's third-largest urban center. This workshop will explore Canaan's future prospects, will it become Port-au-Prince's biggest slum? What is the government's responsibility to its residents and landowners?

Presenter: Jonathan Myerson Katz, Allison Shelley, Pulitzer Center

Social Emotional Learning: Effective Strategies for Success

This workshop will define Social Emotional Learning (SEL) and examine its effectiveness with students/youth that are experiencing social/emotional issues in K-12. Participants will examine the 5 SEL Core Competencies and how this relates to academic and social success. Participants will leave with effective strategies and best practices that can be used school-wide. Participants will have the opportunity to share and work in groups, examine videos that demonstrate strategies, and will leave with a list of resources they can use to support their efforts in implementing SEL.

Presenter: Anissa Freeman-Jones, Prince Georges County Public Schools

A Right to Our Voice: Linguistic Human Rights and Peace Education

This workshop highlights language as an often overlooked aspect of human rights. The concept of linguistic human rights, which relate to the freedom to choose one's language of communication in private and public settings without discrimination will be explored. Participants will discuss ways in which educators can engage language learners through peace perspectives and work together to apply multilingualism and peace perspectives to a lesson plan in their educational settings. Participants will be invited to continue sharing curriculum ideas through the Language for Peace project, an online community of practitioners for language and peace educators.

Presenter: Cheryl Woelk, Language for Peace

The Importance and Impact of Understanding Respect in Situations that Create Conflict & Tensions

This workshop will focus on using CRE methods to create opportunities for handling tensions in conflict. These social justice skills can be used in building community and respectful connections which strengthens student-teacher relationships. Participants will engage in hands on activities that facilitate understanding, communication, problem solving and the appreciation of differences to use in peer mediation programs and classrooms from kindergarten to college.

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

Panel – Conflict Resolution Education Research

A. Turning Around Stepping Back

Standardized testing and implementation of Common Core increase challenges to those wishing to integrate Conflict Resolution (CR), Restorative Justice (RJ), Human Rights Education (HRE), and Character Education (CE) into their classroom studies and schools, despite the benefits to the culture of the classroom, school, community, and larger society. This workshop will explore the literature on effectiveness of integrating CR, RJ, HRE and CE, examining evolutions in educational culture, classroom management techniques, standard academic measures, and in use of in school and out of school suspension as disciplinary actions.

B. The Effects of Peer Mediation on the Behavior of Elementary Students

The research to support the use of peer mediation (PM) to solve disputes among students will be shared including the effectiveness of a PM program on grades four and five in the Opelika City School System. The proportion of PM agreements that were effective and changes in students' attitudes will be reviewed. The results of the study will assist educators and other stakeholders in reducing violence in schools.

C. Talking in Circles: Preliminary Findings of a Mixed Methods Study of School-wide Restorative Approaches in Two Urban Schools

Preliminary findings of a mixed methods multisite case study will be shared to understand the relation of urban schools adopting school-wide restorative approaches and the changes that occur throughout the schools as a result. This study, designed in partnership with educators, researchers, and administrators at the Oakland Unified School District (OUSD), includes teacher survey findings, student and adult focus groups, principal interviews, and

classroom observations. Changes that occurred on the individual, organizational, and pedagogical levels will be presented.

Presenters: Gail Barker, Lakeland High School; Craig Rogers, Montgomery Public Schools; Martha Brown, Florida Atlantic University

New! Peer Mediation

This session will review the origins of peer mediation and how the Iowa Peace Institute (now integrated into Grinnell College's Peace Studies Program) has institutionalized the concept in the State of Iowa and Maryland and facilitated taking these ideas to Russia, Poland, Switzerland, Austria and Germany. George Mason University's School for Conflict Analysis and Resolution currently has a 3 credit hour Master's Course in Peer Mediation.

Presenter: U.S. Ambassador (ret.) John W. McDonald, International Institute for Multi-Track Diplomacy

New! Conflict Resolution Skills for Culturally Diverse Groups

This workshop will focus on how to combine conflict resolution training, professional development, and cross-cultural engagement to build peace and advance cooperation across cultures, ethnicities, and borders. We explore ways to use a development strategy to bring people of diverse backgrounds together for collaboration on projects and programs that improve their communities and their relations with one another.

Presenter: Ms. Nevzer Stacey, HasNa Inc

11:45 – 12:45 Lunch

12:45 – 2:15 Afternoon Plenary

Elizabeth Abi-Mershed, Assistant Executive Secretary, Inter-American Court of Human Rights, Coordinates the work of the Office of the Rapporteur on the Rights of Women

2:30 – 4:00 Session 4 Workshops (Select One)

Creative Solutions to Current Crises

Future crisis such as wealth inequality, predicted food shortages, mega droughts, climate chaos, housing shortages, and a lack of basic sanitation for billions have already created human rights problems, and it appears that such problems are getting worse. However, few know that creative people have developed and tested environmentally neutral answers to these problems for decades. This workshop will present low tech solutions to enable all people, irrespective of nationality, educational attainment, or class, to build efficient systems which sustain them.

Presenter: Coriana Close, The University of Memphis

Gender Based Violence – Teacher Training in Myanmar

This workshop examines how gender-based violence, power, and dependency interact with one another in conflict-affected societies while exploring what concrete actions participants can take in their respective national, cultural, and organizational contexts with a view toward reversing the vicious cycles of gender-based violence, power asymmetry, and perpetual dependency from which women suffer. The presenter will use the context and content of an ongoing teacher training initiative that seeks to enable Rakhine Buddhists and Rohingya Muslims to coexist to provide a useful framework of comparative analysis.

Presenter: Tatsushi Arai, George Mason University

CRE –Take Ten-Why and How it Works

Participants will be introduced to the Take Ten program, a curriculum of conflict resolution that was formulated at the University of Notre Dame almost fifteen years ago. It combines extensive college-student volunteer use with teacher and staff trainings. The work with local school districts includes: developing new discipline codes and techniques, working with multiple community partners, working at a distance, an adult education component, presentations on bullying, and restorative justice peacemaking circle lessons.

Presenter: Ellen Kyes, The University of Notre Dame

Negotiation and Conflict Management Skills Development for Youth in Post-Conflict Zones

Negotiation and conflict management skills are particularly important for youth in postconflict settings, where emotions, anger, fears of retribution, and rights violations can cause conflict to quickly escalate to violence. Over the last ten years, CMPartners' work in Burundi has focused on the de-escalation and more effective management of conflict through training in negotiation, communication and conflict resolution skills. In partnership with the Burundi Leadership Training Program (BLTP), this work included the design and testing of a high-school conflict management curriculum. Challenges of designing a youth-targeted conflict management program will be discussed as well as how to address these challenges.

Presenter: Elizabeth McClintock, CMPartners, LLC

Pairing Psychology & Creative Writing Courses and Letting Students and Storytelling Drive Global Learning

What do vulnerability, connection, shared experiences, and technology have to do with each other? Presenters will share their experience piloting peace and conflict studies content, creating an informal learning community, and weaving it all together in the new territory of digital storytelling. Students in Introduction to Psychology and Creative Nonfiction courses collaborated for a service-learning project to conduct oral history interviews with international refugee youths in the community and to produce digital storytelling memoirs. This cross-disciplinary collaboration undertaking helped forge new alliances across classrooms and extended out into the larger Austin, Texas Community, allowing students in high school and college to find common ground.

Presenters: Charlotte Gullick, Shirin Khsoropour, Austin Community College

Talking Circles for Adolescent Girls in Urban High Schools

This workshop will provide an overview of a study to understand the relational ecology of urban schools adopting school-wide restorative approaches and the changes that occur throughout the schools as a result of the reform implementation process. This study, designed in partnership with educators, researchers, and administrators at the Oakland Unified School District (OUSD) was conducted within the context of a larger, district-wide evaluation of restorative justice throughout Oakland schools.

Presenter: Martha Brown, Florida Atlantic University

Alternatives to Youth Incarceration in South Carolina

Addressing Basic Conflict, LLC and Family Corps., have been brought together by Community Connections for Youth, to address the troubling problem of high youth detention rates in South Carolina, through the provision of education and wrap around services for youth. Presenters will share their efforts to better the lives of our most needy-children. The session will include providing an understanding of how to integrate the services and education and partnerships needed to keep young people out of the detention system while strengthening communities.

Presenters: Rubén Austria, Community Connections for Youth; Catherine Wilhoit, Addressing Basic Conflict

Parenting and Its Impact on Bullying Behaviors: A Socioecological Approach

Interaction with parents/caregivers, teachers, and peers influence to what extent a child participates in, or is exposed to, instances of bullying. These influences are thought to be the various systems that interact and influence a child's behaviors. Of these systems, parents are the front line in bullying prevention. The workshop will provide information for parents/caregivers on their role in preventing bullying. Parenting styles impact whether a child will be a bully (participant), victim, or bully-victim (bully or victim depending on context). These findings, when shared with parents and caregivers, have the ability to lessen the likelihood of bullying and its related internalizing and externalizing effects of victims.

Presenter: Vicki Dagostino-Kalniz, Lisa Kovach, University of Toledo

Gender Panel

A. Female Genital Mutilation and Women's Rights: Debunking the Cultural Preservation Myth

B. Gender Binary Dialogue in Myanmar's Monastic Schools

A. The presenter will discuss cultural practices which subjugate and disempower women. The cultural preservation myth will be debunked in an effort to explicate the need for cultural change in advancing the rights of women globally. The practice of female genital mutilation (FGM) will be examined trans-historically in order to unpack the notions of cultural immutability.

B. The presenter will provide an overview of Myanmar's current education systems, with attention to Monastic Education, and introduce an idea that instead of investing in programs that define democracy, transparency, inclusion and tolerance, the best way to combat violence in Myanmar is to meet the young people and the students where they are, logically and emotionally. A case study will be introduced and potential research for investing in gender binary dialogue in monastic schools.

Presenter: Lori Hall, Virginia Polytechnic Institute and State University; Sara Fairley, School for International Training

Creative Engagement "Outside the Cognitive Box": Intersections of Restorative Justice Practices and the Arts

A core value of restorative justice (RJ) is the active engagement of all participants. Too many times RJ practices primarily rely on cognitively based processes, like sitting in circles and talking. In this session, we explore alternative ways of engaging in RJ, namely the arts. From hip-hop and poetry to music and theater, the creative arts provide spaces for our physical, emotional, social, and cognitive selves to engage in RJ. Arts-based RJ is interdisciplinary, providing opportunities to build individual and collective accountability, develop higher order thinking, promote creativity, and resolve conflict. Examples of arts-based RJ will be presented.

Presenters: Katherine Evans, Roger Foster, Jane Ellen Reid, Heidi Winters Vogel, Eastern Mennonite University; Jill Strauss, Manhattan Community College

New! Defining Innovative Alternatives to Sustainable Peace and Development: The Grassroots Perspective

Conflicts in Sub Sahara Africa, including terrorist Boko Haram insurgences, have turned the most diverse of all continents into a continent unable to utilize its diversity as opportunities for development. Despite the call for women's participation in all peace-building processes, the significant representation of women remains poor. This workshop will share WAA Cameroon's strategic campaign to establish a female counterpart of the National Conference of Traditional Rulers of Cameroon known as The Queens for Peace International in efforts to redress existing gender gaps in traditional institutions that are impediments to women's rights in Cameroon.

Presenter: Justine Ngum Kwachu Kumche, Women in Alternative Action Cameroon

New! Identity (Re)Construction and Reconciliation in Post-Genocide Cambodia: Transformative Peace Education through Theatre

This workshop will share how theatre can be used for transformative learning of peace education while educating participants about the root causes of genocide, and helping to move victims and perpetrators toward reconciliation. The use of theater includes inter-generational dialogue between younger and older generations to understand the country's history as a means for genocide prevention and attitudinal transformation in post-genocide Cambodia. Theatre enhances an equal opportunity for victims and perpetrators to speak the truth and to be compassionately heard by one another. Consciousness and critical thinking are enhanced to awaken a sense of transformative agency needed in educating people for peace and social justice.

Presenter: Erna Anjarwati, University of Tasmania, Australia