



10th International Conference on Conflict Resolution Education (CRE) *Building Stronger Communities Through Peace, Justice, and Security*

June 8 - 13, 2016

Columbus, Ohio, USA

<http://creducation.org/cre/goto/creconf>

OVERVIEW OF 14 PRE-CONFERENCE TRAININGS JUNE 8 – 9

(Last Updated May 21, 2016)

Two-Full Day Pre-Conference Trainings, Wednesday June 8th AND Thursday, June 9th, 9AM – 5PM

1. Kingian Nonviolence Conflict Reconciliation – Two Day Core- Institute for Human Rights and Responsibilities
2. Transforming Relationships and Creating Concrete Community Change through Sustained Dialogue: A Training for College and University Faculty, Staff, Administrators and Students – Sustained Dialogue Institute

One Full Day Pre-Conference Trainings, Wednesday, June 8th, 2016, 9AM – 5PM

3. Restorative Practices in Schools – The Community Conferencing Center
4. Peace Literacy: A New Paradigm in Human Understanding – Nuclear Age Peace Resource Center and Sinclair Community College
5. When Students Misbehave: How Using Insight Skills Can Help You Deescalate Conflict and Make Targeted and Supportive Disciplinary Decisions, K-12 – George Mason University
6. The Practice of Peacekeeping: Unarmed Civilian Protection Monitors - Nonviolent Peaceforce
7. Developing Effective Peace Education Programs: Policy, Theory and Practice - Nansen Dialogue Centre (Montenegro), Department of Education and Training, Victoria (Australia), Women in Alternative Action Program (Cameroon), West Africa Network for Peacebuilding (Ghana)

One Full Day Pre-Conference Training, Thursday, June 9th, 2016, 9AM – 5PM

8. Conflict Management and Peacebuilding as a Classroom Management Tool - Antioch University
9. Integrating Conflict Resolution and Peacebuilding Concepts into College and University Courses – George Mason University and the Global Partnership for the Prevention of Armed Conflict
10. Trauma Informed Peacebuilding: Integrating into Program Design – Mediators Beyond Borders
11. Developing Effective Peace Education Programs: Good Practices and Education Tools from Asia – Seisen University (Japan), Miriam College (Philippines)
12. Cultural Sensitivity in Peace Education - Integration and Development Center, NGO (Ukraine)

TRAINING SUMMARIES

1. June 8th AND 9th, Kingian Nonviolence Conflict Reconciliation

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Intended Audience: Nonviolence practitioners, social change organizers and educators with a focus and interest on in-justice, and adult education for nonviolence and peace campaigns and movements

Summary: This program is designed to provide a general introduction to the foundational skills and information of Kingian Nonviolence Conflict Reconciliation basic to understanding issues and problems facing individuals, groups, communities, and nations. The program and associated activities explore concepts, theories, strategies, and techniques of organizing and mobilizing the nonviolent methodology. By providing the educational background for nonviolent reconciliation theory, practice and process, as well as skills training, the program will enable participants to understand how they can contribute to, interpret, and be involved with the dynamic continuum of nonviolence.

It consists of three components: 1.) The Historical Context: The historical background is important because it provides the participants with a framework for interpreting the historical context for Dr. King's theories and actions. 2.) The Philosophical and Strategic Foundation provides a greater understanding of the Six Principles that Dr. King outlined in *Stride Toward Freedom* in 1958 that can assist the participant to develop their own philosophical foundation for interpreting the goals, methods, thinking, dynamics, and process involved in nonviolence as a system of thought. 3.) Nonviolence Organization and Mobilization is the key to leading successfully any effort for change. By understanding the role of leadership and how that leadership functions in the context of a movement for social change, one can manage a process and develop a system that can effectively reach the desired goals. By examining the underlying factors using social action research methodology, there is a greater likelihood that the direct problem will be addressed rather than the symptoms.

Presenter: **David C. Jehnsen's** mission since 1962 has been to develop and institutionalize programs and leadership education opportunities that focus on Kingian Nonviolence and the values and practice of democratic social change. These include researching, training, educating, and delivering public information on democratic ways of life. He has been a social change activist, organizer, and educator in adult education for democracy due to his experiences at an early age in the Church of the Brethren, as well as working with Dr. Martin Luther King, Jr. following his participation in the 1962 Albany, GA Movement. He was awarded his Ed.M. degree from Harvard University Graduate School of Education in 1977 and and Ed.D. He co-authored, along with Bernard LaFayette, Jr. *The Leaders Manual- A Structured Guide and Introduction to Kingian Nonviolence: The Philosophy and Methodology*. He has served as Chair and Founding Trustee of the Institute for Human Rights and Responsibilities since 1978.

2. June 8th AND 9th, Transforming Relationships and Creating Concrete Community Change through Sustained Dialogue: A Training for College and University Faculty, Staff, Administrators and Students



(Photos L – R, Elizabeth Wuerz, Brittany Chung, Maureen Flint)

Intended Audience: Students, faculty, and/or staff members at a college or university or members of a community or workplace who would like to learn conflict resolution skills that focus on relationship building, as well as learn about the Sustained Dialogue five-stage process in order to make change in the community.

Summary: This is an introductory training in a dialogue-to-action process that students, faculty, and administrators are using around the world to solve problems in their community. 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.

Presenters: **Elizabeth Wuerz**, Program Consultant, Sustained Dialogue Campus Network, Sustained Dialogue Institute (SDI). At SDI, Wuerz works closely with administrators and staff to organize Sustained Dialogue on their campuses. Prior to her work with SDI, she worked in education and conflict resolution supporting the development of student programs to improve campus culture, facilitating training sessions on conflict management, negotiation and mediation, researching material for a new citizen security initiative in Central America, and supporting further development of a democratic dialogue handbook. She received her Master's degree in Law and Diplomacy from the Fletcher School at Tufts University with a focus in International Negotiation and Conflict Resolution and her BA from Northwestern University.

Brittany Chung, Case Western Reserve University, Class of 2016. Brittany is a passionate student leader who has used the techniques learned from moderator training in her personal life and campus involvement. Sustained Dialogue is a cornerstone in her life, as the modeled experience have been instrumental in her efforts to be a positive social change agent.

Maureen Flint, Coordinator of Training and Professional Development, The University of Alabama. Within her role she oversees the annual and on-going training and professional development of 258 undergraduate staff

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members, and 26 graduate assistants. Maureen holds a M.A. in higher education administration from The University of Alabama, and previously worked in Housing and Residential Communities at The University of Alabama as a Community Director. Working in partnership with Crossroads Community Center at The University of Alabama and Sustained Dialogue, Maureen has worked to develop and initiate introductory and on-going workshops on inclusion, identity, and inclusive language for professional, graduate student, and student staff training throughout the year. Maureen's experience developing training curriculum, and facilitating workshops with Sustained Dialogue has challenged her to think critically and reflexively about how we create space for student learning and development.

3. June 8th ONLY, Restorative Practices in Schools



(Photos L – R, Larell Smith, Malene Kai Bell)

Intended Audience: Elementary, middle, and high school administrators, faculty, and staff

Summary: Restorative Practices in schools introduces participants to the rationale and research-based processes behind RP. As a proven way to reduce suspensions and school violence while building community through the cultivation of positive relationships, participants explore the *proactive* and *responsive* tools that support restorative approaches to discipline.

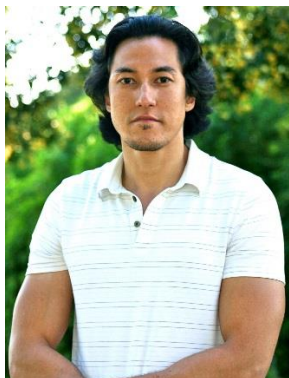
As a proactive 'tool', Community Building Dialogue Circles are the cornerstone of RP, effectively nurturing positive relationships within classrooms. Part 2 of Restorative Practices in Schools will explore the how-to of facilitating dialogue circles. Participants will learn about the key components of Dialogue Circles as well as explore key techniques and tools to promote positive relationships, connection, and a sense of safety and belonging within the circle. Experientially based, participants actively engage in a community building dialogue circle and have an opportunity to utilize the skills learned to facilitate their own. (Limited to 30 participants)

Presenters: **Malene Kai Bell** is a Restorative Practices Trainer/ Specialist with The Community Conferencing Center. A former English language arts teacher and instructional coach within the Baltimore City Public School System, Malene works closely with the faculty and staff of schools supporting the implementation of whole school and/or classroom specific restorative practices. Malene holds an M.A. in Writing from Johns Hopkins University.

Larell Smith joined the Community Conferencing Center (CCC) as a Case Coordinator and Facilitator in 2010. Prior to this, she extended her services to the Baltimore Child Abuse Center, formerly known as the Child Advocacy Network. While working with CCC, Larell has learned that it is important to express how people feel in order to cultivate a sense of wholeness and to help others to learn from their experiences. She is

excited to be part of an agency that provides members of the community a structured environment to effectively work out their conflicts. Larell holds a B.S. in Social Work.

4. June 8th ONLY, Peace Literacy: A New Paradigm in Human Understanding



(Photos L – R, Katherine Rowell, Paul K. Chappell

Intended Audience: Higher Education faculty across disciplines

Summary: Just as literacy in reading dramatically changed human societies, the next great shift in human societies will involve peace literacy. Because of nuclear weapons, war, and environmental destruction, if humanity does not become literate in peace, humanity will not survive. During an era when humanity has the technological capacity to destroy itself, peace literacy means survival literacy. Peace literacy are skills that are not actively taught or promoted in the traditional educational system. The seven forms of peace literacy are: literacy in a shared humanity, literacy in the art of living, literacy in the art of waging peace, literacy in the art of listening, literacy in the nature of reality, literacy in the responsibility to animals, and literacy in the responsibility to creation.

Peace literacy deals with every aspect of being human, from solving national and global problems, to confronting the root causes of violence and overcoming rage and trauma. This workshop will discuss how the power of conveying respect can increase conflict resolution ability, and how to effectively navigate the anatomy of aggression. This workshop will also provide guidance for educators who want to implement peace literacy curriculum in the classroom. It can be challenging for educators to find content that engages students, and peace literacy provides highly engaging content that can help educators overcome this challenge and empower people to create a brighter future. In this workshop, two lessons that are relevant to the lives of students and all people will be explored. The two lessons are titled, “Beauty and Belonging” and “Painting with Knives.”

Presenters: **Paul K. Chappell** graduated from West Point in 2002, was deployed to Iraq, and left active duty in November 2009 as a Captain. He is the author of the Road to Peace series, a seven-book series about waging peace, ending war, the art of living, and what it means to be human. The first five published books in this series are *Will War Ever End?*, *The End of War*, *Peaceful Revolution*, *The Art of Waging Peace*, and *The Cosmic Ocean*. Paul serves as the Peace Leadership Director for the Nuclear Age Peace Foundation. Lecturing across the country and internationally, he also teaches courses and workshops on Peace Leadership. He grew up in Alabama, the son of a half-black and half-white father who fought in the Korean and Vietnam wars, and a Korean mother. Growing up in a violent household, Paul has sought answers to the issues of war and peace, rage and trauma, and vision, purpose, and hope. His website is www.peacefulrevolution.com.

Katherine R. Rowell has taught sociology at Sinclair Community College in Dayton, Ohio, since 1996. For the past eight years, she has taught advanced sociology courses in racism and poverty at Wittenberg University in Springfield, Ohio. Kathy has won numerous awards for teaching excellence: American Sociological Association Teaching Excellence Award (2012), Outstanding Community College Professor of the Year by the Council for Advancement of Scholarship and Education and the Carnegie Foundation in 2005, the 2005 North Central Sociological Professor of the Year and the 2012 American Sociological Association Distinguished Teaching Award. She served as the founding director for the Center for Teaching and Learning at Sinclair Community College 2008-2015. She is a board member of the Dayton International Peace Museum. Kathy earned bachelor's and master's degrees from Wright State University in Dayton, Ohio, and a Ph.D. from Ohio State University.

5. June 8th ONLY, When Students Misbehave: How Using Insight Skills Can Help You Deescalate Conflict and Make Targeted and Supportive Disciplinary Decisions, K-12



Intended Audience: Educators, teachers, counselors, conflict resolution practitioners, school resource officers, parents and any other participants who experience conflict around issues of compliance

Summary: The Insight approach to conflict analysis and resolution is an innovative theory and practice in the conflict analysis and resolution field. It hypothesizes that inappropriate, student behavior—acting out in class, refusal to participate, insubordination, noncompliance, fighting with peers, truancy, among others—can be understood as conflict behavior, behavior rooted in a decision to defend against something threatening. When misbehavior is understood as conflict behavior, the Insight approach contends that it can be transformed using an explanatory framework that guides directed questioning into the cognitional dynamics of conflict.

This skills-based training will introduce participants to the theory and practice of the Insight approach, covering concrete and proven skills for understanding and dealing with conflict as it manifests in real-time. Teachers, counselors, administrators, and policy makers can benefit from this training. Insight skills offer a way to enhance classroom and hallway management and reduce suspensions in favor of targeted and supportive disciplinary strategies that hold students accountable.

Presenter: **Megan Price** is a PhD Candidate at George Mason's School for Conflict Analysis and Resolution where she also directs the Insight Conflict Resolution Program. Megan has been working with the Insight approach since 2007 and holds a Graduate Certificate in Insight Mediation from Carleton University, Ottawa. Megan has conducted extensive research on the application of Insight theory to deeply-rooted social conflict, and has worked in neighborhood and community development in both the public and private sectors. She is a collaborator on the development of Insight Policing and the Insight Approach to Student Discipline, both aimed at using Insight conflict resolution skills to build legitimacy and produce targeted, precise and supportive

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decisions in contexts of enforcement and discipline. Megan earned her Master's degree from Trinity College, Dublin and completed undergraduate work at Reed College in Portland, Oregon. She lives in her hometown, Washington, DC, with her husband and two young children.

6. June 8th ONLY, The Practice of Peacekeeping: Unarmed Civilian Protection Monitors



(Photos L – R, Ann Frisch, Mel Duncan)

Intended Audience: People working in areas of active conflict, especially, but not exclusively, armed conflict.

Summary: Peacekeeping is the practice of keeping civilians safe in their homes and communities in spite of violent conflict. It includes working with them to reduce violence and to find their own means of nonviolent conflict resolution. Unarmed civilian protection monitors (UCP) are sent on invitation from deeply rooted groups in communities where there is armed conflict to protect civilians and work with local people to reduce violence. In this one-day workshop, participants will learn how to identify potentially violent conflict and strategies to diffuse conflict using nonviolence. Key to the practice of UCP is nonpartisanship, independence, and nonviolence. Major strategies include physical presence, monitoring for compliance to agreements, building relationships, and capacity building. Participants will gain skill in nonpartisanship, finding common ground in situations of conflict, and dialogue, all key to successful peacekeeping.

Presenters: **Mel Duncan**, is the co-founder and current Director for Advocacy and Outreach for Nonviolent Peaceforce (NP). His work includes increasing the recognition and support for unarmed civilian protection (UCP) at the UN, as well as other activities to advance the field. Mel's life has been devoted to bringing people together to advance peace, justice, and a sustainable environment. He has accepted numerous awards on behalf of the work of NP including the Hawkinson Foundation Annual Award, the Presbyterian Peace Fellowship's Peace Seeker award, and the Fellowship of Reconciliation USA Pfeffer International Peace Prize. *The Utne Reader* named him as one of "50 Visionaries Who are Changing Our World." He holds a masters degree form New College of California and did his undergraduate work at Macalester College. He and his wife, Georgia, have 8 children and 12 grandchildren.

Ann Frisch is Senior Adviser to Nonviolent Peaceforce, an international organization that provides unarmed civilian protection monitors (UCP) on invitation from deeply rooted civilian groups in areas of armed conflict. She served as UCP in Guatemala when Nonviolent Peaceforce deployed a unit to protect women human rights defenders during the run-up to national elections in 2007. As a St. Paul Minnesota (5960) Rotarian, she initiated the first District Grant in Rotary history to train Rotarians in peace and conflict prevention/resolution for the Civilian Peace Process in Southern Thailand. She presented "Peace from the Inside Out: Rotary to the World" at the Rotary Peace Center Symposium and the Rotary International Convention in Brazil in June 2015, which developed ideas for Rotary Clubs to work for peace in their communities. Ann also co-authored the first Intl. Conference on Conflict Resolution Education Pre-Conference Workshops June 8 – 9, 2016

curriculum on unarmed civilian peacekeeping to be launched this year with United Nations Institute for Training and Research.

7. June 8th ONLY, Developing Effective Peace Education Programs: Policy, Theory and Practice



(Photos L – R, Ivana Gajovic, Justine Kumche, Gary Shaw, Levinia Addae-Mensah)

Intended Audience: Practitioners in K-12 and college faculty and staff, as well as policy advocates/makers.

Summary: This interactive workshop is designed to provide an elaboration and a practical demonstration of peace education initiatives used by members of the GPPAC Peace Education Working Group with a broad range of stakeholder groups. This includes;

- prevention programs in K-12 schools e.g. conflict resolution education, values education, intercultural education, peace education and social emotional learning
- prevention programs in the community, particularly promoting gender inclusion and reducing violence
- lessons learned from policy and advocacy for peace education

The presenters will showcase examples of policies, programs and activities that have proven successful or show most promise, particularly in relation to developing social cohesion and reducing conflict and violence.

To put things into a local context, participants will be able to workshop local scenarios in which peace, justice and security have been problematic and apply some of the tested theory and practice.

Presenters: **Levinia Addae-Mensah** is a peace and security practitioner with close to twenty years experience in Conflict Prevention, Management, and Peace Support Operations. Her passion in peacebuilding has driven her to work in extremely dynamic and volatile contexts such as in Rwanda, Burundi, Liberia, and Cote d'Ivoire. She has extensive experience working on projects in Nigeria, Togo, Ghana, Liberia, Sierra Leone, Guinea, The Gambia, Senegal, Belgium, France, Germany, Switzerland and Denmark. She worked with International Alert and then joined the West Africa Network for Peacebuilding (WANEP) where she served as the West Africa Regional Coordinator of the Active Non-violence and Peace Education Program, a program she pioneered in 8 countries. She joined the Kofi Annan International Peacekeeping Training Centre (KA IPTC) in May 2008. At KA IPTC, she worked as the Program Coordinator of the Small Arms and Light Weapons Control Program within the Research Department. She currently serves as the Director of Policy, Planning, Monitoring and Evaluation.

Ivana Gajović, GPPAC PE WG -Nansen Dialogue Centre Montenegro. Ivana is currently Director of Nansen Dialogue Centre Montenegro and chairwoman of Peace Education Global Working Group-GPPAC. Ivana is

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working on Education for Peace trainings, policies and program development, at the local, regional, and global levels. As a result of her work in school mediation programs that focus on changing the climate of the school, Ivana uses alternative dispute resolution methods to transform participants' views of conflict. Ivana has been a member of the GPPAC Peace Education Working Group since 2008 and has a background in conflict transformation, democratization, and peace education. She has presented at numerous national and international conferences.

Justine Kwachu Kumche, the Executive Director of Women in Alternative Action Cameroon, holds a Master's Degree in Anthropology of Development from the University of Yaounde, Cameroon. She contributed to the Global Studies on Candid Voices on the Field: Obstacles to a Transformative Women Peace and Security Agenda and to Women's Meaningful Participation in Building Peace and Security by GPPAC, WPP and Cordaid. Justine has led her organization to research and propose a draft firearms law to government and parliament in Cameroon amending the 1973 presidential decree. She instituted Peace Clubs in primary and secondary schools and created the Queens for Peace International, an initiative that brings together wives of traditional leaders as community peacebuilders. Justine is a member of Cameroon Women's Network for Women, Peace, Security and Development, the Central Africa Action Network on Small Arms, GPPAC Peace Education Working Group, Women Peacemakers Program and the International Action Network on Small Arms.

Gary Shaw, GPPAC PE WG, Department of Education and Training, Victoria, Australia. Gary has been a member of the GPPAC Peace Education Working Group since 2007 and has a background in violence prevention, values education and intercultural education. He has presented at numerous national and international conferences including at past CRE Conferences in Ohio. Gary is completing his PhD at Deakin University, investigating how interculturality can be developed in schools. He is currently a Senior Policy Advisor in the Department of Education and Training where he is involved in the development and implementation of policy and programs designed to contribute to teacher and student improvement outcomes, particularly in relation to internationalizing education and the development intercultural capability, student leadership and global citizenship.

8. June 9th ONLY, Conflict Management and Peacebuilding as a Classroom Management Tool - Antioch University



(Photos L – R, Sarah Wallis, Sonya Fultz)

Intended Audience: K-12 educators, those who work with youth in group settings, and those in teacher education

Summary: Participants will be introduced to a philosophy of working with people that relies primarily on understanding conflict, the impact of emotions and communication strategies on problem solving, mediation principles, and respect for all parties involved. Participants will actively explore styles of managing people and Intl. Conference on Conflict Resolution Education Pre-Conference Workshops June 8 – 9, 2016

ways to increase the effectiveness of creating student centered management practices. Student motivation and creating optimal learning environments will be emphasized through a variety of activities and role plays. Participants will gain a clear understanding of how this approach supports academic success in the classroom.

Presenters: **Sonya Fultz** has been a trainer teacher of conflict resolution for over 10 years. Her first experiences were as a classroom teacher in an urban middle school and followed by 3 years working with Jane Nelson and her Positive Discipline approach to classroom management. Sonya has also been a national and international trainer for the Ohio Commission on Dispute Resolution and Conflict Management. Sonya was Chair of the Adolescent/Young Adult and Middle Childhood licensure programs at Antioch University Midwest until her recent promotion to Chair of Undergraduate and Interdisciplinary Studies. Sonya is also involved in her community and serves on the international board for ALDEA, a local development organization in Guatemala dedicated to reducing infant mortality and providing clean water to communities.

Sarah Wallis is the Assessment and Accreditation Coordinator and adjunct faculty in the Master of Arts in Conflict Analysis and Resolution program at Antioch University Midwest. Prior to this position she served as the Director of Education Programs at the Ohio Commission on Dispute Resolution and Conflict Management, a state agency dedicated to building conflict resolution capacity throughout Ohio. Sarah has developed conflict resolution resources for educators, supported K-12 schools in comprehensive conflict management and school climate work, and collaborated with universities and youth serving organizations to incorporate conflict resolution skills into systems work. Recent projects include collaboration with a local school district on how to incorporate restorative justice principles into their formal disciplinary processes.

9. June 9th ONLY, Integrating Conflict Resolution and Peacebuilding Concepts into College and University Courses



(Photo – Julie Shedd)

Intended Audience: Faculty and administrators in higher education developing and enhancing their peace and conflict studies courses, professional development, and programs.

Summary: This workshop is designed for faculty who wish to teach courses in conflict resolution theory or to integrate conflict resolution theory into one or more of their current courses. The theories outlined in this workshop can be utilized in any number of fields and courses. Professors should be able to modify or design courses that include elements of conflict theory, dynamics and intervention processes as a part of their coursework upon completion of this workshop. This workshop will begin with an overview of Conflict resolution & peace studies as disciplines or fields, then we will review frameworks for analyzing conflict. This will be followed by a review of core theories, sample syllabi & syllabus creation, pedagogical tools that

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enhance student learning, methods of evaluation/assessment, and finally resources for the classroom. Participants will need to bring with them their current syllabus or any course syllabus that they are looking to integrate these themes into. There will be pre-reading assignments prior to the workshop.

Presenters: Jennifer Batton, M.A., Co-chair of the Global Partnership for the Prevention of Armed Conflict (GPPAC) Peace and Conflict Resolution Education Working Group and North America Co-Chair, has worked with GPPAC since its development at the UN in 2005. She provided training, presentations, and consultation for teachers, policy makers, and youth serving professionals in 22 countries. She recently served as a Senior Consultant for UNESCO – IIEP and served on The Organization of American States (OAS) Advisory Board for the Inter-American Program on Education for Democratic Values and Practices. She is the former director of education programs for the state government office, the Ohio Commission on Dispute Resolution and Conflict Management in Columbus, Ohio, where she was responsible for strategic planning to meet the needs of all of Ohio’s schools and universities. Jen also served as the director of Global Issues Resource Center at Cuyahoga Community College in Cleveland, Ohio, USA where she developed and coordinated the college’s certificate program in Conflict Resolution and Peace Studies.

Julie Shedd is currently the Associate Dean for Administration at the School for Conflict Analysis and Resolution, George Mason University and teaches both introductory courses and courses on terrorism, extremism, global conflicts, and ideologies. She holds a Ph.D. and M.S. in Conflict Analysis and Resolution from George Mason University and a BA in Political Science and Psychology from George Washington University. Her research includes work on the relationship of media to conflict, specifically focused on media coverage of terrorism and the role of women in political violence. From 2011-2014 she Co-Directed the Benjamin Franklin Summer Institute with Central Asia, bringing 45 students a year from Central Asia and the U.S. together for a month long training and exchange program. She has shepherded S-CAR’s efforts to increase distance education and overseen a wide range of innovations in experiential and service learning.

10. June 9th, ONLY, Trauma Informed Peacebuilding: Integrating into Program Design



(Photos L – R, Prabha Sankaranarayan, Mary Jo Harwood)

Intended Audience: Participants should have a minimum of three years of experience in program design and implementation. It is designed for the more experienced professional

Summary: Over the last decade, there has been increasing recognition that the fields of conflict resolution, peace building and trauma studies are interconnected.¹ Leading experts assert *the role of trauma must be integrated into conflict resolution applications as well as in the education of practitioners.*² The current reality is, programs that truly integrate the fields are rare. Addressing trauma is a critical component of conflict transformation and development efforts, but programs often overlook this because they are unaware or do not have the tools to integrate these principles. For too long Development, Peace Building and Trauma Studies have remained separate fields with silos of training, literature, research and funding.

This one day interactive, experiential workshop will highlight the latest in neurobiological research, and share examples from Columbia, Liberia and Kenya. Participants will develop the capacity to integrate these critical principles by designing a program using a trauma informed lens.

Presenters: **Mary Jo Harwood, MSW, LSW** has spent over 25 years addressing the impacts of unrecognized and unresolved trauma on communities and individuals experiencing prolonged violence. She has trained nationally and internationally on the impact of trauma. Her experience with incidents of mass casualty and sexual assault survivors provides the expertise necessary to remove trauma as a barrier to sustainable peace and community cohesion. A member of MBB since 2007, she has applied her expertise through work with child soldiers in Liberia, Pastoralists in Kenya, technical assistance to USAID-funded TOLERANCE project, a multiyear program to increase religious coexistence and reduce election violence in six states of Northern Nigeria. Advised local and international partner organizations on curriculum and intervention methods, appropriate for lay counselors and community members, to build resilience to the traumatic effects of terrorist activity against communities. She is currently co-leader of the South Sudan team developing programs to address the impact of trauma on youth and women. Her expertise in trauma recovery has been used in numerous newspaper articles, radio and television news reports.

Prabha Sankaranarayan is the CEO of Mediators Beyond Borders, (<http://mediatorsbeyondborders.org/>) an international non-governmental organization whose mission is to build local skills for peace and promote mediation worldwide. She is a conflict transformation practitioner who has mediated, facilitated and trained in Europe, Asia, Africa and the USA. Her public and private sector work includes conflict analysis for public/private partnerships, consultation & assessment for industrial development zones, design and implementation of trainings for multinational corporations; inter faith dialogues as well as facilitation of multi-stakeholder mediations. Prabha is actively involved in regional, national and international civic activities focused on civil liberties, sexual violence prevention, conflict mitigation & mediation and the recovery & rehabilitation of trauma survivors (Board of the American Civil Liberties Union Pittsburgh, Past President of the Pennsylvania Coalition Against Rape and CONTACT Pittsburgh). She is an Adjunct Professor at the School of Social Work, University of Pittsburgh. She trains and delivers presentations (nationally and internationally) on the impact of family and community violence, the intersection of trauma and peacebuilding, restorative justice, conflict resolution, mediation and transitional justice.

11. June 9th ONLY, Developing Effective Peace Education Programs: Good Practices and Education Tools from Asia

¹ The World Bank Group "Invisible Wounds": A Practitioners' Dialogue on Improving Development Outcomes Through Psychosocial Support. May 6, 2014, Washington DC, room MC C2-131 T

²Reilly, McDermott and Coulter, *Mass Trauma and Violence*, Living in the Shadow of Community Violence in Northern Ireland Intl. Conference on Conflict Resolution Education Pre-Conference Workshops June 8 – 9, 2016



(Photos L – R, Kathy Matsui, Loreta Castro, Eri Somoto)

Intended Audience: Practitioners, trainers and formal educators at all levels of education (K-12 through higher education)

Summary: The workshop will present selected good practices and education tools that have been developed in Asia such as modules or learning activities, student outputs, as well as approaches that deal with affirming diversity and challenging intolerance and prejudice, among others. Because the US is also a very diverse society, this workshop may open avenues for mutually beneficial learning and future connections among the facilitators/presenters and the participants.

Presenters: **Loreta Castro** is Program Director of the Center for Peace Education (CPE), a center which she founded in 1997 in Miriam College, Philippines, and of which she was Executive Director until March 2013. Among the CPE programs she currently manages are interfaith peace building, including a twinning project between Christian and Muslim youth; peace education mainstreaming, including workshops for colleges of education; and advocacy for a global treaty banning nuclear weapons. Loreta has been the President of the Philippine Council for Peace and Global Education since 2012 and a member of the Peace Education Working Group of the Global Partnership for the Prevention of Armed Conflict (GPPAC-PEWG) since 2008.

Kathy R. Matsui, Professor, Seisen University, Northeast Asia Regional Peacebuilding Institute, is professor at the Department of Global Citizenship Studies, Seisen University in Tokyo, Japan where she teaches courses on conflict resolution and peace related subjects. She received her doctorate degree from the Leadership Studies Program at Gonzaga University in Spokane, Washington. Her research focuses on the development of conflict resolution and reconciliation capacities. She works with peace researchers and educators internationally in the International Institute on Peace Education and Global Partnership for Prevention of Armed Conflict. As a peace educator, she has recently focused her activities on the Northeast Asia Regional Peacebuilding Institute (NARPI), which is held annually for participants from Northeast Asia to study conflict transformation and practice building a culture of peace. She is currently an advisory board member for the Hague Appeal for Peace, Global Campaign for Peace Education. She is also an active participant in inter-religious dialogue and cooperation for world peace as a member of the Women's Executive Committee, Peace Research Institute and the Peace Education Task Force of World Conference of Religions for Peace (WCRP).

Eri Somoto, Graduate Student, Seisen University, Northeast Asia Regional Peacebuilding Institute. Eri Somoto is a graduate student in Global Citizenship Studies at Seisen University in Tokyo, Japan and studies peace education and conflict transformation. The focus of her research is how to transcend conflict in Northeast Asia through peace education and the training provided by the Northeast Asia Regional Peacebuilding Institute

(NARPI). She has participated in NARPI since 2012. Her current activity is a counselor (facilitator) and coordinator for peace camp, which gathers teenagers from Japan, Korea and China.

12. June 9th ONLY, Cultural Sensitivity in Peace Education



Intended Audience: This workshop is for participants, who seek practical tips for teaching cultural sensitivity, tolerance, non-discrimination and appreciation of diversity in a classroom.

Summary: Cultural sensitivity is helpful in building relationships and can be fun. Cultural sensitivity integrated into communication skills helps prevent identity-based conflicts - from interpersonal conflicts to national conflicts. Examples of how educators and facilitators can create a culturally sensitive curriculum will be shared.

Presenter: Iryna Brunova-Kalisetska, PhD, director of Intergation and Development Center, NGO, has 15 years of experience in introducing cultural sensitivity into curricula at K-12 and higher education levels. Iryna has been working with educational systems in several regions with inter-ethnic tension or frozen conflicts. She taught psychology of conflict and cross-cultural psychology in Crimea (Ukraine) in Tavrida National University, until recently when she was forced to leave Crimea due to the Russian occupation, and move to Kiev. She now continues her work in 10 more regions in Ukraine.