

2016 INTERNATIONAL CONFERENCE ON CONFLICT RESOLUTION EDUCATION

Building Stronger Communities Through
Peace, Justice and Security
June 8-13, 2016



June 8 – 9 Pre-Conference Trainings
June 10 – 11 Main Conference - Keynotes and Workshops
June 12 – 13 Seminar for Colleges and Universities
Developing Peace and Conflict Studies Programs

The Mershon Center for International Security Studies at The Ohio State University
1501 Neil Avenue, Columbus, Ohio 43201



THE OHIO STATE UNIVERSITY



Hosted by The Ohio State University (OSU) Mershon Center for International Security Studies - Peace Studies Program, Center for Slavic and Eastern European Studies, John Glenn College of Public Affairs, the Department of Political Science and The Global Partnership for the Prevention of Armed Conflict (GPPAC)

About the Mershon Center

The Mershon Center for International Security Studies is the fulfillment of a bequest by Colonel Ralph D. Mershon to The Ohio State University for the exploration of matters pertaining to national security.

Ralph D. Mershon was a man of action in public life. He organized the American engineers for service in World War I and led a public effort to create legislation that was the forerunner of the Reserve Officer Training Corps in the United States.

He also was a contemplative and inventive person who held a number of important patents for his work in electrical engineering. Col. Mershon died February 14, 1952, and is buried in Zanesville, Ohio.

The Mershon Center is also supported by community gifts and grant money. The center's mission is to advance the scholarly study and intellectual understanding of national security in a global context.

The center does this by fostering research on three areas of focus:

- the use of force and diplomacy
- the ideas, identities and decisional processes that affect security
- the institutions that manage violent conflict.

The Mershon Center encourages collaborative, interdisciplinary research projects within the university and with other institutions around the world.

The center is currently sponsoring three major initiatives on Climate, Security, Health and Resilience; Peace Studies; and Democracy Studies.

Mershon supports multidisciplinary teams and individual faculty research projects, as well as hosting visiting scholars and supporting student research.

Current research projects include:

- Training to Talk Peace, by Christopher Gelpi and John Carlame
- The Politics of Climate Finance, by Alexander Thompson
- Comparative National Elections Project, by Richard Gunther and Paul Beck

The Mershon Center also organizes conferences, symposia, and workshops that bring together scholars, government officials, and business leaders from around the world to discuss the latest research in national and international security affairs.

Find our full list of research projects and calendar of events at mershoncenter.osu.edu



THE OHIO STATE
UNIVERSITY

MERSHON CENTER
FOR INTERNATIONAL
SECURITY STUDIES

OVERVIEW

The Ohio State University (OSU) and the Global Partnership for the Prevention of Armed Conflict (GPPAC) are partnering with schools, colleges, universities, and governmental and non-governmental organizations around the globe to host the International Conference on Conflict Resolution Education (CRE) June 8 – 13, 2016.

The 2016 conference builds upon prior conferences between 2004 - 2013 in Ohio, and 2014 - 2015 in Virginia, which brought together government representatives from among the 50 states and around the globe and their non-governmental organization partners. The annual audience includes college/university educators and students, K-12 educators, prevention specialists, and state, local, national and international policy makers. The International Conference on CRE is an opportunity to engage in interdisciplinary collaboration and research. Presentations will focus on innovations in the fields that are making broad impacts in local, state, national, and international communities. Participants exchange best practices, evaluation methodology, creation of policy implementation structures, consideration of obstacles to success, and new and innovative use of training, resources and technology. Conference participants are drawn from the local, national and international community.

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RELATED EVENTS

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

Peace Film and Panel Discussion

(Tuesday and Wednesday, June 7 & 8, 6:00 PM – 9:00 PM, Gateway Film Center)

Join the Ohio Peace Collaborative at the Gateway Film Center across the street from the Ohio State University campus. On Tuesday, June 7th, we will be showing a selection of short films submitted by Ohio filmmakers that contributes to a more peaceful society. On Wednesday, June 8th, we will be showing a feature length film on the topic of peace, justice, and security, followed by a panel discussion with the director and others regarding the impact film has had on peacemaking and peacebuilding in Ohio and beyond. We hope to explore, discuss, and reflect on the power and influence of film in promoting peace.

Peace, Justice and Security Photo Exhibit and Networking Reception at the Ohio State House **(Thursday, June 9, 6:30 PM – 9:30 PM, Ohio State House Atrium)**

This event will combine our two popular events, the photo exhibit and the networking reception for our guests to meet one another before the main conference begins. Set in the beautiful Greek architecture of the Ohio Statehouse, students and professionals who are participants in the 2016 conference are invited to unwind, reflect and be inspired while enjoying the company of others. The “Knowledge is Light” photo exhibit will be featured. The exhibit’s themes include images of peace, justice, and security around the world. Meet with a few of the exhibit’s artists and enjoy light cuisine catered by one of the city’s select restaurants. This reception is open to individuals attending the International CRE conference and to artists contributing to the “Knowledge is Light” art exhibition. High school students attending the reception must be accompanied by a teacher or adult over the age of 18. The event will include a silent auction to benefit the conference scholarship fund for a high school student to attend a college/university in Ohio to study peace and conflict studies. Heavy appetizers and non-alcoholic beverages are included.

Meet in the Middle: Bridging the Partisan Divide in Ohio Politics

(Monday, June 13, 6:30 PM – 8:00 PM, Mershon Center for International Security Studies)

It seems that partisan politics, name-calling, personal attacks and polarizing statements are the norm in the United States, let alone the state of Ohio. The goal of this event is to find ways that both political parties, regardless of ideology, can find effective ways to build compromise, work together, and listen to each other’s ideas for the benefit of the general public. By having current elected officials from both parties participate, we hope to send a clear message to Ohio and the country that working together is the best way to promote peace, strengthen our economy, and improve the quality of life for all.

CONFERENCE PLANNING COMMITTEE

Jennifer Batton, Global Partnership for the Prevention of
Armed Conflict

Marius Boboc, Cleveland State University

John Carlarne, The Ohio State University

Mark Chupp, Case Western Reserve University

Carole Close, Winning Against Violent Environment's
Program (WAVE)

Augusta Featherston, International Foundation for
Electoral Systems

Sonya Fultz, Antioch University Midwest

Migdalia Garcia, Alamo Community College District

Barbara Grochal, University of Maryland

James Hawdon, Virginia Tech

Jill Jackson, The Ohio Department of Education

Erika Jefferson, Cuyahoga Community College

Tony Jenkins, The University of Toledo

Shirin Catterson Khosropour, Austin Community College

Eileen Kunkler, The Ohio State University

Susan Lohwater, Cuyahoga Community College

Faith Maweu, George Mason University

Kyle McCray, The Ohio State University

Shawn McElroy, Midwest Regional Educational Service
Center

Christina Murphy, The Ohio State University

Darynell Rodriguez, Global Partnership for the Prevention
of Armed Conflict

Katherine Rowell, Sinclair Community College

Antonio Sanford, Cleveland Metropolitan School District,
WAVE

Ahad Shah, University of Pennsylvania

Gary Shaw, Department of Education, Melbourne

Julie Shedd, George Mason University

Kendal Swartzentruber, Eastern Mennonite University

David J. Smith, Educational Consultant and Peacebuilding
Trainer

Yadira Soto, The Organization of American States

Amy Splitt, Virginia Tech

Molly Tepper, George Mason University

Sarah Wallis, Antioch University Midwest

Kristen Woodward, Fairfax County Public Schools

Elizabeth Wuerz, The Sustained Dialogue Institute

SPONSORS, PARTNERS, AND DONORS

Special thanks to all our Sponsors and Partners who help make this event possible and to our Sponsors who help us keep costs low for educators and students. We also thank those individuals who have provided funds specifically for student scholarships.

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SILVER

Antioch University Midwest
Collaborative for Academic Social Emotional
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George Mason University, School for Conflict Analysis and
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The Ohio State University, Center for Slavic and East
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Mediators Beyond Borders International
Nuclear Age Peace Resource Foundation

The Ohio State University, College of Social Work

The Ohio State University, Department of Political Science

Summit Conflict Resolution and Trainings

The University of Dayton

PARTNERS

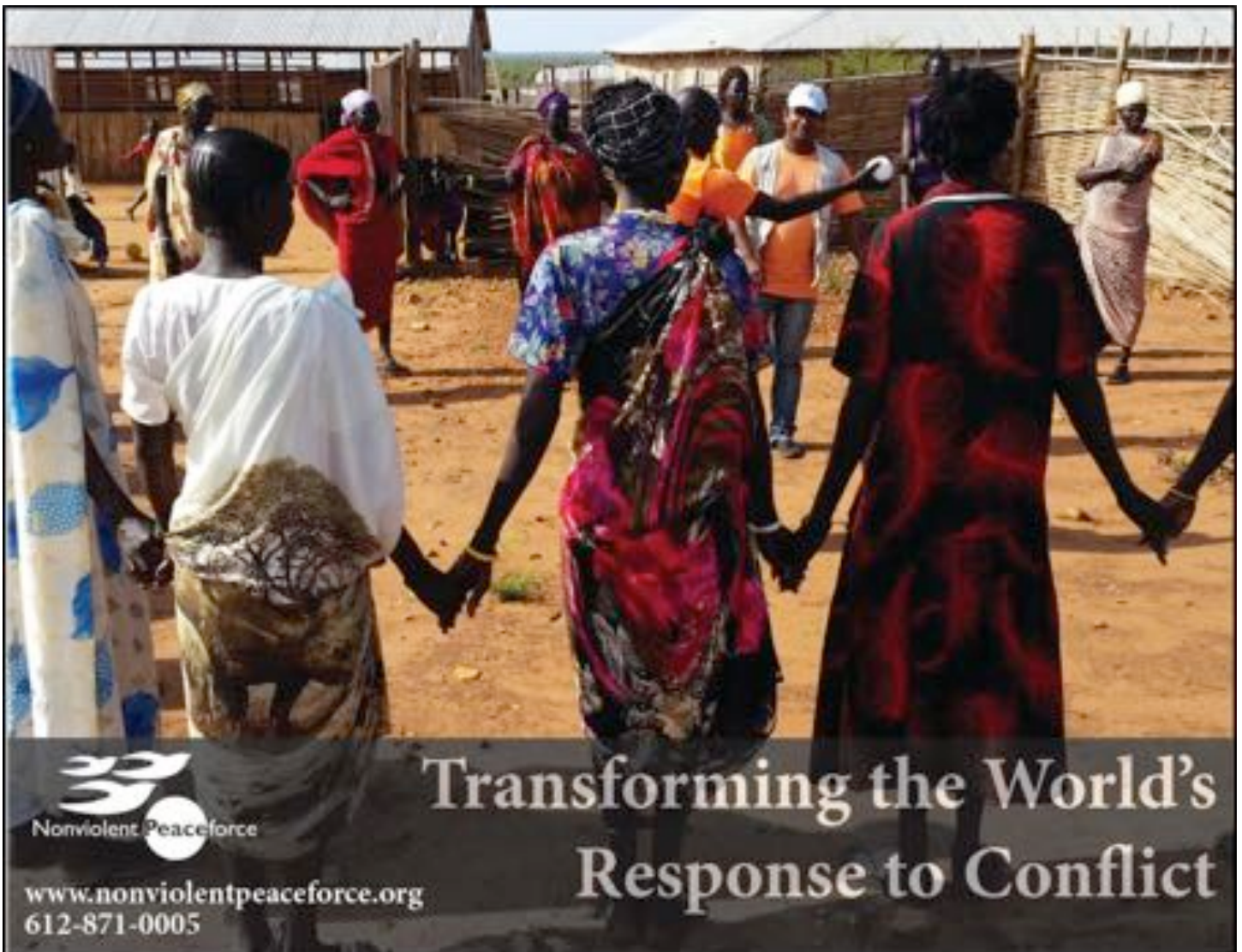
California University, Conflict Resolution Studies Global Online Program
Case Western Reserve University, Mandel School
Children's International Summer Villages
Midwest Regional Educational Service Center
National Association of Peer Program Professionals
Ohio University Press
Sinclair Community College
United Nations Association Columbus Chapter
The University of Notre Dame, Take Ten
The University of Toledo, Peace Education Initiative

Special thanks to the following individuals who donated funds for student scholarships

Paul Anto
Mark Chupp
Migdalia Garcia

Louis Guay
Barrie Roberts
Katherine Rowell

Prabha Sankaranarayan
Marc Simon



CONFERENCE AT A GLANCE

Main Conference June 10 - 11, 2016

Pre-Conference Trainings (June 8 - 9), College and University Seminar (12 - 13)

Please check the conference web site for locations and maps.

Pre-Conference Trainings

Two Day Trainings, Wednesday, June 8 & Thursday, June 9 (9:00 AM – 5:00 PM)

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

Single Day Trainings, Wednesday, June 8 (9:00 AM – 5:00 PM)

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)

Single Day Trainings, Thursday, June 9 (9:00 AM – 5:00 PM)

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)

Main Conference

Registration: The Ohio State University Student Union, 1739 N High St, Columbus, OH 43210

Friday, June 10 (8:45 AM – 4:20 PM)

- | | |
|---------------------|--|
| 8:00 AM – 8:30 AM | Registration |
| 8:45 AM – 10:00 AM | Keynote Address and Panel, <i>Civil Society Responsibilities in Conflict Management: Preventing and Addressing Violence Against Women and Children</i> , Louis Guay, Hans Sinn, Mel Duncan, Silke Reichrath |
| 10:20 AM – 11:50 AM | Plenary, <i>Connecting Schools, Communities, and Families through Peace Education</i> , Linda Lantieri, Jill Jackson, Scarlett Lewis |
| 11:50 AM – 1:00 PM | Lunch (provided) |
| 1:00 PM – 2:30 PM | Session 1: 1.5-hour workshops |
| 2:50 PM – 4:20 PM | Session 2: 1.5-hour workshops |


Saturday, June 11 (9:00 AM – 4:20 PM)

8:15 AM – 8:45 AM Registration
9:00 AM – 10:00 AM Morning Keynote - *Security Sector Reform: How Open Are Peacebuilders to Cooperative Advocacy?* Nick Oatley, Ambassador Jerry Lanier
10:20 AM – 11:50 AM Session 3: 1.5-hour workshops
11:50 AM – 1:00 PM Lunch (provided)
1:00 PM – 2:30 PM Afternoon Plenary - Select 1 of 2 options below
Plenary Option 1 - *Peace and Justice in our Communities: Best Practices and Beyond*, Grande Lum, Nancy Rogers, Robert Solomon, Carter M. Stewart, Joseph Stulberg
Plenary Option 2 - *Riding the Wave: Harnessing Campus Energy to Help Decrease Rates of Sexual and Intimate Partner Violence*, Alex Leslie, Ann Brandon, Shannon Greybar-Milliken, Laura Stoll
2:50 PM – 4:20 PM Session 4: 1.5 hour workshops

College and University Seminar: Developing and Enhancing Peace and Conflict Studies Program
The Ohio State University – The Mershon Center for International Security Studies
1501 Neil Avenue, Columbus, Ohio 43201

June 12 – 13 (9 AM – 5 PM)


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



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PRE-CONFERENCE TRAININGS

Wednesday, June 8 - Thursday, June 9, 2016 (9:00 AM–5:00 PM)

Pre-conference trainings will take place in multiple locations. Please see the web site for locations.

Pre-Conference #1 (June 8 – 9) *Kingian Nonviolence Conflict Reconciliation*

This training is designed to provide a general introduction to the foundational skills and information of Kingian Nonviolence Conflict Reconciliation basics to understanding issues and problems facing individuals, groups, communities, and nations. It consists of three components. The first is The Historical Context which is important because it provides the participants with a framework for interpreting the historical context for Dr. King's theories and actions. The second is The Philosophical and Strategic Foundation which provides a greater understanding of the Six Principles that Dr. King outlined 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. The third is Nonviolence Organization and Mobilization which is the key to leading successfully any effort for change. 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 that focus on Kingian Nonviolence and the values and practice of democratic social change. 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 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*.



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- Graduate Certificate in Inclusive Security: International Policy and Practice
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brookevalleyresearch@gmail.com

Pre-Conference #2 (June 8 – 9) *Transforming Relationships and Creating Concrete Community Change through Sustained Dialogue: A Training for College and University Faculty, Staff, Administrators and Students*

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) 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.



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 experiences have been instrumental in her efforts to be a positive social change agent.

Maureen Flint, Coordinator of Training and Professional Development at The University of Alabama, she oversees the annual and on-going training and professional development of 258 undergraduate staff members, and 26 graduate assistants. 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.



Pre-Conference #3 (June 8) *Restorative Practices in Schools*

Restorative Practices (RP) 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.

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.



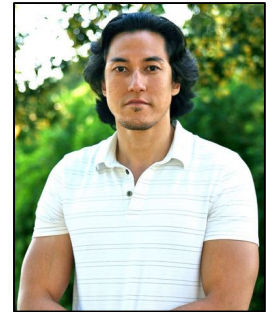
Larell Smith joined the Community Conferencing Center (CCC) as a Case Coordinator and Facilitator in 2010. Prior to this, she extended her services to the Baltimore Child Abuse Center, formerly known as the Child Advocacy Network. While working with CCC, Larell has learned that it is important to express 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.

Pre-Conference #4 (June 8): *Peace Literacy A New Paradigm in Human Understanding*

Peace literacy is a skill that is 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.

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. 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. 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 such as the 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. 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 The Ohio State University.

Pre-Conference #5 (June 8) *When Students Misbehave: How Using Insight Skills Can Help You Deescalate Conflict and Make Targeted and Supportive Disciplinary Decisions, K-12*

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 this way, it can be transformed. 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 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. Megan earned her Master’s degree from Trinity College, Dublin and completed undergraduate work at Reed College in Portland, Oregon.



Pre-Conference #6 (June 8) *Developing Effective Peace Education Programs: Policy, Theory and Practice*

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 currently serves as the Director of Policy, Planning, Monitoring and Evaluation for the Kofi Annan International Peacekeeping Training Centre (KAIPTC). Prior to this role, she worked as the Program Coordinator of the Small Arms and Light Weapons Control Program within the Research Department. 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 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.



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. 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 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. 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 of intercultural capability, student leadership and global citizenship.



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The three words are in the definition of compassion across all cultures. The meaning of each of the words is a formula for choosing love.

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Pre-Conference #7 (June 9) *Conflict Management and Peacebuilding as a Classroom Management Tool - Antioch University*

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 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, 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.



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.

Pre-Conference #8 (June 9) *Integrating Conflict Resolution and Peacebuilding Concepts into College and University Courses*

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 enhance student learning, methods of evaluation/assessment, and finally resources for the classroom.

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, has worked in 22 countries. She recently served as a Senior Consultant for UNESCO – IIEP. She is the former director of education programs for 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. She Co-Directed the Benjamin Franklin Summer Institute with Central Asia, bringing 45 students a year from Central Asia and the U.S. together. She has shepherded S-CAR's efforts to increase distance education and overseen a wide range of innovations in experiential and service learning.

Pre-Conference #9 (June 9) *Trauma Informed Peacebuilding: Integrating into Program Design*

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. 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. 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/>). She is a conflict transformation practitioner who has mediated, facilitated and trained in Europe, Asia, Africa and the USA. 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.

Pre-Conference #10 (June 9) *Developing Effective Peace Education Programs: Good Practices and Education Tools from Asia*

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

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

society, this workshop may open avenues for mutually beneficial learning and future connections among the facilitators/presenters and the participants.

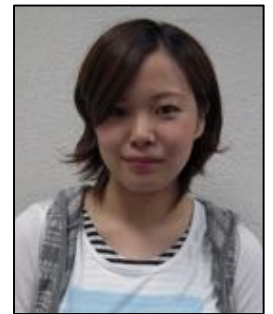
Presenters:

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 a professor at the Department of Global Citizenship Studies, Seisen University in Tokyo, Japan. 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 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 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 as a counselor (facilitator) and coordinator for a peace camp, which gathers teenagers from Japan, Korea and China.



Pre-Conference #11 (June 9) *Cultural Sensitivity in Peace Education*

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 Integration 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.



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KEYNOTE PRESENTATIONS

Friday, June 10, 2016

Morning Keynote and Panel (8:45 AM – 10:00 AM)

Civil Society Responsibilities in Conflict Management: Preventing and Addressing Violence against Women and Children

This keynote will begin with former Canadian and United Nations Diplomat, Mr. Louis Guay, sharing a retrospective of personal and professional experiences with different types of conflicts, including the conflict in Niger and his experience being held hostage by al-Qaeda for 130 days in the Sahara, until his release was negotiated. Through these examples, he will identify some fundamental principles about conflict management and the critical responsibilities of civil society organizations in dealing with contemporary conflicts. Louis' presentation will be followed by a panel on preventing and addressing the violence that occur during these conflicts, particularly the violence perpetrated against women and children.

Mr. Hans Sinn and Ms. Silke Reichrath will share their experience as they work with war children who are breaking their silence about what happened to them as children during and after World War II. Having their voices heard is a step towards healing and restorative justice for victims of violence. These same issues are salient today in Syria and other conflict situations around the world. Peace professionals need to grapple with approaches to prevent and intervene in these dynamics. Mr. Mel Duncan, of The Nonviolent Peace Force, will share how unarmed civilian protection works in the field and illustrate how this approach effectively protects civilians including children and women in violent conflicts in places like South Sudan and Mindanao Philippines.

Keynote:

Louis Guay is a former Canadian and United Nations diplomat and a Director of a school network project in Cameroon. He now serves as a Consultant and as a Senior Fellow at Saint Paul University where he teaches a course on “Social Responsibility and Sustainable Development.” His work in Latin America, Africa and Europe have put him in direct contact with diverse conflicts including those in relation with the development of natural resources. He created a simple development model (Integrated Social Responsibility) which underscores the importance of three main families of stakeholders (governments, civil society and economic agents) to fully assume their responsibilities in the pursuit of durable (lasting) developmental outcomes.



Panelists:

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. *The Utne Reader* named him as one of “50 Visionaries Who Are Changing Our World.” He holds a masters degree from New College of California and did his undergraduate work at Macalester College.



Hans Sinn and Silke Reichrath, Directors, Brooke Valley Research for Education in Nonviolence. Hans spent his life dedicated to peace work, including nuclear disarmament, the nonviolent reunification of Germany, and the development of non-violent civilian protection and peacemaking. He was a co-founder of Peace Brigades International (PBI) and founder and chair of PBI Canada, as well as the co-founder and chair of the Civilian Peace Service Canada. Silke worked on dialogue processes

in Guatemala and Afghanistan, violence prevention in Mexico and Canada's implementation of UNSCR 1325 on Women, Peace and Security. She is board member of Peacebuild: The Canadian Peacebuilding Network.

Plenary and Panel (10:20 AM – 11:50 AM)

Connecting Schools, Communities, and Families through Peace Education

Linda Lantieri will speak about the importance of building bridges between homes, educational institutions and community organizations in order to create caring learning environments for children and youth. She will share specific tools, strategies, inspirational stories, and a framework for supporting integrated peace education efforts in schools, families and community organizations. She will also share the Collaborative for Academic Social and Emotional Learning's work (CASEL), the nation's leading organization advancing the development of academic, social and emotional competence for all students.

Following Linda's keynote will be a panel featuring Jill Jackson of the Ohio Department of Education (ODE) and Scarlett Lewis, parent of a child who was killed at Sandy Hook Elementary School. Jill will share ODE's policies and processes that support the implementation of Peace Education programs such as the safe school climate guidelines, anti-harassment, intimidation and bullying prevention policy, positive behavioral interventions and supports, and school safety plans. Scarlett will share her personal story and the prevention and response strategies she advocates for through the Jesse Lewis Choose Love Foundation. Planting the seed of post traumatic growth and teaching children personal responsibility, emotional intelligence and cultivating connections will give them the ability to choose love. A simple but powerful equation gives us insight into how to choose love and have the courage to do it.

Keynote:

Linda Lantieri, MA, Senior Program Advisor, for the Collaboration for Academic Social and Emotional Learning (CASEL) has been in the field of education for over 40 years in a variety of capacities: classroom teacher, assistant principal, director of a middle school in East Harlem, and currently an adjunct faculty member at Columbia University, Teachers College in New York City. She serves as the Director of *The Inner Resilience Program*. In 1985, she co-founded the Resolving Conflict Creatively Program (RCCP), a research-based K-8 social and emotional learning program that has been implemented in over 400 schools worldwide. Linda is also one of the founding board members of CASEL.



Panelists:



Jill Jackson, Consultant for the Ohio Department of Education's Center for P-20 Safety and Security, has worked to improve conditions for student learning in Ohio schools and to involve families and communities in removing non-academic barriers to student achievement over the last twenty years. In addition, she has managed prevention and intervention services provided by juvenile court, community-based agencies, faith-based organizations and local school districts. She serves Ohio's students, families and communities through partnerships and prevention and early intervention services provided in Ohio's over 900-plus school districts to reduce nonacademic risk behaviors and improve academic achievement and school climate.

Scarlett Lewis is the Founder of The Jesse Lewis Choose Love Foundation and author of *Nurturing Healing Love*. Scarlett's story is one of love and survival. It's about how to face the impossible, find courage when you think you have none, and how to choose love instead of anger, fear, or hatred. Inspired by a simple message her son wrote on their kitchen chalkboard the day he died, Scarlett has embarked on a journey of forgiveness and a mission to change thoughts of anger into love. Scarlett is the recipient of the International Forgiveness Award, the Live Your Legacy Award and the Common Ground Award for her advocacy work for peace and forgiveness.



Saturday, June 11 Keynotes

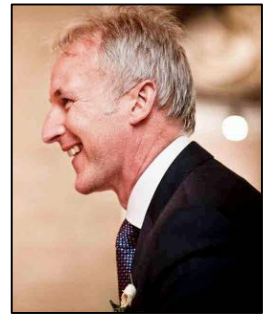
Morning Keynote (9:00 AM – 10:00 AM)

Security Sector Reform: How Open Are Peacebuilders to Cooperative Advocacy?

Mr. Nick Oatley and Amb. Lanier will discuss the position that peacebuilders may find themselves in when needing to work collaboratively with uniformed personnel to achieve reforms and help build bridges with the community. The military and the police need the talents and perspective of conflict resolution professionals to re-establish trusting relationships with citizens and to prevent violence and keep the peace. PartnersGlobal has developed a dialogue tool for productively working together on needed reforms with the participation of civilian institutions, security sector, and civil society organizations. Mr. Oatley will discuss the application of this tool throughout West Africa and Central America, and the lessons for conflict resolution professionals in pushing past our own biases and perceptions. Amb. Lanier will share examples of building partnerships and collaboration with security forces from his perspective and experience as a US diplomat.

Keynotes:

Nick Oatley, currently the Chief Operating Officer of PartnersGlobal, was previously at Search for Common Ground. He has worked in the field in Burundi, Rwanda, Liberia, Sierra Leone, Nigeria, Tunisia, Indonesia, and Nepal. He was involved in the Mano River Regional Symposium on Citizen Engagement in Security Sector Reform (SSR) held in Liberia and has been involved in the development and application of a framework for involving citizens in security governance now being piloted in Nigeria and Sierra Leone ([Security Governance Accountability and Performance](#) – SGAP - Framework). He recently attended a NATO Summit on SSR and Consultations on European Commission's new Strategy for SSR.



Jerry P. Lanier, Ambassador, is a retired career diplomat with 32 years of service in the U.S. Department of State. He served most recently as U.S. Ambassador to Sudan. Ambassador Lanier led the Bureau of Counterterrorism (CT), taught courses on security issues at the National Defense University, served as U.S. Ambassador to Uganda and in 2012, he was the runner-up for the State Department's award for Human Rights Defender of the Year. Additionally, his experience includes serving as the first Foreign Policy Advisor for the U.S. Africa Command (AFRICOM) and serving as the Director of Regional and Security Affairs in the Bureau of African Affairs at the State Department.



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Saturday, June 11 Keynotes (continued)

Saturday June 11, Afternoon Keynotes (1:00 PM – 2:30 PM)

Important, please select one plenary from the two options below.

Afternoon Plenary Option 1

Peace and Justice in our Communities: Best Practices and Beyond

This keynote draws upon Mr. Grande Lum's experience mediating community conflicts including recent experiences with community conflicts over tragedies in Sanford, Florida; Ferguson, Missouri; and Baltimore, Maryland. The focus of the speech will be best practices in conflict resolution in polarizing conflicts, especially in terms of preparation, first response and follow through. Approaches to be discussed include mediation, facilitation of dialogue, training, convening and consultation. Grande will also speak broadly to what various stakeholders can do to insure peace and justice, followed by a panel on how to prevent polarization in divided communities.

Following the keynote by Mr. Lum will be a panel on how to prevent polarization in divided communities. Communities are becoming increasingly polarized over a variety of issues from race to religion to economics. Panelists will provide their perspective on the challenges all communities face and what can be done to transform potential civil unrest into productive collaborative action. The panel will focus on the value and benefits of dispute resolution in dealing with community conflict. Special focus will be on the benefits of convening stakeholders, conflict assessment, and preparation. The roles of mediation, facilitation and education in reducing tension, building trust and resolving conflict will be discussed.

Keynote:

Grande Lum is the Director of the Divided Community Project (DCP) at The Ohio State University Moritz School of Law. Lum also serves as a Research Fellow and Lecturer at Stanford Law School's Gould Center for Conflict Resolution. Previously, Lum was nominated by President Barack Obama and confirmed by the Senate in 2012 as the Director of the Community Relations Service (CRS), an agency within the Department of Justice. Lum guided CRS during a time when race and law enforcement reemerged as a critical national priority. Prominent conflicts between law enforcement and race that occurred during his administration included those involving tragedies in Sanford, Florida; Ferguson, Missouri; and Baltimore, Maryland.



Panelists:



Nancy H. Rogers is a Professor Emerita at The Ohio State University Moritz College of Law. Professor Rogers teaches and writes primarily in the dispute resolution area. Since joining the Moritz faculty, she has served as Ohio Attorney General, Dean of the Moritz College of Law, Vice Provost for Academic Administration of The Ohio State University, Visiting Professor of Law at Harvard Law School, and Associate Dean for Academic Affairs for Moritz. Prior to joining the faculty, she was a law clerk for U.S. District Judge Thomas D. Lambros in Cleveland and practiced in the Glenville-area office of the Cleveland Legal Aid Society.

Robert L. Solomon, Esq., is the Assistant Vice Provost, Office of Diversity & Inclusion at The Ohio State University. He began his legal career as an Assistant Attorney General for the state of Ohio and served as a Franklin County Municipal Court Magistrate before joining OSU to work in administration, where among his many positions, he has served as the Chief Diversity Officer at the Moritz College of Law, directing the law school's Office of Diversity & Inclusion. He has also served as an Assistant United States Attorney for the United States Department of



Justice. His past honors include being appointed by former Ohio Governor Ted Strickland to serve on the Ohio Ethics Commission in 2010.



Carter M. Stewart, Managing Director of the Draper Richards Kaplan Foundation, recently worked for the U.S. Department of Justice where he served as the presidentially-appointed U.S. Attorney for the Southern District of Ohio. In this role, Stewart emphasized deterrence, crime prevention and alternatives to incarceration. He created the district’s first community outreach position and established a community leadership committee geared towards building trust and improving communication between the public and law enforcement. Stewart worked to address inequities in the criminal justice system by raising awareness about the school to prison pipeline and by chairing a working group of U.S. Attorneys focused on reducing racial disparities in the federal system.

Joseph B. Stulberg, the Michael E. Moritz Chair in Alternative Dispute Resolution at the Ohio State University, teaches courses primarily in alternative dispute resolution. A former vice president of the American Arbitration Association in charge of its Community Dispute Services program. He conducted mediator training for the U.S. Attorney General’s original Neighborhood Justice Center programs and has trained more than 8,500 people in 45 states to serve in dispute resolution programs. Stulberg also designed and implemented the first peer-mediation program in New York City public schools and teamed with Partners for Democratic Change to deliver dispute resolution training to governmental and NGO leaders in Central and Eastern Europe.



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Afternoon Plenary Option 2

Riding the Wave: Harnessing Campus Energy to Help Decrease Rates of Sexual and Intimate Partner Violence

The majority of colleges and universities in the United States (and around the world) have recognized the national pressure to better address violence, especially sexual and intimate partner violence, on their campuses. During this keynote and panel, the speakers will seek to help local activists, college and university staff and faculty, students, and everyone in between understand some of these demands and how to best harness the growing wave of change before any backlash or change in momentum. The panel will consist of a panel discussion of campus representatives, statewide stakeholders, and local program advocates to help give tangible recommendations about how they have implemented positive change initiatives on their campuses and in their regions.

Keynote:

Alexander Leslie, Director of Campus Services, Cleveland Rape Crisis Center (CRCC) has been engaged in sexual violence prevention for 10 years. With CRCC's help, he created the Youth 360 leadership program, a nationally recognized "innovation in prevention." He currently works with local universities to build capacity to respond to sexual assaults in a trauma-informed manner. He has presented to universities from California to Georgia. He has also presented to members of the US Air Force stationed in Germany as well as other branches of the military here in the US.



Panelists:

Ann Brandon, Training and Technical Assistance Specialist at Ohio Alliance to End Sexual Violence (OAESV), joined OAESV in October 2015 and most recently worked for 13 years at a dual rape crisis/domestic violence program in Northern Kentucky. Ann's experience includes consulting with the Kentucky Association of Sexual Assault Programs providing training and consultation during a 5-year research project funded by the Centers for Disease Control and Prevention, which measurably reduced the perpetration of sexual violence by over 50%. Her experience includes fundamental knowledge in the areas of sexual violence, bystander intervention, organizational capacity, program implementation, strategic planning and community mobilization.



Shannon J. Greybar Milliken, Ph.D., Associate VP of Student Affairs at Cleveland State University, has been a higher education administrator for the last 15 years and active in research about college women sexual decision-making. Currently, Shannon is the Assistant Vice President of Student Affairs at Cleveland State University. Prior to her current role, Shannon worked as a Title IX Investigator at Case Western Reserve University and as the Director of Student Affairs at their Weatherhead School of Management. She has held positions previously also at Clemson University and DePaul University.

Lauren Stoll, LSW, is a student activist at the University of Cincinnati (UC).

Lauren engaged as a student activist around issues of gender-based violence on her campus for four years. As a student at the University of Cincinnati, Lauren participated as a RECLAIM Peer Advocate through the UC Women's Center working with students who experienced gender-based violence. As a Peer Advocate, she also advocated at the campus, state, and federal level for improved access to confidential advocacy services for survivors. Lauren also organized and implemented a regional symposium on Campus Response to Gender-Based Violence in May of 2015 bringing together representatives from six campuses.





The Institute for Human Rights & Responsibilities, Inc.

Established in 1978, the IHRR, Inc. is an Ohio nonprofit tax-exempt organization that promotes adult leadership education for nonviolence social change programs and projects. It publishes nonviolence and democracy educational materials and conducts residential adult educational programs and nonviolence conflict reconciliation projects.

In 1995, The IHRR published *The Leaders Manual* series of Kingian Nonviolence Conflict Reconciliation Program resources. *The Leaders Manual-A Structred Guide and Introduction to Kingian Nonviolence: The Philosophy and the Methodolgy*, by Bernard LaFayette, Jr. and David C. Jehnsen (also Founding Trustees of IHRR) is recognized as the most authentic text about Martin Luther King, Jr.'s philosophy and strategy or organizing and mobilizing nonviolence social change. The series booklets and materials are available in Spanish.

The IHRR is nontraditional. It is operated by voluntary leadership. David Jehnsen has been Chair and CEO since 1978. Its philosophy is to partner with other groups to assist them in working for the shared goal of a reconcilled just and democratic society for current and future generations.

For more information, go to www.KingianNonviolence.info or contact the IHRR at: PO Box 297, Galena, OH 43201-0297. Phone: 740-965-5118 or Cell: 740- 225-3119. Email: ihrdj@gmail.com



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Friday, June 10, 1:00 PM – 2:30 PM, Session 1 Workshops

The Ethics of Survivor Testimonials: Considering the Risks and Challenges of Using First-Hand Accounts of Violence and Trauma as a Strategy for Peace and Reconciliation

Using atomic bombing survivor testimonials as a starting point, participants will examine the ethics of using first-hand survivor accounts of violent events as teaching tools in the classroom or outside the classroom, in the activist's workshop. The extent to which testimonials of trauma and violence may lead to reconciliation will be discussed, the extent to which such testimonials may hinder efforts toward reconciliation, and whether such accounts serve to humanize or dehumanize the narrator.

Presenter: Tanya Maus, Wilmington College

Sharing Strategic Ways of Doing Peace Education and Developing Support Materials

The facilitator will first present strategies from her years of practice as a peace educator in the Philippines and the Asian context. This will serve as a springboard for further sharing from participants who may want to offer their own ideas and strategies to broaden the knowledge of those present. This will be an excellent opportunity for those who are new in the field of peace education, as well as for those who have valuable insights to share from their own practice. The facilitator will also highlight some support materials that she has developed and will invite participants to share other effective tools.

Presenter: Loreta Castro, Miriam College (Philippines)

Developing a Collegiate Peace Network in Ohio

All are welcome as we convene to discuss the possibility of building a regional network for peace studies programs at colleges and universities in Ohio. Some of the hopes for this network would be to share resources, enhancing student experiences, and mutually strengthening programs.

Presenter: Christina Murphy, The Ohio State University

Addressing Obstacles to Gender Equality and Women's Meaningful Participation in Community Peace Building

The Beijing Platform for Action (1995) established frameworks for ending violence against women. Assessing its implementation 20 years later, revealed that social, cultural, economic and political barriers were stumbling blocks to women's empowerment. Scaling up peace education in informal settings will contribute enormously in Gender-Based Violence prevention; likewise, through violence prevention mechanisms such as peace education, sustainable solutions will be sought for global and community peace. This workshop will showcase efforts by organizations in preventing Gender Based Violence in Africa and Cameroon.

Presenter: Justine Kwachu Kumche, Women in Alternative Action (Cameroon)

Mounting Voices: Developing New Narratives for Youth with Disabilities through Self-determination.

With the work in Self-Determination Theory (SDT) the Virginia Department of Education has developed the *I'm Determined Project* (IMD), a youth initiated program that empowers youth, parents, and educators to adopt a student centered approach. Through use of dialogue based tools and web

applications, youth with disabilities are leading the way in their education while increasingly mounting their voices in platforms of social justice, accessibility, relational justice, educational policy and teaching and learning. Tools and programmatic applications will be shared.

Presenter: Kendal Swartzentruber, Virginia Department of Education

Book Launch: *Peace Jobs: A Student's Guide to Starting a Career Working for Peace*

This session is the official launch of *Peace Jobs: A Student's Guide to Starting a Career Working for Peace*. The book is the first text dedicated solely to providing guidance to college and high schools on careers in the peacebuilding field. The book is published by Information Age Publishing and will be for sale after the session and throughout the conference.

Presenter: David Smith, Forage Center for Peacebuilding and Humanitarian Education, Inc.

The Transformative Pedagogy of Peace Studies: A Roundtable Discussion & Mini-Workshop

This roundtable/workshop is designed for pre- and in-service peace studies faculty who are seeking to gain fundamental knowledge and develop best practices in peace pedagogy to incorporate into their university classrooms. A key conclusion of a 2014 conference on "Reconstructing Peace Studies," co-hosted by the Peace and Justice Studies Association, found that how we teach is as important as what we teach. Professional preparation in the methods and pedagogies of peace education are seen as essential to pursuing the transformative outcomes of peace studies programs.

Presenters: Tony Jenkins, The University of Toledo

Promoting the Culture of Fear; Protecting Vulnerable Communities from Bullying

This workshop will cover the acceptance and desensitizing of aggression towards violent and non-violent abuse of vulnerable populations around the world. The workshop will look at the roles between victimizers and victims and what happens when these roles are reversed. Triggers and tactics used to reach their targets will be examined. Attendees will gain a better understanding of the feeling of fear as well as the feeling of control reached in a bullying situation. The group will discuss best practices to stop bullying based on the way each feels from the exercise as either victim or aggressor.

Presenter: Dani Vandiviere, Summit Mediation Group International, Inc.

Civil Society Responsibilities in Conflict Management: Preventing and Addressing Violence against Women and Children

This workshop will explore how the experiences of Nonviolent Peaceforce and Peace Brigades International can inform approaches to unarmed civilian protection and peacebuilding through restorative justice in current conflicts in the Middle East and elsewhere. Having their voices heard is a step towards healing and restorative justice for victims of violence; this is as salient today in contemporary conflict situations such as Syria, as it was in the wake of past conflict situations such as World War II, or the Armenian genocide during the early 20th century.

Presenters: John Carlarne, Peace Brigades International; Mel Duncan, Nonviolent Peaceforce; Hans Sinn and Silke Reichrath, Brooke Valley Research for Education in Nonviolence (Canada)

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A Review of Recent Scholarship on Nonviolence

This presentation will explain the basic processes by which nonviolence creates social change on a societal or national level. The presenter will describe the major debates in the field, and then focus on the findings of recent research which analyzes databases of nonviolent and violent national campaigns. These data demonstrate the effectiveness of nonviolence compared to violence, and help in understanding the factors that produce success or failure. The accompanying publication will provide lists of materials that can aid in teaching high school and college students about nonviolence.

Presenter: Marc Simon, Bowling Green State University

Community Engagement: A Model for Strengthening Democracy at the Neighborhood Level

Democracy is often described in the West as merely political. This simplistic definition makes democracy seem solely about a civic realm: the Constitution, elections, and individual freedoms. Presenters will propose that democracy has five components: political, economic, cultural, ecological, and, spiritual, each part having an equal and crucial role in a healthy society. The framework will lead to a more just, secure, and nonviolent community. Practical experience from the classroom will be shared as an example of how to prepare and engage our citizenry in dialogue about a holistic democracy.

Presenters: Migdalia Garcia, Alamo Colleges; Larry Hufford, St. Mary's University

What is Activism? Lessons Learned from Ten Activists in Malta

Activism is a complex concept at the heart of peace and justice studies and actions. Articulating the meaning and dimensions of activism in specific contexts can enhance consciousness and intentionality, sharpen focus in developing strategies, and increase impact. The purpose of this session is to (a) present a project exploring activism in Malta and (b) engage participants to articulate their own perspectives on activism. Results from the Malta study will be shared and used to guide a discussion with session participants on their own perspectives on activism.

Presenter: Barbara Rose, Miami University

Cleveland State University Office of Field Services Arbitration Process: Building Stronger Teachers through Facilitated Dialogue

The CSU OFS Arbitration Process, utilized when a student intern faces conflict in their student teaching or other field experience, models conflict resolution and de-escalation of emotion by using evidence and tools to understand and dissect current situations in order to set actionable goals for growth and future direction. The process requires facilitators to be mindful of several factors including valuing dignity, developmental appropriateness for the learner, and seeing oneself as a teacher.

Presenters: Anne Price and Marcia Roach, Cleveland State University

Peer Mediation: We Need Peace in Our School and In Our World

This workshop will share the results of a project in Turkish schools, called "We need peace in our school and in our World." The project, reviewed the effect of a peer mediation program on grades five and six in an elementary school. The evaluation monitored students' conflict resolution behavior, their perception of school climate and the quality of the students' school life. Come learn more about the challenges and successes encountered during the program implementation.

Presenter: Nermin Koruklu, Adnan Menderes University (Turkey)

Transboundary Water Conflict and Cooperation

This presentation will explore why an increasingly water stressed Earth means that those of us in the field of conflict resolution are needed to move conflict to cooperation. By sharing lessons learned from the presenter's own work facilitating transboundary water cooperation between Afghanistan, Pakistan and Tajikistan under a U.S. Institute of Peace funded project, a more hopeful framework will be shared. And the participants will then act as advisors to the design and facilitation team on this ongoing project.

Presenter: Patrick McNamara, University of Nebraska Omaha

Friday, June 10, 2:50 PM – 4:20 PM, Session 2 Workshops

Mediation as a Second Language® (MSL ®) Teaching Integrated Courses in ESL & Conflict Management for International and First Generation Students

This workshop shows participants how to (1) teach conflict prevention and resolution to international and first generation non-native speakers of English; (2) use mediation & negotiation role-plays and Getting to Yes to enrich lessons in English, cross-cultural communication, critical thinking and problem solving; and (3) prepare international and first generation ESL students to participate in conflict resolution & peer mediation programs with native speakers of English. Handouts include “ready-to-go” lessons and activities.

Presenter: Barrie J. Roberts, UC Berkeley

PingingTea!™, A unique ACR modality for the 21st Century: Self-facilitated Mediation in Fishbowl with Meditative Audience Engagement

PingingTea!™ is a self-facilitated, free conflict resolution mediation modality taking the form of a performance art installation. This workshop will demonstrate an installation of PingingTea!™. It will seek voluntary participation - as Actor- participants™ from the workshop attendees who can invite a colleague or another session attendee to interact with, share their insights, and debrief their experience with the workshop participants. A theoretical/process discussion will form an integral part of the workshop.

Presenter: Conchita F. Serri, Pomona College

Peace Education Methods and Accomplishments in the Western Balkans


The presenter will share the “whole Scholl approach” method, as well as its current status and its programmatic achievements. Since 2008, Nansen Network has been involved in collaboration with the relevant educational institutions in Montenegro and in Serbia in supporting activities related to Education for Peace within mainstream curricular subjects. Professional development manuals for teachers were developed, which facilitate the work of classroom educators; furthermore, some gains related to legal framework have been achieved. Participants will learn about this program and are encouraged to share thoughts on what additional work might be done.

Presenter: Ivana Gaojovic, Nansen Dialogue Centre Montenegro

Aligning Educational Practices with Community Behavioral Health and Prevention

During this session, participants will be made aware of the Ohio Department of Education’s policies and practices that address the non-academic needs of students in Ohio schools. Data driven processes used by Ohio schools and community based agencies will be introduced. Participants will align school and community behavioral health practices that inform the non-academic needs of students and culturally appropriate partners and programs for safe and supportive schools and communities in Ohio.

Presenters: Jill Jackson and Emily Jordan, The Ohio Department of Education



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Mediators Beyond Borders (MBB): What Price Trauma?

Addressing trauma is a critical component of conflict transformation and development efforts, yet programs often overlook this because they are unaware or do not have the tools to integrate these principles. Using examples of work in Colombia, Liberia and Kenya, MBB's consultations and trainings highlight the impact of trauma and its impact on communities, the implications for recovery, reconstruction and resilience building and ultimately for the healthy development of communities. This workshop will introduce participants to the principles of integrated program design.

Presenters: Mary Jo Harwood and Prabha Sankaranarayan, Mediators Beyond Borders

Conflict Resolution Skills for Youth and Adults-Incorporation of Traditional Teaching and Restorative Justice

The Take Ten program – developed at the University of Notre Dame – began by teaching CRE skills to youth and has evolved to teach adults as well. Most recently, the program has returned to its Restorative Justice (RJ) roots to teach the curriculum in a Circles format and to lead participants in a truly restorative Circles experience. Participants will engage with the presenter in an authentic Circle process experience, demonstrating how the Take Ten curriculum is now available as a Circle event. As part of the discussion, programmatic evaluation results will be shared with participants

Presenter: Ellen Kyes, The University of Notre Dame

Contextualizing Conflict Resolution Education in Urban School Settings through Teacher Preparation Reform

The roundtable discussion topic relates to CRE/Peace Education in K-12 settings, with a particular focus on using critical pedagogy to connect classrooms/schools with communities by means of a redesigned, clinically-intensive teacher preparation program implemented at CSU starting with the Spring 2016 academic term.

Presenter: Marius Boboc and Glenda E. Toneff-Cotner, Cleveland State University

Intent vs. Impact: Microaggressions--Subtle, Ambiguous and Unintentional

This workshop will focus on micro-aggression, its meaning, how it is used and the effect on peace, justice and security in our schools and communities. Facilitators will present examples of micro-aggressions through statements, actions and situations in an effort to create understanding about unconscious bias that can contribute to conflict and violent environments.

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

The Dialogue & Difference Project: An Approach to Engaging Conflicts and Quandaries at the University

This presentation will outline the philosophy, theory, and practice of the Dialogue & Difference Project at George Mason University in bringing together students across disciplines to discuss contentious topics. The Project promotes cultural, political, and social understanding through dialogue participation on a very diverse campus in a very conservative state around issues such as race and policing, refugees, sexual violence on campus, and the ripple effects of 9/11 on students and faculty. The presentation will also examine constraints to the work of creating a place for encounter and an environment for a more peaceful or at least aware university community.

Presenter: Patricia A. Maulden, George Mason University

Promoting a Dialogue with Narratives from Former Japanese Soldiers

This workshop will explore how narrative is powerful in promoting dialogue. The Japanese NGO, Bridge for Peace (BFP), made a documentary of interviews of former Japanese soldiers. The founder of BFP, Ms. Jin, will share her experiences in the Philippines with villagers who had been victimized by the Japanese army during World War II, as well as how that led to her work today in building peace dialogues. Using this film, BFP conducts workshops for youth groups, colleges and high schools in Japan and overseas. The feedback of the Filipino students who watched the film will also be introduced and examined.

Presenter: Kazuya Asakawa, Tokaigakuen University (Japan)

How to Deescalate Conflict in the Moment: Skills from the Insight Approach

This session will introduce participants to the theory and practice of the Insight approach to conflict analysis and resolution which offers concrete and proven skills for understanding and dealing with conflict as it manifests in real-time. To date, the Insight approach has helped to inform practice and improve results in the conflict transformation efforts of small group mediators, police officers seeking to curb youth violence and retaliation, school staff addressing student misbehavior, and aid workers seeking to rebuild communities in post conflict situations.

Presenter: Megan Price, George Mason University

Children’s International Summer Villages (CISV): Building Global Friendship

CISV Educates and Inspires Action for a More Just and Peaceful World

CISV International is a global organization dedicated to educating and inspiring peace through building inter-cultural friendship, cooperation and understanding. Friendship underpins the programs, in line with the founding belief that peace is possible through friendship and mutual understanding. This workshop will introduce participants to the innovative, non-formal peace education programs and educational practices of CISV. The workshop will be interactive and will model the experiential and participatory processes used within CISV.

Presenter: Chuck Catania, Miami University

Moving toward Mindfulness: Creating Peace within Yourself and Your Community

Participants will learn how to utilize the creative art of movement to foster peace and cohesiveness within a variety of settings and within themselves. Included in the workshop will be a history of Dancing Mindfulness, key aspects of the practice, a brief dancing mindfulness class, application within various settings, and Q&A period. Dancing through seven primary areas of mindfulness in motion, participants will tap into their body’s own healing resources and realize that we all have a unique creativity just waiting to be cultivated!

Presenter: Sarah Deiger, PsyCare, Inc.

Beyond Threat Assessment: Targeted Violence Prevention, Intervention, Active Response, and Recovery for K-12, Colleges, and Workplaces

Active shootings such as those that occurred at Columbine, Virginia Tech, Sandy Hook, and Umpqua are deemed ‘targeted.’ The perpetrators were targeting particular peers and, if they did not locate the target(s), those who represented similar lifestyles (e.g., wealthy, athletic, bully) were targeted. Practitioners must take a holistic approach that encompasses *prevention, intervention, active response, and postvention*. This workshop will share content that addresses every step of a holistic approach. This model is being piloted at a local suburban school that fits the demographic of many institutions that suffered such tragedies in order to study its efficacy.

Presenter: Lisa Pescara Kovach, The University of Toledo

Choosing Love in Every Situation

It is possible to choose how we respond, rather than reacting, to every situation. Learn a powerful and profound formula for choosing love that can help you overcome fear. Explore the benefits and connection of suffering and redefine courage and how to find it within yourself. Learn about the most important, and often overlooked, component of compassion. Gain a compelling perspective on forgiveness, why this is the key to resilience and how to master this for yourself and others.

Presenter: Scarlett Lewis, The Jesse Lewis Choose Love Foundation

Saturday, June 11, 10:20 AM – 11:50 AM, Session 3 Workshops

Supporting Community “Thirdsiders” via the East Side Conflict Resolution Outreach Project

Students and faculty affiliated with the Master of Arts in Dispute Resolution program at Wayne State University in Detroit have created a service learning and community building initiative on Metro Detroit's East Side. The ESCRO project reimagines the community boards’ civic engagement community

mediation model, extending it via a service learning element and via the promotion of a broader range of Thirdsider conflict intervention roles. This workshop will review the underlying philosophy promoted by the initiative, explore the creative ways that a Thirdsider perspective opens up engagement opportunities, and report on the project's progress to date.

Presenter: Bill Warters, Wayne State University

Effective Ways to Motivate Change in Youth using Restorative Practices and Relationship Building Strategies

This workshop will take a look at utilizing Peace Circles as a community-based endeavor grounded in the belief that communication is essential to fostering understanding among youth, law enforcement and neighbors. Peace Circles empowers communities and the people who are affected by crime to actively participate in the response to violence and social issues. In this way, Circles enhances the justice system by holding the offender accountable to the community in which he or she resides. This workshop will offer unique restorative approaches for participants serving our youth.

Presenters: Keysha Myers, Summit County Juvenile Court; Myron Lewis, Summit County Public Health

Panel/Shared Workshop:

A. Peace Channel, A Model for Building Peace in Multi-cultural and Religious Context

Peace Channel is an attempt to elucidate peacebuilding approach from indigenous perspective and expound the indigenous peacebuilding principles in the modern context. Naga traditional peacemaking exhibits various customs of conflict resolution based on indigenous polity; it is characterized by active involvement of stakeholders and proactive peacemaking role of traditional Governance, mass participation, and mediators. The modern application of Peace Channel is a youth peace movement of the third millennium. It is an institutional and community based model of conflict transformation developed and practiced among the children, youth and elders in the society.

B. Can Buddhists Help Restore Harmony in the Modern Society?

Violence is a worrisome concern for religious minorities in some south and southeast Asian countries today. Fundamentalists and conservative political groups who try to dominate the political and religious landscape in states such as Bangladesh and Myanmar have oppressed minority religions, while communal disturbances have become a painful reality in the greater societies and the disturbing consequences spill over to neighbors as well. This workshop will propose resolutions at different levels to address violent situations, with application of Buddhist teachings to resolve inter-religious conflicts and promote religious tolerance and harmony.

Presenters: C. Paul Anto, Peace Channel (India); Dipen Barua, University of Hong Kong

Sustained Dialogue as Conflict Resolution on Campuses

This interactive workshop will use the experience of University of Nebraska Omaha as a starting point for exploring how other campuses and communities can use Sustained Dialogue as a tool for conflict resolution. UNO is in the third year of partnership with Sustained Dialogue Campus Network and uses three models: semester-long small group dialogues; courses teaching SD worldview and techniques; and dialogue events to build bridges between campus and community. Participants will be challenged to examine their own community or campus culture and design dialogues appropriate for the issues there.

Presenter: Patrick McNamara, University of Nebraska Omaha

Mobilizing Community Assets with Student Engagement

Higher Education is uniquely placed to engage in community capacity building as we pursue our educational mission. This panel will present a case study on how faculty and student teams can accomplish both academic and practical learning and effective hands-on work on real community issues around us. This year long team project responded to a request from a community to help build capacity to deal with issues around immigration, day labor, trauma, and race and included partners ranging from the local elementary school to county police and county development officers.

Presenters: Diana Ortiz, Lisa Shaw, Julie Shedd, and Dale Vergott, George Mason University

Building Stronger Communities in Higher Education Institutions: The Courage to Lead the Quest for Inclusive Excellence

Higher education institutions are considering how to deliver on the promise of equity in access, curricula, and community building? How to confront and intentionally dismantle the legacies of race-based exclusion to cultivate nurturing communities that foster inclusive excellence? The presenter will share the practices that demonstrate her institution's courage and leadership in addressing racial and cultural challenges to build a strong, nurturing community. The session will conclude with a brainstorming discussion about ways to further integrate diversity and equity into institutional policies and programs.

Presenter: Elavie Ndura, George Mason University

Teaching World News from Multiple Views

Mondokio International News (www.mondokio.com), is an educational tool that presents students with "world news from multiple views." Mondokio allows students to see how the world's most influential news sources cover the same topics differently, while affording them the opportunity to explore, assert, and debate their global perspective on world events. It has been regularly used in several Central Ohio schools, by veteran Speech & Debate teacher Leslie Muhlbach. The presenters will discuss how it's being used in the classroom to prepare students for globalizing careers, education, and life.

Presenters: Brady Calestro, Antioch University Midwest; Leslie Muhlbach, Gahanna Lincoln High School

Loss of Cultural Identity and Suicide – How at Risk Youth on Pine Ridge Reservation Are Affected

From Dec 2014 to Feb 2015, eleven children ages 12-18 took their own lives on the Pine Ridge Reservation. A combination of poverty and despair are contributing factors, but research has shown that lack of cultural identity is a major contributor to indigenous youth suicide. Historical trauma, discrimination and lack of education have created generations of children so far removed from their culture that they are not sure where they fit in. This workshop will explore exchange interventions including art therapy, music, storytelling, and writing, combined with tribal history, culture, and tradition. Evidence from successful exchanges will be shared with participants.

Presenter: Karen Posner, John Carroll University

Peacebuilding in Northeast Asia through Nikolai Popov's *WHY?*

All forms of violence are prevalent in the contemporary world. Promoting peaceful dialogue and civil society exchange for confidence building is necessary; lack of these opportunities can be seen even amongst civil society. In Northeast Asia, there are various potential sources of conflict such as political stalemates, territorial disputes, increasing nationalism, lack of historical understanding and reconciliation and challenges of sustainable development and human security. Such concerns have motivated the presenter to conduct workshops for the actors of China, Korea and Japan.

Presenters: Eri Somoto, Seisen University (Japan)

Developing Peace Builders and Leaders through International Exchanges: Best Practice Programs and Future Opportunities

Participants in this session will review the history and status of international exchange programs sponsored by the U.S. State Department, and their role in cultivating civic and world leaders, strengthening human relations across borders and cultures, and promoting peace and prosperity. Panelists will describe the nature of citizen diplomacy and "whole society" approaches to fostering the next generation of citizen diplomats in local communities and positive perceptions of "others." Best practices in nationally and locally supported exchange initiatives will be discussed as an educational compliment to formal instructional programs.

Presenters: Jennifer Clinton, Global Ties U.S.; Christopher Washington, Franklin University; Michelle Wilson, Global Ties Akron

Catedra de Paz: A Strategy in Education for the Post-conflict in Colombia

The conflict between the government and guerrillas began 60 years ago; the president of Colombia Juan Manuel Santos wants to finish this conflict. To achieve this goal he created a Committee of Government in 2010, to begin a dialogue of peace with the Guerrillas of FARC. This process is drawing to a close in 2016, and now the most pressing issue is post-conflict reconciliation. To address this new challenge, the government created compulsory education in all Colombian schools focused on peace.

Presenter: Ramiro Ovalle Llanes (Colombia)

Gender Analysis Tools

Practitioners and scholars generally agree that existing analysis tools do not clearly disaggregate and delineate the impact of conflict along gender lines. Most conflict analysis tools and frameworks either neglect or include only perfunctory treatment of gender issues. More importantly is that while conflict analysis frameworks tend to provide a macro-level strategic assessment of the drivers of conflict, the inclusion of gendered perspectives provides a more all-encompassing approach. This presentation will focus on the Gender Analysis tools that have been developed by WANEP through its Women in Peacebuilding Program

Presenter: Levinia Addae-Mensah, West Africa Network for Peacebuilding (Ghana)

Best Practice in Integrating Conflict Management Education into Armenian School Curriculum

Come learn about the The Peace Education project launched in 2002 by the NGO Women for Development Armenia in order to form a culture of peace and conflict resolution among teachers and schoolchildren. By 2015, the “Peace and Conflict Resolution in Schools” project was implemented in 800 schools in Armenia’s 11 provinces, about 60% of Armenia’s schools, reaching 4000 teachers and approximately 70,000 students. The project evaluation showed that the cases of school conflicts with violent outcomes decreased by 72%, cases of verbal violence decreased by 67%, and the cases of indirect violence decreased by 50%. As a result, the “Conflict Management Education in schools” handbook was officially adopted by the National Institute of Education as a framework for all schools.

Presenter: Gohar Markosyan, NGO Women for Development

Using Extracurricular Activities to Broaden Perspectives of a Diverse College Community

At Cuyahoga Community College, students organized several events to educate other students and the public about diversity in an attempt to diminish conflict on campus and in the community. These activities included a panel discussion on the relationship between the police and the Cleveland community, a debate among presidential candidate representatives, a panel discussion on radicalization and extremism, the psychology of radicalization and the role of the media, a panel of five religious leaders, and several other activities. The students will discuss their activities and the impact they have made on the campus.

Presenters: Megan Erclauz, Susan Lohwater, Shirien Muntaser, Sarah Smith, Amana Zahriyeh, Cuyahoga Community College

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Promotion of Democratic Values among the Youth of the Americas through the Model OAS (MOAS) General Assembly

The MOAS is a simulation exercise of the main political bodies of the Organization of American States (OAS), where students represent the policies and interests of the 34 OAS Member States and approve resolutions dealing with issues related to democracy, human rights, security and development in the hemisphere. The main purpose is to promote democratic values among the youth through the practice of debate, negotiation and diplomacy towards consensus building in the solution of current issues in the Inter-American agenda. Come learn how you can start your own MOAS!

Presenters: Nelly Robinson, The Organization of American States; Kennedy Hatfield, University of the Incarnate Word

Saturday, June 11, 2:50 PM – 4:20 PM, Session 4 Workshops

Building Peace in the Northeast Asian Community: Role of Religions

The activities of religious and civil society organizations have an important role in establishing positive relationships among the countries in Northeast Asia where governments have not been able to accomplish peace. This workshop seeks to identify peaceful methods as well as the role of religions in establishing a foundation for reconciliation and diplomatic relations. Religion can offer these moral and ethical overtones of leadership necessary in complex and sensitive contexts. Religions of various traditions have valuable resources of spiritual and ethical foundations to promote and practice peace.

Presenters: Kathy R. Matsui, Seisen University (Japan)

Enhancing Intercultural Education: A Local Approach to a Global Issue

Schools play an important role in responding to increasing cultural diversity. Teachers and administrators, even with the best of intentions, struggle to interact with students from different cultural backgrounds, produce desired learning outcomes and address issues such as racism. The aim of the workshop is provide an overview of current education efforts to develop intercultural capability and examine some tools and activities that can be applied in different contexts. Workshop content is based on research and policy development for enhancing intercultural education in Australia and a project developed by the GPPAC Peace Education Working Group.

Presenter: Gary Shaw, Department of Education and Training, Victoria (Australia)

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Promoting Justice in School Discipline: Being Mindful of Bias

The excessive discipline of K-12 students has received a significant amount of attention across the entire education landscape. To mitigate excessive discipline and promote equity in schools, many educators have moved away from punitive discipline and explored alternative strategies. Yet, many policies directed toward promoting justice—particularly though alternative discipline policies—fail to give enough attention to the impact of human error. The presentation will outline two policies designed to reduce excessive discipline for students of color and students of disability and discuss their efficacy on a state and federal level.

Presenter: Kelly Capatosto: The Kirwan Institute of Race and Ethnicity

Building (Learning) Communities for Deep Impact Equity and Social Justice Projects: Lessons Learned from an Interdisciplinary Learning Community

Building community is an essential foundation for change. This presentation describes (a) benefits and structures of formal learning communities (LC's) for equity and social justice and (b) the development, implementation and impact of deep impact equity projects created by 11 members of an interdisciplinary faculty LC during the 2015-16 academic year. The model used is based on tenets of effective LCs developed in nationally recognized programs.

Presenters: Brittany Aronson, Madelyn Detloff, Sheri Leafgren, Rachel Radina, Barbara Rose, Miami University

Using Problem Based Learning to Explore Social Justice in High School English

Information will be shared on how using Problem Based Learning (PBL) in the high school classroom can boost student engagement and foster quality output of assignments turned in by students. Using the topic of human trafficking, students conduct an in-depth research project and use their findings to present to members of the community, thereby enhancing their own personal investment in the project itself.

Presenter: Gillian Hovater, Springfield High School

Intentional Dialogue: Facilitating Insight through the Fishbowl

This interactive session will teach participants how to use the fishbowl strategy as one way to facilitate genuine dialogue regarding difficult issues. This technique allows for a richer dialogue while building trust among participants by considering ways to work together more productively. This strategy also practices effective listening skills.

Presenters: Heidi Arnold, Amaha Sellasie, Sinclair Community College

Field Based Peace Education: Organization and Impact

Field-based peace education is an essential practice for creating international communities that are peaceful, just, and secure. A fundamental question is how to construct holistic experiences that have sustainable impact on participants and that also benefit local communities. The goal of this workshop is to provide participants with concrete tools to design, implement and evaluate programs and engage in a conversation with workshop participants on how to implement these tools in their own programming. The facilitators will draw on their experiences with youth from South, Central, and Southeast Asia to the United States.

Presenters: Alex Cromwell, Lisa Shaw, Julie Shedd, George Mason University

Bitpeace: A Currency of Security

Bitpeace is an initiative is to make peace pay, and to provide financial incentives to people for working to build positive peace, justice and security. This mirrors the technical and fiscal aspects of current health initiatives such as the global Bitwalking application, where people, “simply generate money by walking.” At its base Bitpeace is a range of proposed applications designed to convert the social capital earned by people doing good work into financial capital that they can spend on goods and services.

Presenter: John Carlarne, The Ohio State University

Peace Pedagogy: How Do We Practice What We Teach?

This workshop is designed for teachers and professors who teach conflict resolution or peace themes, and are interested in self-evaluating their practice of peace pedagogy. Participants will explore the principles of peace pedagogy, and how such principles are enacted in the educational setting. Participants will have the opportunity to share their own best practices, and learn from each other's experiences.

Presenter: Heather Kertyzia, California State University Dominguez Hills

Online Peer Mediation Platform

Since the mid-1980s, peer mediation has been the most commonly used conflict resolution education program in the United States. Research indicates that as many as 25% of US schools have had peer mediation programs. However, three important changes in the educational and social context now suggest the need for an online version of peer mediation. These changes include the significant and increasing online public education, prevalence and preference for online communication, and the growing popularity of peer mediation across the globe.

Presenters: Karen DeVoogd, Fresno State University; Cynthia Morton, Rockdale Virtual Schools; Judy Tindall, National Association of Peer Professionals; Kristen Woodward, Fairfax County Schools

The International Association for Human Values: Working with the Psycho-Social Aspects of Peace-Building

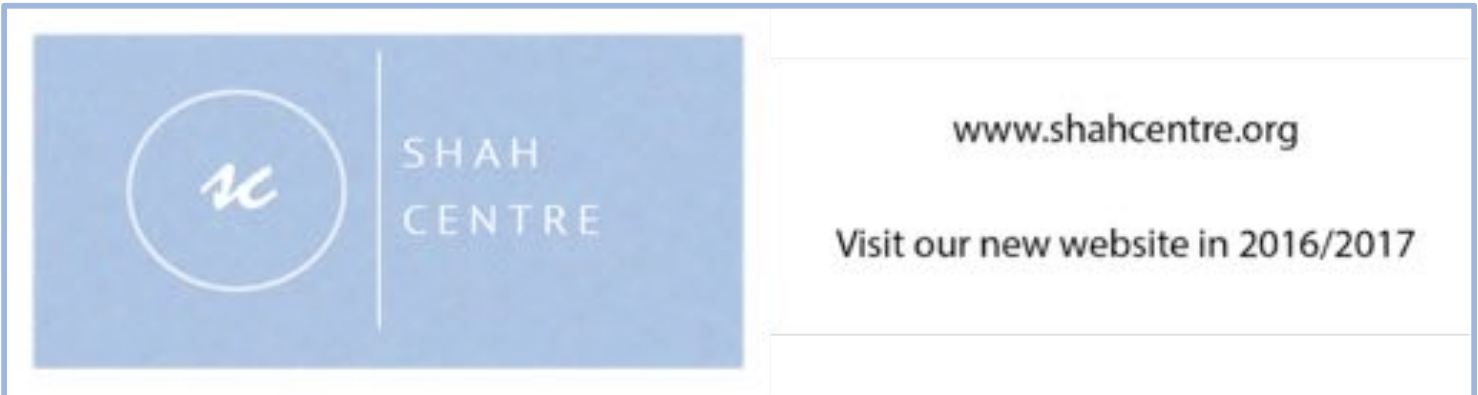
According to current understanding, individuals behave violently due to two main factors: ignorance and stress in the broadest sense. Methods used in IAHV's programs comprise effective breathing exercises, group processes and interactive exercises, discussions, cognitive inputs, and skills training for handling challenging situations. This workshop will be a condensed version of the longer 5 day training model. During this workshop, the individual's system is approached from a holistic perspective, comprising physical, emotional, mental, attitudinal, behavioral, relational and existential aspects to provide a variety of valuable tools.

Presenter: Jill Klimpel, The Ohio State University; Nina Sanyal, Art of Living Facilitator

Upstander Skills Training: Lessons for Peacebuilding Work

An "upstander" is someone who stands up for what is just, even when there are risks involved. Peacebuilding work is risky and requires that we act to challenge injustice, to protect vulnerable populations, and to empower community members. Acting alone, upstanders can create significant impact on individuals; acting together, they can build a movement and lead to sustainable, positive changes in society. This workshop will provide examples from "upstander" training that is given to students and teachers in U.S. schools. Lessons for peacebuilding efforts in various contexts will be drawn from these questions and lessons.

Presenter: Christa Tinari, Peace Praxis



The image shows a blue rectangular graphic with a white circle containing a stylized 'SC' logo on the left. To the right of the circle, the text 'SHAH CENTRE' is written in white, stacked vertically. To the right of this graphic, the website address 'www.shahcentre.org' is displayed in a dark grey font. Below the website address, the text 'Visit our new website in 2016/2017' is written in a dark grey font.

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