



## ***Conflict Resolution Education Working Group***

### ***READER***

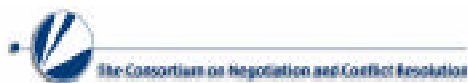
# **From Reaction to Prevention: Civil Society Forging Partnerships to Prevent Violent Conflict and Build Peace**

## **A Global Conference**

**19-21 July, 2005**

**United Nations Headquarters, New York**

*Compiled by the Ohio Commission on Dispute Resolution and Conflict Management with assistance from the Consortium on Negotiation and Conflict Resolution and Temple University.*



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**Conflict Resolution Education Resources Around the World  
Global Conference on the Prevention of Violent Conflict**

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## Introduction to the CRE Working Group at the GPPAC Conference

The members of the Conflict Resolution Education working group are privileged to take part in the Global Partnership for the Prevention of Armed Conflict (GPPAC) conference, “From Reaction to Prevention: Civil Society Forging Partnerships to Prevent Violent Conflict and Build Peace.” The GPPAC conference has been years in development and we have a unique opportunity to work with representatives from NGOs, civil society organizations, and governments from around the world.

### History of GPPAC Development

Following the UN Secretary-General’s call to action, GPPAC was established to enhance the role of civil society in developing effective action in preventing and transforming violent conflict, as well as to strengthen civil society relationships with governments, the UN, and regional organizations such as the European Union, Organisation for Security and Co-Operation in Europe, and the Council of Europe.

To ensure that GPPAC engaged a wide range of perspectives, it initiated 15 regional meetings and processes, each of which are developing action agendas for civil society organizations’ engagement in the prevention of violent and armed conflict. One of the most comprehensive action agendas developed resulted from the combined meeting of EU and GPPAC participants in Dublin in March and April 2004. The Dublin conference was hosted by the Irish Presidency of the EU and was organized by the ECCP in close cooperation with the Irish Ministry of Foreign Affairs. The Dublin Action Agenda (a copy will be provided to you with other general GPPAC conference materials upon arrival in New York), has a series of guiding principles that have been endorsed for the GPPAC conference:

- Shift to prevention
- Building a ‘Culture of Prevention’ and a ‘Culture of Peace’
- Security of People, as Well as for States: Human Security
- Responsibility to Prevent and Protect
- Multilateralism
- A New Partnership for Prevention between Civil Society, Governments and IGOs
- Primacy of Local Ownership
- Inclusion and Equality
- Learning from Practice and Accountability
- Sustainability

The role of CRE is very germane to the guiding principles and the goals of the GPPAC conference. As the Dublin Action Agenda states as a key recommendation, “Based on positive experiences to date, CSOs should play a leading role in fostering a culture of peace at all levels, through a world-wide, pro-active and participatory program, from the classroom outwards. We should aim to generate new constituencies of support,

be inclusive by bringing together groups now divided across ethnic, linguistic, religious, cultural and gender lines. Building capacities for conflict resolution at all levels is a universal priority, with education as its most comprehensive means.”

The CRE Working Group, of which you are a member, is one of 11 designated working groups for the GPPAC conference. From July 19-21, we will meet together as a working group as well as taking part in conference plenary sessions, panels, and activities. On July 22<sup>nd</sup>, we will be meeting as the CRE working group at nearby Hunter College in New York City, in order to plan the International Center for Conflict Resolution Education. In the next two sections we will briefly overview the CRE working group agenda for the GPPAC conference and the Hunter College meeting.

### CRE Working Group Agenda for the GPPAC Conference

The CRE working group has been structured to emphasize the GPPAC key recommendations in terms of civil society organizations. The working group is structured to facilitate networking between NGOs and government representatives from many global regions who are working on CRE initiatives. This networking will help develop coalitions of these governments and NGOs to facilitate the effective infusion of CRE in their regions. And, obviously, the CRE working group addresses the key recommendation of “educating for a culture of peace and non-violence.”

**Overview of CRE Working Group:** In addition to those individuals already attending the Global Conference who may self-select the Conflict Resolution Education (CRE) working group, teams of government and non-governmental organization representatives from 17 countries, representing each of the world regions, have been asked to participate. Their selection was based on their countries’ work to institutionalize conflict resolution education at varying levels as a partnership between government and non-governmental organizations. Teams from the following countries or territories have been invited to participate: *Ghana, Columbia, Israel, Germany, Lebanon, Norway, Northern Ireland, Sierra Leone, Australia, Canada, Thailand, United Kingdom, Japan, Jordan, Kenya, Sweden, United States and the Territory of Guam.*

**Preparation for CRE Working Group:** Understanding that all working groups will have relatively limited time for interaction, the CRE working group has developed this preconference reader for your use. The reader provides a general overview of what is going on around the world in CRE. It also contains vita and program descriptions of invited CRE working group members (where available).

**Follow-Up Communication after Conference:** Following the Conference, a revised reader will be developed which will include:

- All items stated above, including updates on other countries that also have advanced CRE through institutionalizing it into the current structures.
- Recommendations from the three day working group on CRE.

**CRE Working Group Sessions:** The International Steering Committee of GPPAC has reviewed and approved the following sessions for the CRE working group.

**Day 1, July 19<sup>th</sup> : 3pm – 5:45pm**

**Session Topic: Overview of Global CRE Practices – “What Is the Current State of Practice?”**

This session is designed to lay a foundation for all further discussion and action planning concerning networks, coalitions, and infrastructures for global CRE efforts. Thus, this session will provide each of the 17 participating countries an opportunity (7-10 minutes) to overview the government mandates or policies supporting CRE in their country, the current state of collaboration with civil society organizations, and the basic context in which they are working. These short presentations and the pre-conference reader information should provide sufficient context and background for the group to initially identify:

- basic approaches to CRE used in various regions
- variation in CRE delivery services (e.g., in formal or non-formal education)
- goals and desired outcomes for CRE work

Panelists:

Initial Invitees who will participate in this and subsequent sessions include the following (in some cases countries have not yet identified specific participants and their names are not indicated here):

**Ghana** - Levinia-Addae Mensah, Regional Program Coordinator Active Non-Violence and Peace Education Programme, West African Network for Peace Education (WANEP) and Araba Neizer Ghana Education Service of the Ghanaian Ministry of Education

**Colombia** - Adriana Cepeda, Consultant, Citizenship Education Program, Ministry of Education, and Enrique Chaux, Universidad de los Andes Centro de Investigacion y Formacion ed Educacion

**Israel** - Ms. Judy Ben Ezra, Director of School Counseling Services, Shefy Ministry of Education, and Yshai Sharif, School Psychologist and Narrative Therapist, Besod Seich.

**Germany** - Helmolt Rademacher, Amt fur Lehrerbildung (AFL), and Uli Jager, Institut fur Friedenspadagogik Tubingen e.V.

**Lebanon** - Lina Hamaoui, Higher Council for Childhood Lebanon.

**Norway** - Helen Johannessen, The Directorate for Primary and Secondary Education and Iren Sorfjordmo Knfliktradet I Sor-Trondelag, Mediation Service

**Northern Ireland** - Carmel Gallagher, CCEA Curriculum Development and Norm Richardson, Stranmillis College

**Sierra Leone** - Emma Kamara, Childrens Learning Services

**Australia** - Melissa Conley Tyler, Ph.D., International Conflict Resolution Centre, School of Behavioural Science, The University of Melbourne, and a representative from Australia's Department of Education Science and Training.

**Canada** - Robert Stewart, Canadian Culture of Peace Program, and a representative from the National Crime Prevention Center, Department of Public Safety and Emergency Preparedness, Government of Canada.

**United States** – Lin Inlow and Carolyn Benne, CNCR, Georgia State University; Jennifer Batton, Ohio Commission on Dispute Resolution and Conflict Management; Tricia S. Jones, Temple University; Janet Patti, Hunter College, New York.

**Territory of Guam** – Patrick Wolff, Esq., Inafa Maolek; Art D’Oro, Guam Department of Education.

### **Day 2, July 20<sup>th</sup> : 3pm – 5:45 pm**

#### **Session Topic: Best Practices and Challenges in Global CRE – “What Works and What Hinders?”**

This session is designed as an accordion session involving three brief panel presentations, each followed by a facilitated discussion and action agenda session.

The three panels are organized around CRE contexts: (1) in stable social contexts where peacekeeping, or developing skills to prevent violence and create constructive conflict communities, is the main focus; (2) in contexts where long-term tensions exist, but conditions of violence are relatively controlled; and (3) in conflict-ridden societies where ongoing or current conflict and/or warfare has disrupted society and necessitated reparation. Each country or region will be asked to self-identify which of these contexts they feel best defines their country or region. They will participate in the panels with which they have self-identified.

The format of the panels will be the same; each panel will have brief presentations (about 10-15 minutes each) from countries representing peacemaking, peacekeeping or peacebuilding needs about:

- specific challenges to CRE in these contexts
- specific examples of best practices where CRE has been able to overcome challenges

Following the presentations, there will be a full session facilitated discussion focusing on essential questions such as:

- what additional information would be helpful to understand these best practices and challenges
- what are the critical resources determining success in this context
- how can these challenges or best practices be communicated to regions or countries experiencing similar situations?

### **Day 3, July 21<sup>st</sup> : 10am-1pm**

#### **Session Topic: Building Capacity and Collaboration – “What Will Move Us Forward Together?”**

This session is designed as a full facilitated discussion session focusing on the following questions:

- What networks are most effective for continuing this dialogue?
- What best practices should be encouraged or advocated for increased implementation of CRE?
- What are next steps for the development of an International Network on CRE to help support countries that wish to further develop their work in CRE?

### International Center for Conflict Resolution Education

A major goal of the CRE working group is to begin to build the foundation for an International Center for Conflict Resolution Education (ICCRE). The initial conceptualization of ICCRE, indicated below, will be the focus of a consensual discussion and planning process at Hunter College on July 22<sup>nd</sup> – immediately following the UN GPPAC conference.

**Initial Conceptualization of ICCRE:** ICCRE will serve as a network for (1) tracking and disseminating information about CRE efforts globally, (2) initiating research and action agendas for the promotion of CRE, and (3) supporting the presentation of advancement in global CRE at key conferences in the conflict and education fields. ICCRE is intended to complement current efforts of domestic and international organizations that are involved in CRE but are not focused on serving as a clearinghouse of focused information relevant to CRE (due to their broader agendas). Indeed, ICCRE will partner with these organizations and extend information about their activities and accomplishments to partners around the world. ICCRE is not a membership organization, a service provider, or a policy-making function and, as such, is not in competition with organizations that serve these functions.

There is currently no organization that serves as a network or clearinghouse for CRE information globally. The current organizational resources for the advancement of CRE fall into the following general categories:

- Professional or membership organizations in conflict that serve a primarily domestic US base and that function to support a broad array of dispute resolution activities (e.g., ACR, ABADR)
- International organizations with specific mandates to effect change congruent with a larger initiative (UNICEF, UNESCO, World Health Organization)
- Domestic and foreign NGOs that provide services to address or remediate conflicts, including efforts involving formal and non-formal education (e.g., Educators for Social Responsibility, Plowshares Institute, Berghof Center for Conflict Prevention, etc.)

The result for international CRE efforts is a patchwork quilt without basic information resources available to all interested parties. The proposal for ICCRE is not intended to duplicate services of any of these organizations. Instead, ICCRE will function as a true network and clearinghouse to provide free access to information and contact across these organizations. The intent of ICCRE is to provide a service to and partner with all of these organizations (and others not yet mentioned).

We believe that there is a critical need for an International Center for Conflict Resolution Education. Our ultimate goal is the development of a network with the following mission and goals:

***The mission of the ICCRE is the advancement of conflict resolution education throughout the world with the intent to build capacity.*** Specific goals include:

- formation of partnerships with other organizations (e.g. ACR, Peace and Justice Studies Association, the Collaborative for Academic and Social and Emotional Learning [CASEL], the European Center for Conflict Prevention [ECCP], and UNESCO) to facilitate support for related work;
- development of a clearinghouse of current information on CRE programs, initiatives, and accomplishments;
- creation of research and evaluation agendas that build on existing knowledge and provide direction for critical work to address current “knowledge gaps”;
- clarification of culturally and contextually sensitive implementation processes to enable application of CRE efforts to fit the cultural and social-political conditions of the community of use;
- dissemination of best practices/models for designing and implementing conflict management systems for enhancing program and staff capacities in schools and universities; and,
- promotion of teacher and professional educator preparation in CRE through development of materials and delivery processes to address best practices.

We look forward to working with you at the Hunter College meeting on July 22<sup>nd</sup> to initiate planning and refinement of the nature of the International Center for Conflict Resolution Education.

# Country Profiles

## Australia

**Type of Organization(s) [government or non-government organizations such as universities]:**

Non-Government

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**Summary**

The International Conflict Resolution Centre (ICRC) is an interdisciplinary centre at the University of Melbourne, established in 1993. The ICRC researches and disseminates knowledge about the non-violent resolution of conflict in Australia and internationally.

The organization participated in the Global Partnership for Prevention of Armed Conflict's regional consultation in Melbourne in March, 2005.

**Description of Organization's Work in CRE**

Projects include the development of peace education curriculum for primary schools in Vietnam (for UNESCO Hanoi Office), Sierra Leone (for the World Bank) and for Victorian schools in Australia, and the development of software measuring children's conflict resolution skills. The center also has expertise in evaluation of peace education and cross-cultural curriculum development.

The ICRC is known and respected, locally and globally, for the excellence of its contribution to peace and conflict resolution. It has links with scholars and practitioners worldwide. In 2004, ICRC personnel were involved in more than 20 significant research projects. Topics were diverse and included:

- The qualities of peacemakers
- Verbal abuse and adolescent identities
- The role of humour in conflict resolution
- The psychological well-being of young refugees
- Australian and Canadian volunteers in post-conflict situation
- Psycho-social issues of humanitarian aid workers
- The peace process in Sri Lanka
- Religious peace education in Indonesia.

### **Resources**

The ICRC currently offers a program of 11 professional courses in conflict resolution as well as providing specialised training on request. Courses offered include:

- Mediation in Education
- Children's Reactions to Global Threat
- Girls, Boys and Managing Anger
- Parenting in Uncertain Times.

Local projects completed in the last year include:

- The development of a Qualities of Peacemakers education program for UNESCO Associated Schools
- A major project for Australia's Department of Justice assessing the feasibility of introducing Online Alternative Dispute Resolution into Victoria
- An independent evaluation of a Magistrates' Court diversion to mediation program for the Dispute Settlement Centre of Victoria
- The creation of a Peace Inventory of people, units and projects within the University of Melbourne that have contributed to conflict resolution.

The ICRC has recently been involved in a number of significant international projects including:

- Introducing peace education into the national curriculum in Sierra Leone for the World Bank
- Developing a five-year peace education curriculum for primary schools in Vietnam for UNESCO's Hanoi Office
- Implementing the global Cultures of Peace News Network in partnership with UNESCO headquarters as part of the International Year for a Culture of Peace
- Convening a AusAID-funded Regional Forum on security issues as part of the International Perspectives on Peace and Reconciliation Conference

- Convening a Forum for non-government organisations discussing issues of support for humanitarian aid workers

# Canada

**Type of Organization(s) [government or non-government organizations such as universities]:**

Non-Government

**Organization Contact Information:**

Canadian Culture of Peace Program (CCOPP)

Address: Box 70, Okotoks, AB , Canada , T1S 1A4,

Tel: (Calgary area) 1-403-938-5335

Tel: (toll free throughout Canada and the U.S.) 1-800-574-7126

Fax: (Calgary area) 1-403-938-4117

Tel: (toll free throughout Canada and the U.S.) 1-800-399-3832

E-mail address: [info@peace.ca](mailto:info@peace.ca)

Web address: <http://www.peace.ca/canadiancultureofpeaceprogram.htm>

**Contact Person(s):**

Robert Stewart, Executive Director

**Summary**

The mission of the Canadian Culture of Peace Program is to advance a Culture of Peace and Non-violence, at home and abroad. It is the key NGO with a mandate to advance the Canadian Peace Education Strategy across the country.

**Description of Organization's Work in CRE**

It is the shorter term goal of CCOPP and the network of Canadian Peace Educators to place Peace Education prominently on the Canadian Agenda - "to cultivate public awareness and political support for the introduction of peace education into all spheres of education, including non-formal education, throughout Canada and to promote the education of all teachers to teach for peace". It is the longer term goal to assure Peace Education is integrated into all curricula by the end of the decade - "the goal of the campaign is to assure that all educational systems throughout Canada will educate for a culture of peace". Peace education starts at home.

**Legislation and Policy Initiatives**

In Canada, education is Provincial (rather than Federal/National). Accordingly, education legislation is the mandate of the thirteen Provincial/Territorial Governments. There is a Canadian Ministers of Education Council which meets annually to discuss matters of common interest. It is our understanding that no Canadian Governmental body is proposing to establish any legislation or policy initiatives with respect to Conflict Resolution or Peace Education.

## Resources

CCOPP has recently initiated a working group to help build the relationship with Governments, to help build a Culture of Peace and Non-violence in Canada and abroad, starting with peacebuilding through education. Affecting changes in education at the Provincial/Territorial levels will be a key objective of Provincial Culture of Peace Programs and Annual Provincial Peace Education Conferences. Annual Provincial Peace Education Conferences currently take place in Alberta, British Columbia and Ontario.

An excellent summary of recent developments in peace education and the culture of peace program in Canada, available for any organizations and individuals interested in advancing peace education and the Culture of Peace and Non-violence Program in their area, is available at <http://www.peace.ca/EVOLVINGCANADIANMODELFORPEACE2005.ppt> in English and at <http://www.peace.ca/CCOPPportuguese2005.ppt> in Portuguese.

Please see the following for additional information.

### Publications

1. CCOPP Web Site <http://www.peace.ca/canadiancultureofpeaceprogram.htm>
  2. CCOPP Summary Statement <http://www.peace.ca/CCOPPstatement2004.htm>
  3. CCOPP Initial Action Plan <http://www.peace.ca/CCOPPaction2004.htm>
  4. CCOPP Leadership & Peace Workshop <http://www.peace.ca/CCOPPleadership2004.htm>
  5. Inventory of University and Other Peace Education Programs in Canada at <http://www.peace.ca/canpeaceeducation.htm> (this is extensive)
  6. Inventory of Peace Education Sample Curricula <http://www.peace.ca/curricula.htm>
  7. Canadian Peace Education Strategy <http://www.peace.ca/conference2002summary.htm>
  8. Fourth Annual Peace Education Conference in Canada: Peace Pedagogy – Educating Educators To Teach Peace <http://www.peace.ca/CanadianAgenda2005.htm>
-

# Canada

**Type of Organization(s) [government or non-government organizations such as universities]:**

Government

**Organization Contact Information:**

Council of Ministers of Education, Canada  
95 St. Clair Avenue West, Suite 1106  
Toronto, Ontario M4V 1N6  
Canada

Telephone: (416) 962-8100

Fax: (416) 962-2800

Email: [b.pelley@cmecc.ca](mailto:b.pelley@cmecc.ca)

Web site: <http://www.cmecc.ca>

**Contact Person(s):**

Mr. Boyd Pelley, Director General (Acting)

**Organization:**

Council of Ministers of Education, Canada

**Summary**

In Canada education is the responsibility of each province and territory. Because ministers of education needed a forum in which to discuss issues of mutual concern, they established the Council of Ministers of Education, Canada (CMEC) in 1967. CMEC is the national voice for education in Canada. It is the mechanism through which ministers consult and act on matters of mutual interest, and the instrument through which they consult and cooperate with national education organizations and the federal government. CMEC also represents the education interests of the provinces and territories internationally.

In October 2001, the "Council of Ministries of Education, Canada" (CMEC) issued a 160 page document entitled "Education for Peace, Human Rights, Democracy, International Understanding and Tolerance," authored by Richard Marquardt. This report is Canada's response to the request of the Director-General of UNESCO for information on steps taken by the member States to apply the Declaration and the Integrated Framework of Action on Education for Peace, Human Rights and Democracy adopted by the General Conference of UNESCO in 1995.

**Legislation and Policy Initiatives**

The 1995 Declaration and the Integrated Framework of Action on Education for Peace, Human Rights and Democracy are not well known in Canada, but the principles they express are important elements of education policy, both in formal school systems and in many areas of non-formal education. Despite many pressures for a “back to basics” style of education in Canada’s formal education systems, policy-makers, researchers, and teachers continue to develop citizenship education curricula and to integrate peace, human rights, and global education into school programs. There has also been growth in postsecondary and non-formal education in these fields. During the period under study, the most noticeable trend has been a much higher level of integration of the themes of peace, democracy, human rights, international understanding, and tolerance in both formal and non-formal education programs.

### **Description of Organization’s Work in CRE**

- Citizenship education is the subject of considerable renewed interest in Canada. Ministries of Education in several provinces and territories are developing new curricula in this field. Policy-makers, researchers, and educators are exploring the meaning of active citizenship in a country of considerable ethnic, linguistic, and geographic diversity that is, at the same time, open to the multiple influences of the rest of the world.
- Peace education has received support from the federal government’s Canadian Peacebuilding Initiative. It provides support for several educational initiatives designed to promote conflict resolution and a culture of peace.
- The Ontario Human Rights Commission has developed “Teaching Human Rights in Ontario” (THRIO), an educational package for use by teachers in Ontario schools to teach students about the provisions of the Ontario Human Rights Code and the work of the Commission. Released in 1995, the package was reviewed for use in Ontario schools and has been endorsed by the Ministry of Education.
- Several Canadian universities have launched new academic programs in human rights.
- Cégep international is an organization of 22 Quebec colleges that promotes international activities and works toward the internationalization of the curriculum. The college-level project, “Éducation à la citoyenneté dans une perspective planétaire” (ECPPE), focuses on introducing curriculum and training content in the areas of international understanding and solidarity, peace education, rights and democracy education, environmental and sustainable development education, and intercultural education. This program is currently being voluntarily implemented in 14 colleges.
- Public concern over the issue of school safety has been increasing. Governments, departments of education, school boards, and individual schools have been under pressure to address actual and anticipated violence in schools. This has evoked an array of responses across the country. In

Nova Scotia, the League of Peaceful Schools has developed an effective Peer Mediation Program for non-violent conflict resolution. In Alberta, the provincial government has implemented the Safe and Caring Schools (SACS) initiative to promote safe and caring learning and teaching environments in Alberta schools. A number of projects are currently operating as part of this initiative, including the Alberta Teachers' Association's SACS Project, a comprehensive violence-prevention endeavour designed to encourage socially responsible and respectful behaviour.

- There are many interesting examples across Canada of efforts to respond to the needs of vulnerable groups, including those with handicaps as well as children and youth at risk because of socio-economic factors. British Columbia's extensive distance education services and open learning systems are exemplary, as is Saskatchewan's program of integrated services for children and youth at risk.

- The Government of Canada has made a formal Statement of Reconciliation to Aboriginal peoples for the history of abuse in the Residential Schools system. It is implementing a plan to transfer authority for education to First Nations communities and to respond to the needs of Aboriginal youth through a variety of other programs, including multi-purpose urban Aboriginal youth centres to provide career planning, employment opportunities, and recreational activity in a supportive, culturally relevant environment.

- The Pan-Canadian Education Research Agenda (PCERA) was initiated by the Canadian Education Statistics Council (CESC), a partnership of Statistics Canada and the Council of Ministers of Education, Canada (CMEC). As a joint federal-provincial initiative to promote research on education policy issues, PCERA has identified citizenship and social cohesion, diversity and equity, Aboriginal education, and special-needs programming among its highest research priorities.

- Resources and information about education for peace, human rights, democracy, international understanding, and tolerance in Canada are now widely accessible on the Internet.

### Conclusions

The principles of the Declaration and the Integrated Framework of Action on Education for Peace, Human Rights and Democracy have been well received and widely applied in Canada. Many educators already had considerable experience working with these principles before 1995. Canadians increasingly see all of these areas as aspects of a general effort in education for democratic values.

Considering the importance of the principles of the Declaration and the Integrated Framework to ongoing debates about educational priorities in Canada, it would be

beneficial to have them produced and disseminated in popular forms that make them more accessible.

In the year and decade for building a Culture of Peace, some see a need in Canada for more systematic linkages between programs offered by members of the United Nations family that address various aspects of this common theme, including the United Nations Association in Canada, the Canadian Commission for UNESCO, and UNICEF. This would enable them to secure a more comprehensive level of cooperation and engagement from Canada's education systems.

### Lessons Learned

Comments received in the course of our survey on the appropriateness of the Declaration and the Integrated Framework of Action on Education for Peace, Human Rights and Democracy suggest that both have been well received by those who are familiar with them, and that the principles have been applied widely in Canada. Many educators had already had considerable experience working with these principles before 1995.

During the period under study, the most noticeable trend has been a much higher level of integration of education on themes of peace, democracy, human rights, international understanding, and tolerance, is particularly in the work on citizenship education in Canada. Entering the field from the perspective of education for democracy leads directly into issues of human rights, peace, international understanding and tolerance. The same can be said for the other themes; each is a point of entry into the others. Canadians increasingly see all of these areas as aspects of a general effort in education for democratic values.

In the year and decade for building a Culture of Peace, the integration of these themes should become even stronger. Some see a need in Canada for more systematic linkages between programs offered by members of the United Nations family that address various aspects of these themes, including the United Nations Association in Canada, the Canadian Commission for UNESCO, and UNICEF. This would enable them to secure a more comprehensive level of cooperation and engagement from Canada's education system.

In an increasingly complex and interdependent world, Canadian educators appear to understand the practical importance of education for peace, human rights, democracy, international understanding, and tolerance. They also acknowledge that there is still a great deal of work to do to achieve the objectives set out in the Declaration and the Integrated Framework.

### **Resources**

Please see the following web pages for additional information

<http://www.cmec.ca/international/unesco/pax.en.pdf>

(French version go to <http://www.cmec.ca> ).

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# Colombia

**Type of Organization(s) [government or non-government organizations such as universities]:**

Government

**Organization Contact Information:**

Citizenship Education Program

Ministry of Education

Calle 26 # 45-11

Centro Administrativo Nacional (CAN)

Bogotá, Colombia

Tel; (571) 222 2800 ext. 2105

Fax: (571) 222 2800 ext. 2113

Email: [acepeda@mineduacion.gov.co](mailto:acepeda@mineduacion.gov.co)

[adricepeda@cable.net.co](mailto:adricepeda@cable.net.co)

Web site: [www.mineduacion.gov.co](http://www.mineduacion.gov.co)

[www.colombiaaprende.edu.co](http://www.colombiaaprende.edu.co)

**Contact Person(s):**

Adriana Cepeda, Consultant

**Summary**

As a response to the historical conflict in Colombia, educators and researchers throughout the country have created educational initiatives to construct a culture of peace and of respect for human rights. Learning to resolve conflicts peacefully, not to avoid them or to oppress or destroy other human beings, is a fundamental concern for Colombia, as for the international community.

**Description of Organization's Work in CRE**

In light of this concern, and in accordance with the National Constitution and the 1994 Law of Education, in 2004, the Ministry of Education of Colombia launched national standards of quality for citizenship education in schools as a component of the policy for the quality of education. The main purpose of the standards is to promote children's development of cognitive, emotional and communicative skills that together, along with the needed knowledge, allow children to participate constructively and critically in a democratic society; to resolve conflicts peacefully, to participate responsibly, to understand social diversity as an opportunity to grow and live together and to promote and protect human rights. The standards are formulated per

grade and divided into three large groups within the human rights framework: peace and "convivencia" (living together), democratic participation and responsibility, and the value of diversity. *Conflict resolution is a key component of the citizenship competencies standards.*

### **Legislation and Policy Initiatives**

Schools and Universities in Colombia are autonomous and define their own curriculums. The Ministry of Education establishes national education policy and supports the implementation of this policy. The Citizenship Education team at the Ministry is responsible for the implementation of citizenship education policy in the country. The goal of the Ministry is to promote the incorporation of high-quality citizenship education in school curriculum and school culture all over the country.

To work toward achieving this, the Ministry follows a cycle of educational quality. It published the standards of quality for citizenship education and trains teachers all over the country on their understanding and use. It assesses citizenship competencies of 5<sup>th</sup> and 9<sup>th</sup> graders nationwide (the first test was applied on November 3<sup>rd</sup>, 2003), with the *Prueba Saber*, a test on Citizenship Competencies, every 2 to 3 years. The Ministry supports school's improvement plans with the help of the regional Secretaries of Education. It offers learning opportunities for schools: teacher training, publications, educational TV and radio, and acts as intermediary for the creation and application of structured programs developed by NGO's, Universities and the private sector, among other initiatives. The Ministry also organizes national opportunities for the exchange of school's significant experiences in citizenship competencies development, such as the National Forum on Citizenship Competencies in which 121 of the best educational initiatives from all over the country, many from rural areas, participated on October 25-26, 2004 in Bogotá.

The Ministry recognizes the importance of working with NGO's, Universities and private businesses to create a national movement to promote citizenship education. The Citizenship Education team at the Ministry invited leading NGO's with high-quality educational programs (conflict resolution, peer mediation, democracy, among others) to train teachers in 7 cities of the country from October 27-29, 2004. The team is currently finishing the preparation of a portfolio of high-quality educational programs to develop citizenship competencies in schools (many implemented by NGO's) which will be posted on the Ministry's website and sent to the regional Secretaries de Education. This portfolio includes programs created outside Colombia which develop citizenship competencies. The Ministry is also exploring other ways to support these programs and to strengthen alliances with NGO's, Universities and the private sector.

A University Colloquium was held on September 16<sup>th</sup> - 17<sup>th</sup>, 2004, in Bogotá, to promote reflection and discussion about citizenship education in Colombian Universities and about the role of the University in the promotion of citizens that participate actively in our country and

internationally. Over 1000 people attended. The Ministry is currently planning an Internet Network for Universities working on citizenship education.

The Ministry team has trained over 6000 teachers on citizenship competencies in the past year and plans to continue and improve teacher training during 2005. Another of this years challenges is to strengthen the national program and to broaden and strengthen international alliances. The Organization of American States sponsored an international workshop in April 2005 on the Colombian citizenship education policy for delegates from the Ministries of Education of the continent and we plan to continue to work together with other countries on citizenship education initiatives.

### **Resources**

In addition to the Educational Internet Portal ([www.colombiaaprende.edu.co](http://www.colombiaaprende.edu.co)), the Ministry has also supported many publications on citizenship education, among them:

- Ministry of Education (2004) “*Formar para la Ciudadanía Sí es Posible!*” (Citizenship Education is possible!), Bogotá.
- Chaux, Lleras & Velásquez (2004). “*Competencias Ciudadanas: de los estándares al aula. Una propuesta de integración de las áreas académicas.*” (Citizenship Competencies: from standards to the classroom. A proposal to integrate academic areas), Ministry of Education and University of Los Andes, Bogotá.
- “*Quince Experiencias para Aprender Ciudadanía... y una más*” (Fifteen experiences to learn citizenship... and one more”) (2004), Ministry of Education and Businesses for Education Foundation, Bogotá.

# Germany

**Type of Organization(s) [government or non-government organizations such as universities]:**

Government

**Organization Contact Information:**

Amt für Lehrerbildung (AfL) (Office for Teacher Education)

Erwin-Stein-Haus

Stuttgarter Straße 18-24

60329 Frankfurt am Main

Tel: 069-3 89 89-230

Fax 069-3 89 89-606

Email: [h.rademacher@afl.hessen.de](mailto:h.rademacher@afl.hessen.de)

Web address (the CRE-project): [www.mediation-partizipation.de](http://www.mediation-partizipation.de)

Web address (program of the institution AfL): [www.portal.bildung.hessen.de](http://www.portal.bildung.hessen.de)

**Contact Person(s):**

Helmolt Rademacher, Project Manager

Angelika Fabricius, Deputy Project Manager

**Summary**

This office deals with teacher training in Hessen and is responsible for conflict resolution and violent prevention in schools in Hessen. Within the project “Mediation and school program”, there are more than 200 schools (10% of all schools in Hessen) which do mediation work in classrooms and Peer-Mediation. The specific aspect of this program is, that it is connected with ideas of organisational development, that means it follows a systemic approach. This is an important condition to change the culture of conflict (Konfliktkultur) in schools for sustainability.

**Description of Organization’s Work in CRE**

A main part of the project is to establish classroom-programs in all types of schools. Meanwhile different programs for primary schools, secondary schools (form 5/6 and form 7/8) schools for pupils with a learning handicap and vocational schools are developed and partly established. Trainings for pupils’ representatives and coaches for Peer-Mediators is also an important part. The project is in a crisis because the ministry of education in Hessen made the decision to stop the program in the framework of the AfL. We are looking now for a way to find another institution, through which parts of the program can be organized further. The way the project is developed, it has a leading role inside the school mediation movement in Germany.

Besides “Mediation and school program” the project is part of a German wide program: Learning and living democracy (in schools). The name of the project in Hessen is “Mediation and participation”. The aim is to combine the ideas of conflict resolution education with ideas of democratic participation. That means to democratize schools using ideas of cooperative learning, just communities, service learning and so on. Within the next years, the organization AfL will establish mediation-programs in teacher "education" (at universities and training seminars for young teacher).

### **Legislation and Policy Initiatives**

Both education and educational policy are dealt with at a state (Bundesland) level. There are 16 states or Bundeslaender, one of which is Berlin. The first states to develop comprehensive conflict resolution / school mediation programs (in the early to mid 1990's) were Berlin, Hessen and North Rhine Westphalia. Standards for school mediation have been in effect since 2001 and were developed by The Bundesverband Mediation (National Mediation Association), a non-governmental institution.

The policy-making agencies are generally the institutes for inservice teacher training. Only one state has made school mediation part of their school law and there are some states with policies, in particular in relation to mediation training for teachers. Approximately 200 schools in Berlin have peer mediation programs.

### **Resources**

According to Helmut Rademacher “teachers within a school who have an indifferent attitude towards mediation, can slow down the process of implementation severely, if you don’t manage to integrate them constantly into the project” (Rademacher, (2001). School Mediation in Hessen, Germany, *Peacebuilding*, Volume 3, Issue 1. <http://www.uwm.edu/Dept/Peace/pecnew.htm>).

Rademacher goes on to state that “What can be observed in the actual starting phase among teaching colleagues is not a loss of motivation, but a reluctance to take the necessary steps to put the concept in practice. On the one hand, many of the teachers, despite having been trained, don't really dare to apply mediation because they don't feel secure enough and they fear they will make mistakes” (Rademacher, (2001). School Mediation in Hessen, Germany, *Peacebuilding*, Volume 3, Issue 1. <http://www.uwm.edu/Dept/Peace/pecnew.htm>).

# Germany

**Type of Organization(s) [government or non-government organizations such as universities]:**

Non-Government

**Contact Information:**

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Fax: 07071/9205111

**Contact Person(s):**

Elke Begander

Guenther Gugel

Uli Jaeger

**Summary**

Since its establishment in the year 1976 (first called “Association for Peace Education“) the Institute for Peace Education (IFT) has consistently pursued the goal of bringing the problems of peace and conflict into the forefront of public consciousness. The work in this area is based on the efforts to bring the results of scientific study – in particular peace research – combined with practical work, which is relevant for peace education into the public eye. Peace education is based on the conviction that attitudes and behaviors are changeable through education, and have an influence on political decisions and structures. Peace education, in the manner in which it is developed and practiced by the Institute for Peace Education, is also a request for individual participation in society and political processes. Peace education sees the responsibility of the individual, and consider it in addition to the meaning of the basic structural conditions effecting political processes. For the work in peace education, the Institute for Peace Education was awarded the outstanding German, “Theodor Heuss Medal” in 1982 and 1999 – an honourable mention for the UNESCO Prize for Peace Education.

**Description of Organization’s Work in CRE**

International reconciliation and communication are constant topics at the Institute for Peace Education. In addition the IFT supports school partnership programs with schools in other countries, conducts discussions during international youth conferences, and maintains close co-operation with human right and relief organizations. In the last years many internationally occupied, peace-educational trade conferences were held. The Institute for Peace Education had advisory status within the structure of an electronic network for young people in former Yugoslavia and is in the publishing circle for a Peace Education magazine in Denmark.

### **Legislation and Policy Initiatives**

For many years, the Institute for Peace Education has been making an important contribution in the expansion and development of international campaigns through public education. The international campaigns against nuclear weapons, atomic tests and armament exports and the international campaign against the spreading of land mines are supported by the publication of educational materials. The Institute of Peace Education has also expanded public awareness of the UN Agenda 21 and the global campaign “Overcoming violence” by the World Council of Churches. Many internationally active Non-governmental Organizations (NGO) are important co-operation partners in this endeavor.

### **Resources**

Over 100 publications with well over 100,000 copies, several video films, and CD-ROMs have been developed and published by the IFT.

Please see the following web site for additional useful information;  
<http://www.friedenspaedagogik.de/>

# Ghana

**Type of Organization(s) [government or non-government organizations such as universities]:**

Non-Government

**Organization Contact Information:**

Active Non-violence and Peace Education Programme  
West Africa Network for Peacebuilding Regional Office  
P.O. Box CT 4434  
Cantonment-Accra  
Ghana  
E-mail: [Laddae-mensah@wanep.org](mailto:Laddae-mensah@wanep.org)

**Contact Person(s):**

Levinia-Addae-Mensah, Regional Program Coordinator

**Summary**

WANEP works with students, teachers and parents in schools throughout Liberia, Ghana, Nigeria, Sierra Leone, Togo and Senegal in an attempt to confront the growing threat of violence which is fast eroding cultures and values in West Africa. The organization began an Active Non-violence and Peace Education Programme in August 2000, working to introduce a new curriculum, sourcebook and teacher's guide to be used in schools in West Africa. The ultimate objective is the integration into national education systems throughout West Africa.

**Description of Organization's Work in CRE**

WANEP as a regional organization at the West African level has been working in seven countries in the sub-region to promote conflict resolution programmes in schools. Briefly, the programme has run at two levels within the formal sector:

- i) Development of peace education tools (teachers guide and source book)
- ii) Development of peer mediation programmes in schools.

At both levels, teachers and students were trained and students have gone ahead to form peace clubs within which mediation of school-based programmes by trained student mediators take place.

### **Legislation and Policy Initiatives**

There have been initiatives moving towards policy direction and some of these initiatives have included active involvement of government agencies, such as WANEP's work which has engaged Ministries of Education in Ghana, Liberia, Cote D'Ivoire, Guinea and Sierra Leone. Part of the results of this engagement has been the revision of the syllabus in Ghana to include aspects of peace education in five subject areas. In the other countries, the ministries of education are engaging in preparing the ground for a more comprehensive approach to conflict resolution in schools.

### **Resources**

The Active Non-violence and Peace Education Programme constitutes the second largest substantive project component of the CPP. It grew out of a series of ad-hoc training workshops prior to 2001 when the CPP was conceptualized, with the objective to systemize peace work aimed at children and youth, both as victims of violent conflicts in the sub-region and as perpetrators. Despite the fact that it was conceived as a 'pilot' project, the scale of its implementation was extremely ambitious, involving setting up and supporting simultaneously curricular as well as extra-curricular activities in seven countries (four Anglophone – Ghana, Liberia, Nigeria and Sierra Leone – and three Francophone – Côte d'Ivoire, Togo and Guinea), with an average of 12 participating schools in each country. The curricular activities consist in the introduction of peace education themes into the formal school curriculum, either as a separate subject or as part of an already existing one, while the extra-curricular activity focuses on what is known as 'peer mediation'. Both activities include training of teachers and pupils, the elaboration of corresponding training materials, and the implementation itself. In many cases, the activities with and by teachers and pupils have become intertwined, with the establishment of so-called 'peace clubs' in schools, groups of actively engaged pupils who organise specific campaigns and events.

# Israel

**Type of Organization(s) [government or non-government organizations such as universities]:**

Government

**Organization Contact Information:**

Ministry of Education

2 Devora Hanevia

Jerusalem Israel

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Fax: 972-2-5603256

E-mail: judybe@education.gov.il

**Contact Person(s):**

Judy BenEzra, Director School Counseling Services

**Summary**

The mental health services in the ministry of education ('Shefy') is responsible for providing mental health services throughout the education system in the country. We provide service to children and staff members from K-12. The service is given by over 5000 professionals (counselors and psychologists).

**Description of Organization's Work in CRE**

One of the goal of this service is to implement preventive programs throughout the whole system. Programs are developed and adjusted culturally in our department, and through the school counselors the teachers are trained to implement them. We work with a wide range of programs such as: life skills, peer mediation, narrative and prevention of self destructive behaviors like drugs, sex abuse, bullying etc'. One of the goals of the educational system is to provide opportunities for students to develop a "national identity", while simultaneously maintaining his/her own religious/cultural identity. Another, related goal is to broaden the student's knowledge and appreciation of people from backgrounds different than his/her own and to acquire the skills necessary for effective communication and conflict resolution.

**Legislation and Policy Initiatives**

Several years ago, the Department of Psychological and Counseling Services in the Ministry of Education and Culture in Israel was given the responsibility for designing and implementing a program aimed at achieving the aforementioned goals. The Department has established a

“Committee for Improving Multi- Cultural Understandings and Resolving Conflict Peacefully through Education”.

### **Resources**

1. A “Multi cultural education” curriculum has been prepared and is being piloted in Arab, Jewish and Druse schools in Israel. Narrative and conflict resolution (emphasis on mediation skills) processes are taught and school staff and students from different backgrounds have opportunities for self exploration and for meeting “others”.
2. Training programs for mental health and teaching professionals have been designed and implemented; enabling them to acquire knowledge and skills for dealing with multi culturalism in education.
3. Professionals have been trained in and make use of interventions in schools and communities where multi cultural based conflicts have occurred..
4. Committee members have represented the Ministry at National and International Conferences and have participated in numerous programs provided by non-profit organizations which bring Arabs and Jews together for dialogue and cooperation.
5. Recently, political changes in the Middle East have intensified the need to prepare young people in Israel for the “new reality” of peace and cooperation with the Palestinians and Israel’s other neighbors. Committee representatives have attended conferences held in Israel and abroad, where professionals have been given an opportunity to exchange ideas and knowledge, and to begin to work together toward the creation of an education for peace program.

# Jordan

**Type of Organization(s) [government or non-government organizations such as universities]:**

Government

**Organization Contact Information:**

Ministry of Education

Jordan

E-mail:[samikakish@yahoo.com](mailto:samikakish@yahoo.com)

**Contact Person(s):**

Sami Kakish, Head of Educational Supervision

Ministry of Education

**Summary:**

There are many implemented quality programs in teacher training focusing on human rights, gender, children's rights, such as global education, street children, conflict resolution, etc. NGOs are actively involved in these issues such as the Jordan Society for Human Rights, Performance Art Center and private schools.

**Description of Organization's Work in CRE**

Peace education is integrated in the national Jordanian curriculum. The scope and sequence of peace education concepts are well defined in the curriculum.

**Legislation and Policy Initiatives**

The curriculum is a focal point of human rights and peace education in the Ministry of Education

**Resources**

A teacher's guide for teaching human rights and peace education and student manual activities are available in Arabic languages through the Ministry of Education and aforementioned NGOs.

# Lebanon

**Type of Organization(s) [government or non-government organizations such as universities]:**

Government

**Organization Contact Information:**

The Higher Council for Childhood

Ministry of Social Affairs

Beirut, Lebanon.

Phone # 388107 (9611)- 384391 (9611).

E-mail: hccleb@idm .net.lb

**Contact Person(s):**

Lina Hamaoui

**Summary**

Lebanon abides by the ratified Convention on the Rights of the Child, which comes at a higher level than the National Laws, accordingly all programs are developed from a rights based approach, including conflict prevention.

**Description of Organization's Work in CRE**

The Higher Council for Childhood is responsible for capacity building for social workers and educators on the national level on conflict resolution. It is a national body with representatives of all ministries and unions of NGOs and International organizations, the President is the Minister of Social Affairs. It is the national framework for social work specialized in children rights issues. It aims at formulating national strategies and plans of action in compliance with the CRC through a comprehensive partnership between non governmental organizations and the public sectors and in collaboration with international organizations.

**Legislation and Policy Initiatives**

The Council submits annual progress reports to the Ministry of Social Affairs. Abiding by Article 44 of the Convention that sets out, that states parties undertake to submit to the Committee, periodic reports on the measures they have adopted which give effect to the rights recognized in the convention, and on the progress made on the enjoyment of those rights, through the Secretary General of the United Nations.

The Objectives:

1. To plan and suggest childhood general policies in collaboration with the Private and Public Sectors as well as specialized International Organizations.
2. To network the efforts of the private and public sectors, strengthen existing programs in collaboration with specialized International Organizations and foster true partnership with non governmental organizations .
3. To suggest and implement joint projects between the private and public sectors and non governmental organizations aiming at preserving the child's right to survival, protection and development.
4. To propose joint activities between the Ministry of Social Affairs and other Ministries.
5. To propose studies and document publications pertaining to children and organize conferences and workshops on children issues.
6. To suggest project laws, pursue the amendment of legislations and their implementation, in order to ensure their compliance with the Convention on the Right of the Child principles, and cooperate with The Parliamentary Committee on the Rights of the Child for this purpose.
7. To elaborate a plan for CRC dissemination and develop an awareness media campaign on children's issues.
8. To develop and implement social, educational, cultural, health and media programs for children belonging to various age groups.
9. To organize training sessions for personnel working on children issues.
10. To put in place action plans ,programs and laws, which ensure protection of children from all forms of abuse.
11. To encourage more associations who specialize in children programs to enroll with the General Assembly of the Higher Council through the various specialized unions, aiming at standardizing the working procedures.
12. To establish a national children database, including children indicators and statistics which facilitate following up the implementation of the CRC.
13. To submit regular progress reports to the UN Committee on the Rights of the Child in Geneva, the Arab League Childhood Administration and relevant specialized organizations.
14. To participate in children's activities with the Parliamentary Committee on the Rights of the Child as well as all public committees and councils, NGOs and international organizations involved in children issues.

## Lebanon

**Type of Organization(s) [government or non-government organizations such as universities]:**

Non-Government

**Organization Contact Information:**

Center for Education Research and Development

P.O.Box : 55264,

Sin El Fil

Dekwaneh - Beirut Lebanon

E-mail: [bureauformation@crdp.org](mailto:bureauformation@crdp.org)

**Contact Person(s):**

Ms. Heyam ElZein

**Organization:**

Center for Education Research and Development

**Summary:**

CERD is an official national institution that is part of the Ministry of Education of Lebanon.

**Description of Organization's Work in CRE**

The organization has developed a national curriculum on conflict resolution for schools.

## **Resources**

CERD is responsible for curricula design and development for all public and private schools in Lebanon from grades K-12, national textbook development and in-service teacher training for all levels of education.

### **Objectives:**

- 1- To improve the quality of education in Lebanon.
- 2- To elaborate educational action plans for the pre-university cycles and monitor their implementation
- 3- Review of educational curricula and modification and follow –up of implementation in schools
- 4- Adoption of school books and publications as well as all educational tools
- 5- Production of school books, publications and educational tools.
- 6- Training of school teachers at specialized institutions
- 7- To conduct educational research and studies and their dissemination
- 8- Compilation of education statistics
- 9- To set the standards and criteria for school buildings.
- 10- Coordination and networking of all education stakeholders

# Norway

**Type of Organization(s) [government or non-government organizations such as universities]:**

Government

**Organization Contact Info:**

Direktoratet for Primary and Secondary Education (Utdanningsdirektoratet)

Postbox 2924 Tøyen

N-0608 Oslo

Norway

Tel: + 47 23 30 12 00/23

Fax: +47 23 30 12 99

Web site: [www.utdanningsdirektoratet.no](http://www.utdanningsdirektoratet.no)

**Contact Person(s):**

Helen Johannessen

**Summary:**

The Directorate is meant to be a driving force for quality development in Norwegian primary and secondary education. The establishment of the Directorate is part of the improvements in the national education administration and is one of the elements in a collected national strategy for quality development in primary and secondary education.

The Directorate will be an agency for competence and administration with challenging and demanding professional and administrative tasks. The Directorate's main task will be to contribute to a continuous quality development of primary and secondary education, amongst other things by obtaining a broad basis for analysis, assessment, and development measures both regionally and nationally. The Directorate is responsible for the national quality assessment system and has the overall responsibility for supervising the quality of education in Norway. Local school owners – the municipalities, counties and independent schools - are the ones responsible for the quality of education and through the agency of the County Governors the Government will ensure that this quality meets the required national standards.

The Ministry of Education and Research supports a number of measures to improve the learning environment in Norway. Here is a short summary of initiatives and activities which are currently

being used by the Ministry, the Directorate of Education and in co-operation with other organisations/institutions.

### **Description of Organization's Work in CRE**

Schools are being offered anti-bullying programmes such as Olweus' "*Programme of efforts against bullying and anti-social behaviour*" and the anti-bullying programme called "*Zero*" from the Centre for Behavioural Research. These programmes have been prepared with state funds while schools cover the costs of implementation themselves. Almost 800 schools have made use of one of these programmes. Evaluation has shown that the programmes are effective and reduce the incidence of bullying in the schools where they are used systematically.

*ConnectOSLO* is a three-year research project with a broad approach to the whole of the pupils' physical and psycho-social learning environment. The project is a further development and implementation of the EU project called "*Tackling violence in schools*". The Department of Education in Oslo is making this project available to its schools, with guidance from the Centre for Behavioural Research (SAF). Today 30 schools are involved in the project and research shows that all of them have seen considerable improvements in the learning environment. The results also show a reduction in the number of bullying incidents.

"*This is my choice*" is a teaching plan about developing class environments and preventive work in primary and secondary schools. More than 21,000 teachers and 800,000 pupils in 1,066 primary and lower secondary schools and 2 upper secondary schools have used this programme since 1990. Broad research-based evaluation indicates that pupils in classes that have used the plan show more positive self-assertion, more empathy and better relations with their fellow pupils.

*Peer mediation* is a strategy for understanding and dealing with conflicts in schools. The Ministry of Education and Research has funded the training of mediators, the establishment of a network of resource personnel and the development of material. 644 primary and lower secondary schools and 90 upper secondary schools have made use of this programme (As of January 2001).

The pilot project "*Positive behaviour and supportive learning environment in schools*" (PALS) is a programme for preventing and reducing the development of behavioural problems amongst children and young people. The pilot project is being tried out in four primary schools in Southern Norway from the autumn of 2002 and will finish at the end of the school year in 2005. The project is undergoing continuous evaluation in order to measure the effects and extent of local follow-up.

The competition called “*Together! Without any bullying!*” – creative expressions/measures from young people themselves”, which is aimed at pupils in the lower secondary school, was launched in the spring of 2004. The idea is that by March 2005 the competition will get pupils from the lower secondary school to work out artistic expressions that show how harmful bullying is and how it can be stopped.

The programme “*Creative problem solution in schools*” (KREPS) is a social cognitive training programme which is aimed at young people between 14 – 16 years. 26 primary and lower secondary schools and 6 upper secondary schools have started using this programme. An evaluation shows that it has been positively received by pupils, teachers and parents/guardians, and that it has positive effects on the pupils’ empathy and control placement.

The subject of bullying is embedded as an interdisciplinary topic in the framework curriculum of teacher training colleges. Teacher training colleges have been allocated funds so that the colleges’ teaching staff can develop their professional competence in this area.

### **Legislation and Policy Initiatives**

In 2003 a new Section 9 A was added to the Norwegian Education Act: “The pupils’ school environment”, which gives “All pupils in primary and secondary schools [...] the right to a good physical and psycho-social environment which promotes health, well-being and learning. [...] Schools must actively and systematically seek to promote a good psycho-social environment, where each pupil can feel secure and socially included. If a member of the school’s staff understands or suspects that a pupil is subjected to offensive words or actions such as bullying, discrimination, violence or racism, he/she must immediately investigate and alert the school administration, and if necessary and possible, intervene directly him/herself. If a pupil or parent/guardian ask for efforts concerning the psycho-social environment to be implemented, including efforts against offensive behaviour such as bullying, discrimination, violence or racism, the school must as soon as possible treat it in accordance with the regulations for individual decisions as laid down in the Administration Act. If the school does not deal with the case within a reasonable period of time, it will still be possible to complain on the legal basis of the regulations in the Administration Act as if there had been an individual decision.”

### **Resources**

The research programme called “*Childhood environment, problematic behaviour and inclusion*” (2003 – 2005) is meant to give improved knowledge and competence regarding problematic behaviour and marginalisation, with a view to finding new possibilities for the childhood environment, learning, inclusion and preventive activities.

The project called “*Values in schools*” (2002 – 2005) is designed to strengthen the promotion of values and value awareness in schools. The project has received positive attention in municipalities, counties and schools. A number of meetings and conferences are being organised all over the country, and there is cooperation between municipalities and across counties.

”*MOT in the lower secondary school*” is a three-year preventive teaching programme designed as a tool for the lower secondary school with the aim of increasing the quality of living and reducing bullying, violence and substance abuse. 359 primary and lower secondary schools and 47 upper secondary schools have taken up this programme, which is free.

# Norway

**Type of Organization(s) [government or non-government organizations such as universities]:**

Non-Government

**Organization Contact Info:**

Konfliktrådet i Sør-Trøndelag (Mediation Service)

Kjøpmannsgata 51

N-7011 Trondheim

Norway

Telephonnumber: +47 73 87 68 92

Fax: +47 23 30 13 83

[www.konfliktraadet.no](http://www.konfliktraadet.no)

**Contact Person(s):**

Iren Sørfjordmo

E-mail: [iren.sorfjordmo@konfliktraadet.no](mailto:iren.sorfjordmo@konfliktraadet.no)

**Summary:**

The mediation and reconciliation service is for anyone who requires assistance in settling a dispute or criminal matter. The mediation and reconciliation service falls under the jurisdiction of The Ministry of Justice. Mediation and reconciliation services may be found in local municipalities or districts. The mediators are publicly appointed, act in confidence and mediate locally.

**The positive way to settle disputes**

Imagine that you find yourself quarrelling with a neighbour, or involved in a dispute at work, or the victim of an unjust and seemingly hopeless situation. Perhaps you have committed theft, perpetrated criminal damage, acted dishonestly or taken part in some other form of criminal activity? In all these cases, The Mediation and Reconciliation Service can probably be of assistance.

A minor dispute can often get out of hand. Occasionally it may be necessary to report the problem to the authorities in order to get the matter resolved. There is, however, another way to deal with disputes. In collaboration with The Mediation and Reconciliation Service a whole range of issues can be solved between the parties direct.

Anyone who makes the mistake of committing an offence can, by using The Mediation and Reconciliation Service, avoid police involvement and a court conviction that could hang over the offender for years.

By granting offenders an opportunity to redeem themselves in this way, we can contribute towards preventing them committing new offences in the future. For the victim, it could be an advantage to meet the culprit face-to-face. Discussions between the parties often result in the best solution.

The Mediation and Reconciliation Service can be used in both criminal cases and in matters not reported to the police. All age groups may use The Mediation and Reconciliation Service including those under the age of criminal responsibility (15 years). The scheme is voluntary and free. Cases are usually dealt with within two weeks of us receiving them.

The parties to a dispute meet in the presence of a mediator. The aim is to arrive at an agreement that is acceptable to both parties. The parties themselves play an active role in the proceedings, including coming up with proposals for how the matter can best be solved.

Settlement can be reached both quickly and directly, either in the form of payment, work carried out in lieu, or in any way the parties agree. When the offender has satisfactorily made amends, the agreement is deemed honoured and the case dismissed. Under mediation, the majority of cases end in an amicable settlement.

### **Description of Organization`s work in CRE:**

Peer mediation started as a national test project in 1995 and was performed at the mediation service in Sør-Trøndelag together with a few other mediation service centers. The project was financed by the Ministry of Justice and the Ministry of Education.

School mediation has been implemented in a large number of schools over the ten years it has been in use and has proven to work very well. In Norway it's common to use two mediators in all cases. I'm personally involved in providing information work to schools and in education and training in primary, secondary and high school and still new schools are still asking to join the mediation family.

The first part of the national project (1998-2001) focused on mediation among children in primary and secondary school, the pupils being in the age of 11-16 years old. The project included distribution of information to each of the participating schools to motivate and give

practical information to the teachers and administrations. The education included the following elements:

- mediation basics and principles
- how to use mediations for problem solving among pupils
- selection of mediators among the pupil
- education and training of the pupils
- information to the relatives

The third part of the project began in 2001-2002 and focused on mediation in high schools, with pupils between the age of 16-20. The training here was basically the same as in primary and secondary school, but in this case also teachers were also educated as mediators. The intention was that if there was a problem between a teacher and one or several pupils a balanced mediation team consisting of a teacher and pupil could be a good solution. In some of the high schools the conflicts between teachers and pupils are just as frequent as between the pupils themselves.

### **Resources**

Here are a few examples of the types of disputes and offences that The Mediation and Reconciliation Service deals with: neighbourhood squabbles, labour disputes, theft, car theft, burglary, criminal damage, violence, bullying, defamation of character, boundary disputes, disagreements between landlords and tenants, family disputes, financial issues.

# Sierra Leone

**Type of Organization(s) [government or non-government organizations such as universities]:**

Non-Government

**Organization Contact Information:**

Freetown, Sierra Leone

E-mail: reginajohnsl@yahoo.com

**Contact Person(s):**

Emma Kamara

**Summary:**

The purpose of this organization is to promote child development through the enhancement of quality basic education, peace building, and food and nutrition security. Children served have been affected by the war and some are still badly traumatized. It aims to provide teaching resources in basic literacy, and to help children aged 4-10 develop peace-building skills.

**Resources**

The organization, in partnership with Rainbows of Hope, trains groups of students and teachers to be peer mediators.

# Sierra Leone

**Type of Organization(s) [government or non-government organizations such as universities]:**

Government

**Organization Contact Information:**

National Commission for Basic Education  
Ministry of Education, Science and Technology  
New England, Freetown  
Sierra Leone

**Contact Person(s):**

Mr. H. Nelson-Williams

**Summary**

The National Commission for Basic Education has prepared and launched teacher training modules in Peace Education.

**Legislative and Policy Initiatives**

The teacher training modules in Peace Education are a component of the national strategy to operationalise peacebuilding in Sierra Leone's Educational System.

# Territory of Guam

**Type of Organization(s) [government or non-government organizations such as universities]:**

Government

**Organization Contact Information:**

John F. Kennedy High School,  
c/o Office of the Superintendent  
P.O. Box DE Hagatna, Guam 96932  
artdeoro@yahoo.com  
www.doe.edu.gu

**Contact Person:** Art De Oro

**Summary**

The Guam Department of Education is a single unified school district consisting of grades Kindergarten through 12. Our twenty-five elementary schools, seven middle schools, four high schools and an alternative school serve over 30,000 students. The department is the largest government agency on Guam with 3,800 employees.

**Description of Organization’s Work in CRE**

Schools work directly with the NGO, “Inafa’Maolek Conciliation”, in establishing CRE programs such as restorative justice, peace education, bullying prevention, peer mediation, classroom management and others. The program users are faculty, administrators, staff, school counselors, schools nurses, parents, students, and community members.

Training in peer mediation and restorative justice is provided to students and staff involved in peer mediation programs. There are also workshops sponsored by Infa’Maolek on racism and violence prevention, anger management, peer pressure and cultural diversity. Schools also participate in other national programs sponsored by government agencies and NGO’s, provided through federal grants, such as Youth Crime Watch, DARE, Drug and Alcohol prevention, and after school programs.

**Resources**

The department recently established a “Safe Schools Task Force” which is responsible for researching and developing a plan for the Guam Policy Education Policy Board’s approval to

reduce violence and crime in the schools. The Safe Schools Task Force completed the draft plan in April 2005, and has peer mediation as a required program in all of Guam's public schools.

School administrators were also provided training in 2005 on Conflict Resolution Education, and they are now looking at ways in which this can be incorporated into the school curriculum through staff development training.

# Thailand

**Contact Info:**

Center for Peace and Governance

King Prajadhipok's Institute

Address: 47/101 Moo 4, Tiwanond Road, Talad Kwan Subdistrict, Muang District Nonthaburi, 11000 Thailand

Tel: (662) 527 - 7830 to 7839

Fax: (02) 527 - 7826, 527- 7828

Web address: <http://www.kpi.ac.th/en/index.asp>

**Contact Person(s):**

Vanchai Vatanasapt, Director

**Summary:**

KPI is an independent, academic public organization under the supervision of the National Assembly. The institute undertakes academic work including research, training, and seminars, disseminates information on development of democracy and governance and provides consultation on effective governance at the local and national level. In addition, KPI is responsible for overseeing the daily operations of the King Prajadhipok Museum. All these tasks are possible due to the coordination and cooperation of local, foreign and international agencies with the common goal of creating sustainable democracy.

For the past ten years, Thailand has gone through the economic development and transformed from an agricultural country to an industrialized one. Many factories and facilities have been built. A serious problem to developers have been the protests regarding pollution. Some of the demonstration activities have turn violent. Several environmentalists were killed or disappeared.

With the new Constitution that was passed in the year 1997, the public participation process has been mentioned in many of the sectors, both as the rights of the citizens and as the way officials have to learn how to do in the decisions making process.

The Institute for Dispute Resolution was established for the first time in Thailand at Khon Kaen University in 1995, to do the training and research in Conflict Management. Since then the Institute has led the new concept of the Alternative Dispute resolution. Professor Vanchai Vatanasapt was the first Director of IDR at KKU. King Prajadhipok Institute was established since 1998 ,to be the think tank for the Parliamentarians and to promote Democracy in Thailand.

The then Secretary General of the Institute has foreseen that peaceful dispute resolution is one of the part of democratic development and has asked Professor Vanchai to establish the Center for Peace and Governance at the Institute.

The traditional way of solving conflict in Thailand especially in the Northeastern part, called “Jao-Kote” (using the respectful elder of the village) has gradually been replaced by official ways of the Ministry of Justice and Court of Justice to resolve the dispute. To solved conflict, any dispute, some form of government involvement is needed. The rulings of the dispute cases have become either win or lose. The number of court cases have increased in the process of litigation. The process of litigation take much longer time.

After the Economic Crisis in Thailand in 1997, there are much more cases of business disputes. Family disputes as well as disputes in school especially in or among the Vocational Schools have spread widely.

Violence in Southern Thailand has been a particularly serious problem and the Thai Government is trying to find a way this manage.

All of these development create the demand for the appropriate ways for peaceful conflict management. The Government by the Prime Minister has signed the PM Order to encourage the use of Peaceful Conflict Resolution in 2003 (original and English translation follow).

After the General Election early this year, King Prajadhipok Institute has organized a conference on “The New Government and the Peaceful Way of Conflict Resolution” on April 7<sup>th</sup>, with the Resolution that there should be a National Body who will handle the Major Dispute and promote Appropriate or Alternative Dispute Resolution with the full support from the Government. The Deputy Prime Minister who came to close the conference on behalf of the PM has agreed to take this resolution to the Cabinet for approval. In the Resolution there is one suggestion that all Thai Universities will have to establish an Institute to do research, training, and provide services in Alternative Dispute Resolution (ADR).

Many of the Thai Agencies are now aware of the need to learn about ADR and looking for better ways to solve conflict. What we need is to build a Culture of Peace in School, The Ministry of Education may involved the children more such as learning School Mediation and the Peer Mediation Process.

We are working to form a Consortium of Conflict Management Graduate Program among the Thai Universities ( at the present there are atleast three Universities: Khon Kaen University and Maharakam University in the Northeast, Prince of Songkla University in the South, and King

Naraesuan University in the North). Recently we have signed a Memorandum of Understanding with Royal Roads University in Victoria ,BC, Canada, to launch the MA in Conflict Management together at the end of this year.

The following is the English translation of the original text. The original text may be found on the following pages.

**Thai Prime Minister Order Number 187/2003**  
**Policy to Deal with Conflict by Peaceful Means**

**Overview**

The conflict in Thai society is increasing because the behavior of the people has changed due to the economy and the environment. Between the government and the people, the people don't believe in the government, the situation in the world changed and many conflicts have occurred in the world. So in Thai society, [we] have to think about the situation and need to figure out the way to eliminate the conflict, as the way that was used in the past was not good enough. The violence will increase because of people who do not trust the government. It is difficult to change the minds of those Thai peoples who do not trust the Thai government. The government wants to stop this situation by using the new system.

**Order**

- The government should follow this policy.
- To use peaceful means must begin or start with government officials first to decrease bias and negative attitudes and stop hate with different people and solve the problem with no violence.
- The purpose of the order is to change and adjust the way of thinking and working and using the process to evaluate.
  - A. To improve confidence with between government and people.
- Eliminate hate and bad attitude bias.
- Groups of the population
  - A. Government Officials.
  - B. Soldiers/police/people that work with government that help control people.
- System needs to be evaluated
  - A. A strategy in the organization that can stop conflict by peaceful means and use people who have a good ability to work/deal with this situation and follow this policy.
  - B. Study and training about how to deal with the conflict by peaceful means. Use the system to stop conflict.

C. Be sure to respect the accomplishments of the people. Eliminate violent conflict by using people who know how to deal with it. Use the evaluation system to evaluate in the process of organizing and produce a report to share with the government.

1, September 2003

Thaksin Chinnawat

# United Kingdom

**Country:**

England

**Type of Organization(s) [government or non-government organizations such as universities]:**

Government

**Organization Contact Information:**

Department for Education and Skills, Reading Office

Violence Reduction in Schools Programme

Bulmershe Court

Woodlands Avenue

Reading

RG6 1HY

England

E-mail: [g.robb@dfes.npslba.reading.ac.uk](mailto:g.robb@dfes.npslba.reading.ac.uk)

Tel: 0118-3786825

**Contact Person:**

Graham Robb

**Summary:**

Home Office is focused on increasing the use of restorative justice in the Criminal Justice System, which includes developing awareness of where restorative justice works best. Most recently, it funded a new diversionary restorative justice pilot.

The completion of the Professional Certificate in Effective Practice (Youth Justice) requires familiarity with the Youth Justice Board's Restorative Justice Reader, while at the same time providing a module dedicated to restorative approaches. The Youth Justice Board is also establishing a Foundation Degree in Youth Justice, which will include restorative approaches.

**Description of the Organization's Work in CRE**

Home Office's Youth Justice Board initially provided pilot restorative justice funding for a total of nine schools to address issues such as bullying and truancy. Four of the pilots have benefited from continued funding for their programs, in conjunction with joint Home Office and

Department for Education and Skills (DES) funded Safer Schools Projects during 2004-5 (Restorative Justice: the government's strategy – responses to the consultation document. <http://www.homeoffice.gov.uk/docs2/restorativestrategy.pdf>).

Home Office's restorative justice strategy began in July 2003. During the following 12 week consultation period, there were over 100 responses. "Some participants saw schools as the prime environment for applying restorative approaches with young people, where it can tackle exclusion, bullying, conflict and help build emotional literacy, as well as preventing crime, with wider positive effects within the local community (Restorative Justice: the government's strategy – responses to the consultation document(<http://www.homeoffice.gov.uk/docs2/restorativestrategy.pdf>)).

### **Legislation and Policy Initiatives**

The Government support of restorative justice is based on its ability to fulfill the needs of victims in the Criminal Justice System. "It can give victims a greater voice in the Criminal Justice System, allowing victims to impress upon the offender the real impact of their actions, receive an explanation and more meaningful reparation. For victims, research suggests that at least 75% of those who take part are glad they did so" (<http://www.homeoffice.gov.uk/docs3/rjconsultreplies.pdf>).

### **Resources**

Publications (may be accessed via the following web site: <http://www.homeoffice.gov.uk>)

Restorative Justice – The Government's Strategy July 2003

Best practice guidance for practitioners December 2004

Restorative Justice: the Government's strategy – responses to the consultation document – May 2004

For additional information which may be useful please see the following web sites:

Home Office

<http://www.homeoffice.gov.uk/docs3/rjconsultreplies.pdf>

Youth Justice Board

<http://www.youth-justice-board.gov.uk/PractitionersPortal/PreventionAndInterventions/RestorativeJustice>

# United Kingdom

**Country:**

Northern Ireland

**Type of Organization(s) [government or non-government organizations such as universities]:**

Government

**Organization Contact Information:**

Curriculum and Post-Primary Review  
Northern Ireland Department of Education  
Rathgael House  
43 Balloo Road  
Bangor Co Down BT197PR

**Contact Person(s):**

David Woods, Head of Division  
Email: david.woods@deni.gov.uk  
Tel: 028-9127-9332

**Summary:**

The Department of Education is responsible for education provision in Northern Ireland.

**Description of Organization's Work in CRE**

Northern Ireland has worked to strengthen and transform Education for Mutual Understanding into two more focused statutory programmes for all young people. These are: 1) Local and Global Citizenship for 11-16 year olds addressing issues such as diversity and inclusion; equality and justice; human rights and social responsibilities and democracy and active participation; and 2) a programme for Personal Development, dealing with social, emotional and health issues and will address matters such as bullying. At the moment a pilot programme is being tested in a number of schools. Training for all schools, including primary will begin in 2006 and becomes statutory for all in 2007.

**Legislation and Policy Initiatives**

The Department of Education is the division responsible for putting these programmes into statute.

**Resources**

The Department of Education has allocated a considerable amount of money over the last four years towards training 5 teachers per post-primary school. Teachers in all schools will be trained by 2006 and the programme will become statutory in 2007.

# United Kingdom

**Country:**

Northern Ireland

**Type of Organization(s) [government or non-government organizations such as universities]:**

Non-Government

**Contact Information:**

CCEA

29 Clarendon Road

Clarendon Dock

Belfast BT1 3BG

Email: [Cgallagher@ccea.org.uk](mailto:Cgallagher@ccea.org.uk)

Tel: [+44] (0) 2890261200

**Contact Person(s):**

Carmel Gallagher, Manager Curriculum Development

**Summary**

CCEA (The Council for Curriculum Examinations and Assessment) is a non-departmental public body (NDPB) which advises the Department of Education on all issues to do with curriculum, examinations and assessment.

**Description of Organization's Work in CRE**

The organization works with partners in the Education and Library Boards to provide full-scale training.

**Resources**

Some very good resources have been developed by our organisation to support both of these programmes. CCEA oversees and manages the development of all advice, programmes, materials, pilots and pilot training.

## United States

**Type of Organization(s) [government or non-government organizations such as universities]:**

Non-Government

**Contact Information:**

Georgia State University

College of Law

Director of Conflict Resolution

Education and Training

140 Decatur Street, Atlanta, GA. 30303

E-mail: [linlow@gsu.edu](mailto:linlow@gsu.edu)

E-mail: [cbenne@gsu.edu](mailto:cbenne@gsu.edu)

Tel: 404-651-0344

Fax: 404-463-9789

**Contact Person(s):**

Carolyn Benne, Director

Lin Inlow, Director of Conflict Resolution

Education and Training

**Summary**

The Consortium on Negotiation and Conflict Resolution (CNCR) located in the College of Law at Georgia State University is an inter-institutional, interdisciplinary program supporting theory building and practice in conflict prevention and resolution. CNCR's mission is to understand the institutionalization of conflict prevention and resolution in organizations or through policies and disseminate the resulting knowledge.

**Description of Organizations's Work in CRE**

The Conflict Resolution in Schools Program (CRiSP) and the University System of Georgia's Initiative and Policy Direction on Conflict Resolution (The Initiative) examine the institutionalization of conflict resolution education in K-12 schools and higher education respectively.

The CRiSP was initiated in 1998 as a service-learning pilot engaging university students to teach conflict resolution knowledge, skills, and abilities to students in the Atlanta Public Schools. The pilot was completed in 2001 and the CRiSP moved to its current research phase. Consortium members are examining issues of institutionalization of CRE in K-12 schools with the objective of producing practical, accessible materials for school stakeholders and conflict resolution theorists and practitioners.

### **Legislation and Policy Initiative**

The Board of Regents ' Initiative and Policy Direction on Conflict Resolution, enacted in 1995, required each of the 34 institutions within the University System of Georgia to design and implement a conflict management program to meet their individual needs.

With a near decade of practice and study of institutionalizing conflict management in large public education systems, CNCR continues to develop a better understanding and appreciation of the necessary elements for handling conflict in our schools.

### **Resources**

In collaboration with the Chancellor's Office, CNCR provides technical expertise and training support for the Initiative; administers the System-wide Mediation Program; and, conducts periodic evaluation on the development and implementation of conflict management.

# United States

**Type of Organization(s) [government or non-government organizations such as universities]:**

Government

**Contact Information:**

Ohio Commission on Dispute Resolution and Conflict Management  
77 S. High St., 24th Floor  
Columbus, Ohio 43215-6108  
United States

Tel: +1 (614) 752 - 9595

Fax: + 1 (614) 752-9682

E-mail: [jennifer.batton@cdr.state.oh.us](mailto:jennifer.batton@cdr.state.oh.us)

Web site: [www.disputeresolution.ohio.gov](http://www.disputeresolution.ohio.gov)

**Contact Person(s):** Jennifer Batton, Director of Education Programs

**Summary:**

The Ohio Commission on Dispute Resolution and Conflict Management was established by the State of Ohio's General Assembly in 1989 to provide dispute resolution<sup>1</sup> and conflict management<sup>2</sup> resources, training, and direct services to Ohio schools, colleges, universities, courts, communities, and state and local government. It was the United States' first and currently only government-sponsored Commission to promote dispute resolution at all levels in society. The nationally recognized programs and services that the Commission provides are both relevant and unique to state government. In addition the Commission's evaluations demonstrate that its work leads to significant reductions in inter-personal conflict particularly in education settings leading to cost-savings and a more effective educational institutions.

**Description of Organization's Work in CRE:**

The State of Ohio leads the United States in school-based conflict management through the work conducted and coordinated by the Ohio Commission on Dispute Resolution and Conflict Management. Between 1990 and 2003 the number of school districts with conflict management programs grew from 30 to more than 400 (Ohio has 612 school districts) reporting some form of a conflict management program. While in 1993 there were a mere 208 schools that reported

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<sup>1</sup> Dispute resolution is the study and practice of resolving disputes using processes such as negotiation, mediation, and facilitation.

<sup>2</sup> Conflict management includes the study and practice of concepts and skills needed to effectively manage conflicts constructively and without violence. Conflict management programs are implemented in a variety of ways and may incorporate: win-win negotiation strategies, mediation skills, anger management, and violence prevention. Conflict management skills include understanding conflict, understanding how emotions influence conflict, anger management, effective communication, and problem solving.

having a conflict management program, in 2005 there are more than 1,900 schools with programs. During the 2002-2003 biennium the Commission served more than 95,000 students and over 7,000 staff through its grant training program. The majority of the Commission's resources, training, and programming are offered at no cost to schools and universities in the state of Ohio.

The Ohio Commission on Dispute Resolution and Conflict Management (the Commission) in partnership with the Ohio Department of Education has promoted conflict resolution education programs in primary and secondary schools, and colleges and universities through grants, training, and resource development with the goal of institutionalizing conflict resolution education into the daily operations of the educational institutions. The resources and programming are linked to state policies and standards of education such as the Ohio Graduation Tests, the curriculum standards, the proficiency tests, and Ohio's Guidelines for Effective Programs to Increase Safety, Security and Social and Emotional Competency of Students in Ohio Schools

Ohio's model is based on a comprehensive approach verses the more traditional peer mediation program that focuses primarily on student-student conflicts which has limited scope and benefits. The Commission's model spans a building, district, and ideally the community. Effective institutionalization requires sustained in-school capacity for program development. Ohio's model for building this capacity relies on a framework first developed by Ellen Raider of Columbia Teacher's College and later adapted by Marina Pisolish. Pisolish's adaptation includes four levels of intervention: school culture, pedagogy, curricula, and student programming. The key to a comprehensive approaches effectiveness is curriculum integration of these life skills for all students and training all adults who interact with students, including parents, administrators, classroom educators, bus drivers, playground aides, school secretaries, and cafeteria workers. This concept of wide-spread training is important so that the skills be modeled and reinforced in the daily operations of the entire school experience, and at home.

To achieve this goal of institutionalization, the Commission has developed a variety of resources, programs, and activities to help schools and universities build the capacity to effectively institutionalize CRE. These include a grant training program for public schools Pre-K-12, professional development, a truancy prevention through mediation program, an annual Higher Education Institute for Education Department Faculty, conferences, traditional and distance learning courses through the universities, and the development of a distance learning course for all educators through the United States Department of Education.

The grant training program has enabled more than 800 elementary, middle, and high schools to integrate non-violent dispute resolution techniques into their overall curriculum, teaching conflict management as a life skill. In addition to the grant awards, the Commission makes training, technical assistance, and age-appropriate lesson plans and resource materials available to grantee schools. Educators are provided with age appropriate curriculum resource guides of more than 500 pages each organized by subject area and linked to the Ohio Graduation Tests, State Proficiency tests, and the State Curriculum Standards. Teachers, staff and administrators are trained in how to integrate conflict resolution as a life skill into existing curricula and how to facilitate positive change within the school community by aligning school mission statements,

disciplinary procedures, and team-building efforts with conflict resolution concepts and theories which match Ohio's Guidelines for Effective Programs to Increase Safety, Security and Social and Emotional Competency of Students in Ohio Schools.

Educators across the state are invited to attend regional professional development workshops to learn about conflict resolution and how to design and implement programs; such invitations are offered regardless of whether or not their school has received a grant training package.

The Commission's Truancy Prevention through Mediation Program uses the mediation process to address truancy and tardiness in over 350 public schools. Mediations take place in the school, during or immediately before or after school hours. In grades K - 6 the teacher always attends, and often is the only person meeting with the parent[s]. The goal is to, in a non-punitive, non-disciplinary way, identify the family problems that are causing the poor attendance, and to then help the family reach a voluntary solution. Those solutions often involve reaching out to a government agency or social service provider.

### **Higher Education**

Six years ago, the Commission began a pilot project with the American Association of Health Educators and the Conflict Resolution Education Network to integrate conflict resolution into higher education. Faculty at Ohio's colleges and universities are invited to take part in this annual Conflict Resolution Education Institute. Currently 36 Ohio colleges and universities have participated. The objectives for participants are to understand the rationale for the integration of conflict resolution into higher education, to demonstrate the knowledge of core concepts, and to develop an action plan to implement conflict resolution education in teacher education, thus providing tools for integrating conflict management into their curriculum for new teachers. Educators also have access to university-based distance learning courses on how to implement school conflict resolution programs offered through the University of Cincinnati and the Commission.

To further expand its work in this area, the Commission recently partnered with Temple University, Cleveland State University, and Kent State University to design the Conflict Resolution Education in Teacher Education Project which addresses two crises in urban education across the U.S. - teacher attrition and unsafe, conflict-ridden learning environments. Through this project we will develop a conflict resolution education (CRE)/social and emotional learning (SEL) curriculum and training process for higher education faculty and develop a CRE/SEL curriculum and training process for education majors outside the higher education course delivery system. The impact of curricula and training processes on teacher success in classroom management, establishing positive classroom climate, student learning and academic achievement, and on teacher satisfaction and teacher retention will be evaluated. A version of the curriculum suitable for use in traditional and on-line/distance education formats will be developed along with a mentoring structure that utilizes university-based teacher educators and school-based educators. It is funded by the United States Department of Education's (USDE) Fund for the Improvement of Post-Secondary Education and the George Gund Foundation.

The Commission and Temple University have partnered to design a distance learning course on conflict management for the USDE which will be available on their Web site in September 2005.

In an attempt to further integrate conflict resolution methods into the daily operations of Ohio's colleges and universities, the Commission also offers trainings for university ombuds offices, residence life offices, judicial affairs offices, and human resources. These cover topics of conflict resolution systems design in higher education and mediation in university settings. These trainings are offered in partnership with Georgia State University and community mediation programs.

### **Legislation/Policy Initiative**

In 1989 Richard F. Celeste, governor of Ohio created the Governor's Peace and Conflict Management Commission to review the status of peace and conflict management programs in the state of Ohio and to develop new initiatives to help Ohioans better resolve their disputes. The Commission focused on four primary areas: primary and secondary education, higher education, the courts, and community and public policy. As part of its final report to Governor Celeste, this Commission recommended that the state of Ohio create a permanent Commission on Dispute Resolution and Conflict Management to develop practical programs that teach people how to resolve disputes without conflict and without resorting to lawsuits.

Under Governor Celeste, former Peace Corps director in the Carter administration, Ohio had the philosophical conditions for mediation and conflict resolution programs to flourish. In 1989 the Ohio General Assembly, with the support of the Chief Justice of the Supreme Court of Ohio, the Ohio Bar Association, and the Ohio Council of Churches, enacted legislation that created the Ohio Commission on Dispute Resolution and Conflict Management. The Commission is jointly governed by members appointed by the legislative, judicial, and executive branches of government.

The Ohio Commission on Dispute Resolution and Conflict Management was created in 1989 by Amended House Bill 453.

### **Resources on Conflict Resolution Education**

Please see a sample listing of the resources available from our state government office.

Additional materials and resources can be obtained from our Web site at:

[www.disputeresolution.ohio.gov/schools](http://www.disputeresolution.ohio.gov/schools)

Curriculum Integration [www.disputeresolution.ohio.gov/schools/curriculumintegrationscm](http://www.disputeresolution.ohio.gov/schools/curriculumintegrationscm)

Teaching Skills of Peace Through Children's Literature: Annotated Bibliography

[www.disputeresolution.ohio.gov/pdfs/biblio.pdf](http://www.disputeresolution.ohio.gov/pdfs/biblio.pdf)

Learning Skills of Peace Through Everyday Conflicts: Picture Cards

[www.disputeresolution.ohio.gov/eccards/earlychildhoodcards](http://www.disputeresolution.ohio.gov/eccards/earlychildhoodcards)

Professional Development/Training

[www.disputeresolution.ohio.gov/schools/professionaldevelopmentscm](http://www.disputeresolution.ohio.gov/schools/professionaldevelopmentscm)

Assessment/Evaluation

[www.disputeresolution.ohio.gov/schools/assessmentevaluationscm](http://www.disputeresolution.ohio.gov/schools/assessmentevaluationscm)

Evaluating Your Conflict Resolution Education Program: A Guide for Educators and Evaluators

[www.disputeresolution.ohio.gov/schools/evaluatingcrep](http://www.disputeresolution.ohio.gov/schools/evaluatingcrep)

Consumer Guide: School Conflict Resolution Training

[www.disputeresolution.ohio.gov/brochures/cgscmtrainer](http://www.disputeresolution.ohio.gov/brochures/cgscmtrainer)

## **Curriculum Vitas**

# Australia

## Melissa Conley Tyler

Melissa Conley Tyler is a Senior Fellow in the Faculty of Law at the University of Melbourne. She is a skilled conflict resolution practitioner who has worked in the U.S., South Africa and Australia. She is a qualified lawyer who has studied negotiation and conflict resolution at the Fletcher School of Diplomacy, Harvard Program on Negotiation and Kennedy School of Government. Melissa has researched and taught at the University of Melbourne and Tufts University, Boston.

Melissa has 10 years' experience in the community, government and university sector. She has experience as a community mediator resolving disputes in the Bronx, New York and has contributed to conflict resolution policy at the International Peace Academy and within government at the Victorian Community Council Against Violence. Her previous roles were with Reconciliation Australia, the non-profit body established to continue the work of the Council for Aboriginal Reconciliation, and with the International Conflict Resolution Centre.

Melissa has conducted training with corporate and government clients for Conflict Management Australasia, has prepared and delivered staff training for the Centre for the Study of Violence and Reconciliation in South Africa and supervised collation of best practice conflict management training materials as the Chief Executive of the International Institute for Negotiation & Conflict Management. She has particular specialities in the use of technology in conflict resolution and in peace education.

### **Online Dispute Resolution**

Melissa is the only Australian member of the United Nations Expert Working Group on Online Dispute Resolution. In July 2004, Melissa convened the UN's Third Annual Forum on ODR in conjunction with the Economic and Social Commission for Asia and the Pacific (UNESCAP). An edited book of proceedings of the Forum are available at <http://www.odr.info/> [www.odr.info](http://www.odr.info). She chairs the Program Committee for the Fourth Annual Forum on ODR to be held in mid-2006.

Melissa has developed an international reputation for ground-breaking research in ODR, including a feasibility study for the Department of Justice Victoria, research on accreditation of ODR practitioners and the first published study of public demand for ODR

(<<http://www.psych.unimelb.edu.au/icrc>>[www.psych.unimelb.edu.au/icrc](http://www.psych.unimelb.edu.au/icrc)). The quality of this research has been recognised by invitations to speak at international forums including in Geneva, Edinburgh, Singapore, Sacramento, London and Wellington.

Melissa teaches postgraduate and professional courses in ODR in both Law and Psychology at the University of Melbourne and guest lectures in the University of Massachusetts online ODR course. She is author of the ODR Library at <<http://www.odr.info>>[www.odr.info](http://www.odr.info) and is editing a special colloquy on "The Human Face of ODR" in Conflict Resolution Quarterly in September 2005. She is currently involved in a Bicomunal ODR Project for the Australian Cypriot community.

### **Peace Education**

Melissa Conley Tyler has practical experience in developing peace education curriculum, including the design and preparation of a five-year core peace education curriculum for the UNESCO Hanoi Office to be introduced into Vietnamese primary schools.

The quality of Melissa's work in peace education has been recognised by invitations to speak at international forums including in New York, Columbus Ohio, Adelaide, Brisbane, Canberra and Wellington. Her research was recently presented at the Australian National Civics and Citizenship Forum.

Melissa is co-author of the Peace Education Bibliography at <<http://www.psych.unimelb.edu.au/icrc>>[www.psych.unimelb.edu.au/icrc](http://www.psych.unimelb.edu.au/icrc) and her work has been featured in a special peace education issue of the Association for Conflict Resolution's ACResolution magazine.

In June 2005, Melissa is convening the 2005 Fulbright Symposium on Peace and Human Rights Education in conjunction with the Faculty of Law.

# Canada

**ROBERT ALEXANDER STEWART, B.Comm, C.A., C.M.C.**

**EDUCATION:**

1969 - 1973 McMaster University  
Bachelor of Commerce

1973 - 1975 Institute of Chartered Accountants  
Course of Instruction

1988 - 1989 Institute of Management Consultants  
Course of Instruction

**MEMBERSHIPS:**

Canadian Institute of Chartered Accountants,

Past Member of the Board of Governors

Institute of Chartered Accountants of the Northwest Territories, Past President

Institute of Chartered Accountants of Ontario

Institute, Management Consultants of Alberta

Junior Achievement NWT, Founding Board Member

Air Cadet League, NWT & Yukon, P/Board Member

Yellowknife Chamber Commerce, P/Board Member

Rotary Club, Chair of the District Committee on Building Peace in the Community

**CAREER HISTORY**

**SUMMARY OF EXPERIENCE:**

1990 - Present Robert Stewart Chartered Accountant/ Management Consultants, Proprietor

1987 - 1990 MacKay & Partners, Chartered Accountants, Partner (Managing Partner, Yellowknife office 1989-1990).

1986 - 1990 MacKay, Stewart Management Consultants Ltd., President and founding shareholder.

1982 - 1986 Government of the Northwest Territories, Deputy Secretary to the Financial Management Board; reporting to the Senior Financial Officer and the Chairman of the Financial Management Board/Minister of Finance.

1985 - 1986 Institute of Chartered Accountants of the & 1988 - 1989 Northwest Territories, President.

1981 - 1982 Fisher Oil & Gas Corporation, Vice-President Finance and Secretary-Treasurer, Director.

1979 - 1981 Bata Ltd., reporting to Director of Admin., Director Finance, Chief Executive.

1977 - 1978 The Proctor & Redfern Group, reporting to Manager of Finance, Board of Directors.

1973 - 1976 Thorne Riddell & Company (now KPMG Chartered Accountants) - Supervisor.

### **DETAILS OF PROFESSIONAL EXPERIENCE:**

1990 - Present As proprietor of Robert Stewart Management Consultants, undertakes management consulting projects for a wide variety of public & private sector clients. The company has special expertise in government & industry financial and human resource management systems and training. [A summary of major projects supervised and/or completed is [attached](#).]

1987 - 1990 As a Partner of MacKay & Partners, Chartered Accountants was responsible for the daily supervision of audit and accounting staff and the quality control review of audited financial statements. Managing Partner of the Yellowknife office from 1989-1990, responsible for the leadership, management and financial performance of the Northwest Territories operations (including a staff complement of twenty-five & revenues approximately \$2,000,000 from audit, accounting, tax, computer services and management consulting).

1986 - 1990 As President and founder of MacKay, Stewart Management Consultants Ltd was responsible for the day to day operations ensuring client-centered service to the Northern community.

1982 - 1986 Deputy Secretary to the Financial Management Board, responsible for the day-to-day management of the Financial Management Secretariat, staff of twenty and a budget of \$1,300,000. Acting Senior Finance Officer in his absence. The budget of the Government of the Northwest Territories is in excess of \$700,000,000.

The Financial Management Secretariat is a central agency responsible for providing advice and support services on the financial management and administration of the government to the Financial Management Board (an executive committee of publicly elected Ministers). Key responsibility areas include negotiations with federal government for territorial funding; development of the main estimates, capital estimates, five-year operational plan, supplementary appropriations and quarterly variance reports; and provision of administrative and working support to the Board. [Major accomplishments attached as Appendix CV.2.]

1985 - 1986 As President of the Institute of Chartered & 1988 - 1989 Accountants of the Northwest Territories, was member of the Board of Governors of the Canadian Institute of Chartered Accountants and authored a long-range strategic planning discussion paper focussing on the goals, objectives and workplan of the NWT Institute. As a result, the Institute is undertaking a comprehensive review of its northern objectives, aimed at identifying what services are a priority to the public. The Institute was established in 1977 as a governing body for chartered accountants doing business in the territories.

1981 - 1982 Chief Financial Officer for Fisher Oil & Gas Corporation, a publicly traded, two year old junior oil and gas company employing 110 people with activities concentrated in the United States (revenues approximately \$10,000,000 from contract drilling, production revenue and sale of properties).

1979 - 1981 Manager of Systems and Procedures for the Bata Shoe Organization, a private multi-national which employs 90,000 people in 150 companies in 90 countries with sales of \$2 billion.

1977 - 1978 As a Financial Consultant for the Proctor & Redfern Group, responsible for matters relating to accounting and financial tasks of the company including financial control of the management information system. Undertakes management consulting assignments and offers general management advisory services.

## Colombia

**Adriana Cepeda Espinosa**

Email: [acepeda@mineducacion.gov.co](mailto:acepeda@mineducacion.gov.co)  
adricepeda@cable.net.co

### **University Studies:**

Psychologist. *Honors Degree*. Universidad de los Andes, Bogotá, Colombia. 2004.

Minor in Literature. Universidad de los Andes, Bogotá, Colombia. 2004 and Studies in creative writing. Harvard University, United States, July – August, 2000.

### **Work Experience:**

Consultant National Citizenship Education Program, Ministry of Education. Colombia, South America. April 2004 – current.

Academic Assistant. Course: “School Aggression and its Prevention”. Taught by Enrique Chaux, Ph.D, at Universidad de los Andes, Bogotá. October 29 to November 8 de 2003.

Teacher’s Assistant. Course: “Introduction to Social Psychology”. Universidad de los Andes (January 2001- June 2001). Taught by: Angela María Estrada.

### **Research:**

Member of a team that researched bullying to design and execute a program to prevent bullying in colombian schools. 2004.

Undergraduate Thesis: “The inverse relationship between empathy and aggression among children: Conceptual and methodological precisions”. (Directed by Enrique Chaux, Ph.D.). 2003 –2004.

Presented at the XVI World Meeting of the International Society for Research on Aggression in Greece, September 18-22, 2004.

Member of a team that implemented a program to prevent sexual child abuse in a Colombian school. Universidad de los Andes, Bogotá, Colombia.

Member of a team that researched the risk factors that contribute to the voluntary participation of children in guerrilla groups in Colombia. Universidad de los Andes, Bogotá, Colombia.

### **Publications:**

Author of the chapter “Citizenship Education is possible”, in the book “The Ministry of Education’s Quality of Education Policy”, to be published 2005 (in Spanish).

Research Assistant of the book “Formación Ciudadana” (“Citizenship Education”) written by Enrique Chaux and Alexander Ruiz, to be published in 2005 by the Association of Colombian Education Faculties.

Standards in Citizenship Education: Minimum agreements to develop abilities for peaceful practices. *Revista Internacional Magisterio Educación y Pedagogía. Educación para una cultura ciudadana.* (2004). Written with Rosario Jaramillo (Ministry Advisor for the Citizenship Education Program).

**Languages:**

Spanish (native) and English (fluent), French (mid-level).

# Germany

## **Helmolt Rademacher**

Helmolt Rademacher, teacher and M.A. in pedagogics, mediator and trainer for mediators in schools.

Many years of practice in youth and adult education (international youth exchange programs with France, Portugal, Turkey, UK, Poland); scientific research about “Games and exercises for intercultural learning in international youth exchange programs” (guest researcher in Peace Research Institute Frankfurt/Germany (PRIF)); together with Norbert Ropers leader of a series of workshops in interethnic conflict resolution in Romania (conflict between Romanians and Hungarians) (1992 – 1995); 1995 – 1999 teacher in a secondary school in Frankfurt in a difficult area; since 1997 developing “Mediation and School program” and since 2002 project manager of “Mediation and participation” in “Hessisches Landesinstitut für Pädagogik (HeLP)”, since 2005 Amt für Lehrerbildung, (AfL)

## **Publications**

“Konfliktmanagement im Kollegium” (conflictmanagement in the teacherstaff) (together with Elmar Philipp), 2002

“Interkulturelle Spiele für die Klassen 5 – 10” (intercultural games for form 5 – 10) (together with Maria Wilhelm), 2004

several articles about systemic school mediation

## Germany

### **Elke Begander**

E-mail: [elke.begander@t-online.de](mailto:elke.begander@t-online.de)

Elke Begander is the vice-chairwoman in the Institute for Peace Education Tübingen and lecturer at University of Education Ludwigsburg in political science. She specialises in peace education, international relations, European Union. Ms. Begander has developed distance education instruction material and is involved in academic training in political science and history.

# Israel

**Name: Judy BenEzra**

**Address: 23, Tura st. Jrusalem, 94102 Israel.**

**E-mail: judybe@education.gov.il**

**Tel: 972-2-6246617 Mobile: 0506-282050**

Current Position: Director of the Educational Counseling Services – Ministry of Education.  
Israel

## **Education**

1954-1962 Elementary School, Jerusalem.

1962-1965 High School, Jerusalem.

B.A. Degree in Philosophy and Research in Education  
Hebrew University, Jerusalem.

1971-1972 M.A. Degree in Educational Counseling, Hebrew University, Jerusalem.

1975-1976 Graduate course in Behavioral Modification, University of Maryland, USA.

1990-1991 Graduate course in Supervision for Educational Counselors,  
Tel-Aviv University (as a part of in-service training).

1994-1995 Graduate course for Group Facilitators, Jerusalem (as a part of  
in-service training).

During the years 1980-2004, continuing specialization in different fields of educational counseling: Life skills, Multi cultural education, Preventive programs, Organizational counseling, Crisis Intervention, Sex Education, etc.

## **Work Experience**

1972 Teacher , The Israeli school, Addis Ababa, Ethiopia

1974-1996 School Counselor, educational system, Jerusalem  
( Special education, adolescents with behavioral problems)

1990-1996 Supervisor of counselors, ministry of education

1996-2004 Deputy Director School Counseling Services, Ministry of education

2004- Director School Counseling Services, Ministry of Education

### **Public Activities**

- 1998            Collaboration in founding and participating in the 'committee for improving multi-cultural understandings, the Ministry of Education.
- 1999-2005    Head of a national program for advancing the counseling services in the Arab sector.
- 2003            Participating in an Arab- Jewish initiative for deepening mutual understandings.

### **Military Service**

- 1965-1967    Military Service in the IDF: The Israeli – Jordanian Mixed Armistice Committee.

### **Publications (In Hebrew)**

- Benezra,J. , Zilberman,D. (2001) The Educational Counseling and the Systems Approach.

# Israel

**Name:** Yishai Shalif  
**Address:** Mevo Livna 2/3 Yerushalayim, Israel  
**E-mail:** y\_shalif@netvision.net.il  
**Tel:** 972-2-5810173

## Education

'Reali' School Haifa

Savyon Elementry school

'Bar-Ilan' Yeshiva High-School, Tel-Aviv

'Beer-Yaacov' Yeshiva (Talmudic Academy)

'Beit-Hatalmud' Yeshiva, Yerushalayim

1984 'Hevron' Yeshiva, Yerushalayim

1985-1986 'Bet-Zvul' Talmudic Institute for Married men, Yerushalayim

1987 'Shevet Umchokek' Talmudic Institute for Married men, Yerushalayim

1988-1994 Hebrew University, Yerusahalayim

## Degrees and Certificates

Rabbinic Ordination

1987 ordained by Rabbi Yitzhak Kulitz, chief Rabbi: Yerushalayim

1987 ordained by Rabbi Zalmen Nechemya Goldberg: Member of High Rabbinic court  
Israel.

1979 ordained by Rabbi Moshe Shmuel Shapiro, Rosh Yeshiva (head of Talmudic  
Academy) Beer-Yaacov

Passing Rabbinic test of Chief Rabbinate, Israel

1987 Completion of Israeli army Chaplin course.

1991 B.A. in Pshcyology from Hebrew University, Yerushalayim

1992 Certificate of a facilitator of 'Instrumental Enrichment' from Hadassa-  
Wizzo Institute of research, Yerusahalayim

1995 M.A. in Educational Psychology and Clinical Psychology of Children

1996 Registered Psychologist, Ministry of Health No. 5123

1997 Registered Educational Psychologist, Ministry of Health No. 4841

2003 Registered Educational Psychologist supervisor, ministry of Health No.  
6618.

2003 Post Graduate Diploma in Narrative Therapy from Dulwich Centre,  
Adelaide, Australia.

(Many continuing education and different courses on different subjects detailed in Hebrew C.V.)

### **Experience**

1972	Leader in Youth Movement
1980-1982	Talmudic teacher, Ohr Sameach Yeshiva, Yerushalayim
1982-1991	Tutor and Shabat and holidays coordinator in 'Beit Medrash' program in Hebrew University Synagogue
1985-	Preparing young men for marriage: Hallachic and psychological aspects.
1985-1990	Lecturer and Staff member in 'Arachim' and 'Afikim' organizations for Jewish outreach.
1989-1990	Lecturer in Jewish studies, Jerusalem Michlala, Woman's college.
1991-1993	Researcher and Teaching assistant Hebrew University.
1993-	Lecturer and Facilitator of courses and workshops in 'mediated learning Experience', 'Instrumental Enrichment', Special Education, School psychology at different teachers colleges and teachers training centers.
1994-1996	School Psychologist, 'Mate-Binyamin' Municipality
1994-	Founder and director of School Psychological Services of Modiin-Ilit Municipality.
1994-	Private practice in counseling, testing, and therapy with children, adolescents, adults, families and educational institutions.
1998-	Facilitator and lecturer in lectures and workshops in Narrative and post modern therapy. For Psychologists, Social-Workers, School Counselors, Occupational Therapists and others.
2001-	Supervisor of individual and groups of psychologists and other professionals.

### **Public Positions**

2000-	Member and Head of National committee of heads of School Psychological services
2000-	Member of committee for education for Peace of School Psychological and Counseling department of the Ministry of Education
2004-	Member and coordinator of committee for planning Narrative conferences in Israel.

### **Conference presentations**

2000-2002	Workshop in Narrative Therapy at the annual national conference of School Psychologists in Israel.
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2000 February	Key-note presentation on Narrative and Spirituality at the second conference of Narrative therapy and community work in Adelaide Australia.
2001 February	Presentation on support groups for therapists in supervision in the third conference of Narrative therapy and community work in Adelaide Australia.
2002-2004	Presentation in the annual Nefesh conference in Jerusalem.
2003 August	Presentation on Narrative means to dialogue in the Narrative Therapy conference in Evanston, USA.
2004 February	Nefesh international conference, Jerusalem. Spirituality and Psychotherapy.
2004 July	The first Israeli Narrative conference, Tel Hai academic college. Care-full conversations – a program for multi-cultural listening and conversation in groups in conflict.
2004 November	Dulwich Center summer school, Adelaide Australia. Narrative practices in schools.

### **Publications (in English)**

Shalif, Y. (2000). A spiritual perspective *Dulwich Centre Journal* No. (1-2).

Shalif, Y. (1999). Reflections on a Jewish journey, *Narrative Therapy and Community Work: a Conference collection*, Adelaide, Dulwich Centre Publications.

Shalif, Y., and Leibler, M. (2002). Working With People Experiencing Terrorist Attacks In Israel: A Narrative Perspective, *Journal of Systemic Therapies*.

Shalif, Y. (2005). Creating Care-Full Listening and Conversations between Members of Conflicting Groups in Israel: Narrative Means to Transformative Listening, *Journal of Systemic Therapies*. 24(1).

Shalif, Y. (2005 in press). Responding to trauma and grief - family gathering, text and spiritual practice. *The International Journal of Narrative Therapy and Community Work*.

# Japan

## PERSONAL DATA:

Name: Akira Kawasaki  
Address: Peace Boat  
3-14-3-2F, Takadanobaba, Shinjuku-ku, Tokyo 169-0075  
Japan  
Phone: +81-3-3363-8047  
Fax: +81-3-3363-7562  
Email: [kawasaki@peaceboat.gr.jp](mailto:kawasaki@peaceboat.gr.jp)  
Nationality: Japanese

## EDUCATION:

Bachelor of Laws, 1993, University of Tokyo

## PROFESSIONAL EXPERIENCE:

Jul 2003 – Present: PEACE BOAT ([www.peaceboat.org](http://www.peaceboat.org))

Member, Executive Committee

Coordinator, International Division

Program Coordinator, Global University

Organizing and teaching peace education programs for Global University, Peace Boat's 3 month intensive studies program onboard the Global Voyages. Focuses on global issues including nuclear disarmament, East Asian security, globalization, migration, HIV/AIDS, etc.

Developing institutional relationships between Peace Boat and universities/institutions in and outside Japan in the field of peace education and research, including Seisen University in Tokyo, Song Kong He University in Seoul, and Peace Studies Association Japan.

Facilitating Northeast Asia Regional Process and the Japan national process of the Global Partnership for the Prevention of Armed Conflict (GPPAC); key drafter of the Regional Action Agenda.

Participating in meetings of Nuclear Non-Proliferation Treaty (NPT) Review Process at the United Nations, and contributing to international nuclear disarmament debate through input

from NE Asian civil society. Serving as member of Coordinating Committee as well as Global Council of Abolition 2000.

Organized several panel events on such themes as nuclear disarmament and conflict prevention in Northeast Asia at the UN Headquarters, with participation from Department of Disarmament Affairs and Department of Political Affairs (2003-2004).

Organized educational workshops at World Social Forum in Mumbai on Northeast Asian security and Asian economy (2004).

Playing a public awareness and educational role in Japanese peace movement regarding the situations of Iraq and Korean Peninsula through publication, contributing to journals, interviews with newspapers and TV, and conducting lectures.

Dec 2002 – Jun 2003: Freelance Writer

Led national-wide campaign against war on Iraq in Japan by publishing electronic journal IRAQ WEEKLY, providing translated information of United Nations Security Council debate and other international sources on military and diplomatic developments regarding Iraq war.

Jan 1998 – Dec 2002: PEACE DEPOT ([www.peacedepot.org](http://www.peacedepot.org))

Secretary General

Conducted continuous and systematic research on nuclear disarmament and Japanese security policy, through contributing to and editing journals and Year Book.

Participated in 2000 NPT Review Conference in UN Headquarter and meetings of its Preparatory Committee. Organized awareness raising campaign on nuclear disarmament through contributing to journals, interviews with newspapers and TV, and conducting lectures.

Organized seminars and workshops on nuclear-weapon-free zone in Northeast Asia in Tokyo and throughout Japan as well as in Seoul, Korea.

Participated in the Hague Appeal for Peace in 1999, and organized awareness raising campaign of the Hague Agenda to abolish war in Japan.

Organized series of citizen's symposiums and produced civil society's recommendations to the government-led Tokyo Forum on Nuclear Non-Proliferation and Disarmament in 1998 – 1999.

Played a key role to incorporate the organization as a Non-Profit Organization. Advocated the important role of NPOs and NGOs in Japan through publication and media.

1991 – Mar 1998: Personal Attendant to disabled people

## **ACTIVITIES:**

1999 – Present: Member, Global Council, Abolition 2000

1992 – 1998: Organized and involved in activities to protect human rights of migrant workers in Japan and homeless people in Tokyo

1991 – 1992: Organized students and youth in Tokyo to oppose legislation to enable Japanese troop deployment overseas.

**PUBLICATIONS:**

Author, *Kaku Kakusan* (Nuclear Proliferation) Iwanami Shoten, 2003, Tokyo

Co-author and co-editor, *Sensou wo Shinakutesumu Sekai wo Tsukuru 30 no Houhou* (30 Ways to Create a World Free From War) Godo Shuppan, 2003, Tokyo

Co-translator, Japanese version of *Losing Control* by Paul Rogers, Horitsu Bunkasha, 2003, Kyoto

Regular Contributions to *Sekai* and *Shukan Kinyobi* on disarmament and security issues.

# Kenya

## Personal Information:

<b>Name</b>	<b>Kabiru Kinyanjui</b>
<b>Business Address</b>	<b>P.O. Box 25502, Lavington, 00603 Nairobi, Kenya</b>
<b>Telephone</b>	<b>Mobile: 254-734-413407 254-20-4441444/ 4440098</b>
<b>Fax</b>	<b>254-20-440097</b>

**Current Position: The Chairman, Public Universities Inspection Board, Ministry of Education, Science and Technology and, International Development Consultant.**

## Special Interests:

Education Development: All levels of Education.

Social Policy: Building and Utilisation of African Research Capacity for Socio-economic and cultural Change, The Role of Civil Society Organisations, Governance Issues at institutional and societal levels, Conflict Resolution and Peacemaking, and Development of Microfinance Institutions for Poverty Alleviation.

## Educational Background:

1979 Harvard University, Graduate School of Education.  
Doctorate in Education: Education Planning, Administration and Social Policy.

Thesis Title: "The Political Economy of Educational Inequality: A Study of the Roots of Educational Inequality in Colonial and Post-colonial Kenya".

1971-72 Harvard University, Graduate School of Education Master of Education, EdM. (Major: Education Planning and Policy Analysis).

1967 – 1970

University of East Africa, University College, Dar-es-Salaam, Tanzania, B.A, (Upper Second Class Honors) in Law, History and Sociology.

### **Work Experience:**

In the last twenty-five of my working years, I have accumulated very wide experience in education: teaching, research, governance and administration; management of relations and interactions of the university and the state, international and donors' organisations. During the period, I have worked with the University of Nairobi, the Commission for Higher Education in Kenya, the International Development Research Centre, NGOs and donor agencies. I have served on many committees and institutions dealing with of education and interacted with many policy makers, researchers, academics, leaders of higher education, and donors. One of the challenges I have dealt with is to bring together researchers and academics to think regionally and to carry out research and policy tasks that are of mutual benefit to them and their countries. I have done this successfully in Eastern and Southern Africa through research networks and other modes of co-operation. I am currently working with researchers in Kenya, Uganda and Zimbabwe on measures to improve quality of education in these countries.

Below is an outline of work related to education, training and development.

#### **a) Recent Consultancy Work (2001 – 2003)**

- Japan International Cooperative Agency (JICA), The National Implementation Program for District Plans (NIPDEP) in Malawi (2003 -2004).  
**Training Program and Materials Specialist.**
- USAID/Kenya (February – March 2003)  
Updating of the Integrated Strategic Plan (2001 – 2005) to bring it in line with socio-economic and political changes in Kenya.  
My responsibility was to identify priority areas for USAID funding in the education sector in the next three years and beyond. It involved interviewing policy makers and senior educators and preparing a report on “Challenges and Opportunities in Education for USAID Support in Kenya”.  
**Team member of five senior policy consultants.**
- Association for the Development of Education in Africa (ADEA) December 2002 – August 2003

The Challenges of Learning: Improving the Quality of Basic Education in Sub-Saharan Africa.

Co-ordination and supervision of case studies in Uganda, Tanzania, Sudan and Lesotho. Involved working with senior researchers and policy makers in preparation of detailed country case studies on reforms to improve the quality of basic education.

**Theme Co-ordinator on Education Reforms and Quality of Education.**

- Kenya Rural Enterprise Programme (K-Rep) and Ford Foundation.  
February 2002 to June 2003.  
K-Rep Book Project – Analysis and documentation of the development of K-Rep as a leading microfinance institution in Africa. Prepared a draft manuscript on the institutional development in Kenya for K-Rep. This work was done in co-operation with Alan Fowler. The book was published in May 2004.  
**Title: Indigenising Foreign Seed on African Soil: The Story of K-Rep.**
- UNESCO - Sector for Social and Human Sciences  
1 July – 29 August 2002  
Preparation of a paper on the Role of Microfinance in Poverty Reduction for the Regional Consultation: Towards an African Strategy for the UNESCO Sector for Social and Human Sciences. Presented the paper and participated in the deliberation of the consultations.  
**Position: Resource Person.**
- Department For International Development (DFID) and K-Rep Advisory Services (KAS)  
February - April 2002  
Evaluation of Governance and Management of Uganda Agency for Development Ltd (UGAFODE) – An Ugandan micro-enterprise development organisation funded by Opportunity International, DFID and other agencies.  
Involved interviewing stakeholders (the Bank of Uganda, Directors and Management of UGAFODE, DFID officials and Uganda Microfinance Association) preparation of a report and presentation at a consultation of the management and Board of Directors and donor agencies.  
**Position: Co-Principal Evaluator**

# Lebanon

Name : Lina Hamaoui  
Nationality : Lebanese  
Mailing Address : Batrakieh street, Nakhil Bldg, 5<sup>th</sup> Flr  
Beirut-Lebanon  
Tel: Home : 961-1-377513  
Mobile : 961-3-746140  
e- mail: lhamaoui@yahoo.com

## **EDUCATION**

DEGREE	YEAR	UNIVERSITY
Graduate Diploma in International Child and Youth Care and Development	2003	Victoria University, Canada
Certificate in Peace building and Conflict Transformation USA	1999	Eastern Mennonite University
Master's degree in Public Health (Health Services Administration)	1992	American University of Beirut
Bachelor of Science (Biology)	1990	American University of Beirut

## **WORK EXPERIENCE:**

### **Public Health Specialist/ Planning and Programs Coordinator**

#### **Ministry of Social Affairs, The Higher Council For Childhood (1997-to present date)**

I am responsible for following up with relevant partners from the public sector and local non governmental organizations as well as regional and international organizations the implementation of the Convention on The Rights of the Child . My duties encompass planning, management monitoring and evaluation of programs and provision of technical support for the elaboration of national plans of action and strategies in relation to the CRC in general, and to Early Childhood Care and Development and Youth in particular. I am also directly concerned with external relations of the Council and preparation of international reports and funding proposals. In addition to supervising the implementation of various programs, namely the establishment of a documentation , information and studies center for childhood at the Higher Council for Childhood whereby I manage the database of the Child Info program.

**Acting Secretary General of The Higher Council for Childhood  
Ministry of Social Affairs (2001-2002)**

I am responsible for proposing the strategic plans of the council in accordance with the Convention on the Rights of the Child and targeted objectives.

My duties also cover management at the operational, control and strategic levels, preparing cost studies and funding proposals to the ministry of social affairs and bilateral agencies, as well as budgeting and financial management.

I am directly concerned with external relations( NGOs, Governmental agencies, International organizations...)

I am involved in the writing of the international reports that are required by various UN committees and other parties.

**Most Recent Free Lance Consultancies**

European Center for Conflict Prevention (2005)

Regional coordinator for the working group on “Interaction with local authorities, governments, regional organizations and UN agencies and Human security”, within the framework of the “Arab Partnership for Conflict Prevention and Human Security, Interim Network”, which will develop the regional action agenda for the network and the global conference on the role of civil society in the prevention of armed conflict and peacebuilding which will be held at the UN headquarters in July 2005.

Presbyterian Church USA (2004)

Member of the two person-team, including one Christian and one Muslim, who visited several states in the USA, namely Kentucky, Illinois, North Carolina, and Michigan and participated in the Interfaith Listening Project, aiming at cultivating understanding and Christian-Muslim dialogue. The team shared their experiences of the realities and challenges of Christian-Muslim relationships through presentations to congregations, presbyteries, mosques, colleges, and local communities.

World Vision, The Higher Council for Childhood (2004)

Translation of the “Third National Periodic Report on the Situation of Children in Lebanon, 1998-2003”.

Save the Children, Lebanese Union for Children Welfare (2004)

Translation and compilation of parts of the book pertaining to de-institutionalization of children in Lebanon.

UNICEF, Coalition to Stop the Use of Child Soldiers (2004)

Arab expert on children rights for editing the translated guide to the Optional Protocol on Child Soldiers.

UNRCO, LAU (2004)

Steering committee consultancies pertaining to the implementation of a Lebanese Summer Seminar on Conflict Prevention and Resolution.

MENA Child Protection Initiative, World Bank, AUDI (2004)

Counterpart for the main consultant assigned to the project on “Review of the Status of Urban Children in the city of Beirut”.

TEAM International (2002-2003)

My duties involved English reports compilation for projects undertaken by the firm; --  
Feasibility and Policy study for the Medico-Social Centers of the Ministry of Social Affairs/  
World Bank Community Development Project, Lebanon.

-Curriculum review, Ministry of Vocational and Technical Education, Lebanon.

-Management Development Plan, Ministry of Works and Housing, Kingdom of Bahrain.

### **Public Health Worker**

**UNICEF, Beirut (1996)**

Conducting a national study on supplementary feeding of infants.

### **Health Services Administration Consultant**

**Ministry of Public Health, Etude Conseil Supervision (E.C.S), (1994-1995)**

Funded by: The World Bank, USA AID Department, Kuwait Fund for Arab Economic Development

- Feasibility study on a complete rehabilitation of existing Primary Health Care centers.

- Management of a donation received from the US government, comprising hospital equipment and medical supplies.

- Planning and setting up of modules for Medical Emergencies and Ambulance services in Lebanon.

### **TRANSLATION SKILLS**

-Verbal and written translation.

-Translation of conflict resolution book.

-Translation of documentary films.

-Translation of Children Rights related materials.

### **TRAINING SKILLS**

Gender Issues, Gender Roles, Sexual Discrimination, Stereotyping, Development, Women Empowerment, Decision Making, Leadership, Conflict Resolution, Mediation and Negotiation, Peace- Building, Reconciliation, Participation, Communication and Facilitation Skills, Management Development, Team and Group Building, Children Rights, Early Childhood Development, Public Health Issues.

# Lebanon

## Heyam Lutfi ElZein, Ed.D

**Title:** Assistant Professor

**Address:** Humanities Department, Nicol, 307g  
Lebanese American University, Shouran, P.O.Box. 13-5053. Beirut, Lebanon

**E-mail:** [hzein@lau.edu.lb](mailto:hzein@lau.edu.lb)

**Telephone:** +961 01786456/ ext. 1603  
+ 961 07720158 (Fax)  
+ 961 07720620 (Home)  
+ 961 03711070 (Mobile)

**Nationality :** Lebanese

### **Educational Background**

Ed. D Educational Management, Leicester University, England. 1998-2004  
Major: Educational Management

Diploma: University of Victoria, British Colombia, Canada. , 2004  
Major: Graduate Diploma in International Child and Youth Care and  
Development

M.A. Education, American University of Beirut, Lebanon. 1987-1989  
Major: Educational Psychology (Guidance & counseling)

B.A. American University of Beirut. 1972-1975  
Major: Psychology

### **Work Experience**

1992- Present: Lebanese American University (LAU)  
Position: Assistant professor in Social Sciences and Humanities  
and Coordinator for Cultural Studies 202 for the Academic year 2004-  
2005

- Courses taught: Introduction to Psychology, Psychology of Young Child, Psychology of Youth, Introduction to Sociology, Introduction to Political Sciences, Women in the Arab World, Cultural Studies I, II, III, Organizational Behavior, Fundamental of Education, and Basic Health. I also worked as Guidance counselor from 1992-2001.
- 1989-1992: Lebanese American University (Part Timer).  
Courses taught: Introduction to Philosophy, and Psychology of Young Child.
- 1989-1992: UNRWA  
Position: School counselor  
Duties: Preparing, implementing, training, supervising counseling programs, and Head Teacher's training.
- 1984-1989: Makkassed Institution  
Position: Director of Aisha Elementary School

**Informal Activities:**

- 2005 Participating in the workshop held in Cyprus from 11-16 April, on "Enriching ECCD Training in Arab countries".
- Offering a workshop about "Creative conflict Resolution Activities for Children" for teachers of elementary classes. Lebanese American University.
- Offering a workshop about "School parent Collaboration" for all levels teachers. Lebanese American University.
- 2004 Offering a workshop about "Activities for Children with PTSD" for teachers of KG and elementary classes. Lebanese American University.  
Working on a general review about the situation of ECD programs in Lebanon.
- 2003 Sharing in the implementation of ECE workshops held by World Bank in Jordan and Egypt (2002, 2003)
- 2002 Sharing in preparing the EFA plan by a demand from UNESCO.  
Offering a two year training program in guidance and counseling for elementary teachers at Marouf Saad Institution from 2000-2002.

- Presenting a paper about the situation of children in Sidon, Lebanon at the World Bank Workshop in Egypt  
Writing a country report about the situation of children in Lebanon (cooperative work with Lina Hamaoui and Rita Karam)
- 2001      Sharing in the implementation of the workshop held at UNICEF about early childhood development.  
Acting as a reporter for the session of ECD program at the regional symposium on children UNICEF, Beirut.
- 2000      Presenting a critical review about the guidebooks written in Arabic about early childhood development in Arab countries at the UNICEF regional conference. Jordan.  
Acting as a chairperson for ADHD conference held at Houssam Hariri High School. November, 2000.
- 1999      Writing a paper about “Parents’ Reaction to Integration of Children in Normal School: Case study”.
- 1995      Presenting a paper about ‘Teaching Peace’ at LAU in the global education conference.  
Writing an article about ‘Loss of motivation to education’, AlThakafa WalOloum journal.
- 1994      Writing an article about ‘exam phobia, AlThakafa WalOloum journal.
- 1992      Publishing a booklet about ‘Children’s problems, Reasons and Solutions’ UNRWA..  
Doing a study about Dropouts at UNRWA.
- 1991      Presenting a paper about ‘Children’s Problems after the War’, Jordan, summer.

### **Professional Service**

- Assigned as a consultant at the Higher Council for Children for developing ECE programs, starting 2004.  
Acting as a member in the core group of ECCD (ARC) from 1997-present.  
Acting as a member in staff governance committee at LAU.

# Sweden

## **Anna Pehrsson**

Folke Bernadotte Academy

Sandövägen 1, 872 64 Sandöverken, Sweden

[anna.pehrsson@folkebernadotteacademy.se](mailto:anna.pehrsson@folkebernadotteacademy.se) / +46-703-490925

## **RESUMÉ**

**International work experience in Conflict Resolution and Peace-building** at the UN headquarters, UNDP regional offices, the Swedish Foreign Ministry, the Folke Bernadotte Academy and various NGOs.

**Extensive academic experience in the field of International Relations:** Bachelor's and Master's Degree with a focus on Conflict Resolution, Peace-building, Development and Human Rights, including a field study in Guatemala.

**Solid academic knowledge and work experience in Clinical Psychology** focusing on Conflict Resolution, Reconciliation, Psychosocial measures in Peace-building efforts as well as Intercultural Psychology.

**Excellent written and oral communication skills in Swedish, English, and Spanish.**

## **PRACTICAL EXPERIENCE**

**Folke Bernadotte Academy, Conflict Prevention in Practice Project, *Project Officer, 2004***

Organizing an international seminar on methods of dialogue and leadership for transforming violent conflict. Designing training in facilitation for staff in international peace efforts. Responsible for methodology development and contacts with the UN-system and Regional Organizations.

**Swedish Embassy in Buenos Aires, *Internship, 2004***

Analyzed and reported on the political and economic situation in Argentina, specializing in Human Rights. Preparing a Dag Hammarskjöld seminar focusing on contemporary conflicts in Latin America.

**United Nations Department of Political Affairs, Policy Planning Unit, New York, *Internship, 2004***

Participated in the organization of a seminar on UN-Civil Society Interaction in Conflict Prevention; served as member of the Interagency Framework Team and Joint UNDP-DPA Programme on Building National Capacities for Conflict Prevention. Prepared a paper on the role of UN in Post-Conflict Reconciliation Processes.

**UNDP Dialogue Project in Buenos Aires, *Volunteer, 2004***

Coordinator of a group working with citizen participation in the prevention of criminal violence.

**Victim Empowerment Conference, South Africa, *Presentation of a paper on Reconciliation, 2004***

**Rotary Center for Peace Studies, Buenos Aires, *Presentation of a paper on Reconciliation, 2004***

**Swedish Red Cross, *Voluntary work with refugee family reunification, 2002***

**CIVIS, *Voluntary work focusing on Conflict Resolution in Colombia, 2002***

**Health Center Biskopsgården, Gothenburg, *Psychologist, 2002***

Counseled trauma victims, and practiced elements of Cross-Cultural Psychology.

**Field Study in Guatemala**, *Scholar for SIDA (Swedish International Development Agency)*, 2001

Researched and analyzed the Peace-building and Reconciliation process in Guatemala.

Conducted extensive interviews with Mayan Women in rural areas.

**Youth Partners in Development, UNDP Zimbabwe**, *Voluntary work and intercultural exchange*, 1997

## EDUCATION

**Master's Degree: International Relations**, *Rotary World Peace Scholar, Univ. del Salvador, Buenos Aires, 2004*

Peace-building and Conflict Resolution. Thesis topic: Reconciliation in Argentina after the military dictatorship.

**Post-graduate Degree in Mediation**, *Universidad de Buenos Aires, 2004*

**Intensive Course: Humanitarian Challenges in Peacekeeping Operations**, *Pearson Peacekeeping Ctr, 2003*

**Bachelor's Degree: International Relations**, *University of Gothenburg, Sweden, 2002*

Peace and development studies. Thesis Field study regarding Peace-building and Reconciliation in Guatemala.

**Clinical Psychology (equivalent of Bachelor's Degree)**: *University of Gothenburg, Sweden, 2003*  
Specialized in Intercultural Psychology, Conflict Resolution, and Psychosocial measures in peace-building efforts.

**Seminars and Conferences 2003-2004**: *William Ury* - Interventions in socio-political conflicts;  
*Johan Galtung* - Reconciliation; *World Mediation Forum* - IV International Conference.

## LANGUAGES

**Swedish: Native Speaker**

**Spanish and English: Fluently**

**French and German: Some**

## Sweden

### **Colonel (ret.) Nils Förander, Training Director**

Folke Bernadotte Academy

Folke Bernadotte Academy, SE- 872-64 Sandöverken.

Tel.: +46 70 6182303

nils.forander@folkebernadotteacademy.se

**Academic background:** University studies in political and behaviour sciences 61-62, 64-66; Army Officers schools 62-64, General Staff Course 72-74, National Defence College 1985, Brigade Commander Course 1987, UN Mission Management Course 1996

**Career:** Platoon and company commander & instructor in Officer Schools 64-72  
General Staff Officer – Coordination with civil society 74-78, Chief Operation Officer Swedbat UNEF II Sinai 1979; Course Director General Staff Course 79-83; Head Training Dep. Army Staff 83-84, Director Civil Defence and Rescue Services 84-86 (Regional level); Head of Wartime Org. Dep. Army Staff 86-88, Deputy and acting Brigade Commander 88-90; Defence Attaché in Germany 90-93,  
Military Advisor to the Minister of Defence – defence-related international affairs 93-96; Course Director Geneva Centre for Security Policy 97-99; Director International Courses - National Defence College 99-01, Training Director Folke Bernadotte academy 2002 –

**Languages:** English and German (good), French (useful)

# Territory of Guam

**Patrick M. Wolff**

P.O. Box CE  
Hagatna, Guam 96932  
(671) 649-7502

Resume for Alternative Dispute Resolution

## **EDUCATION**

### **College Degrees:**

B.A., M.S., and M.A. degrees from the University of Pennsylvania  
Juris Doctor from Temple University School of Law

## **EXPERIENCE**

### **Position:** Executive Director

Inafa' Maolek Conciliation (1983 – Present)

[Originally incorporated as Christian Conciliation Service]

### **Law Practice**

Law practice on Guam since 1981

Admitted to practice law in New Jersey, Pennsylvania, Trust Territory, CNMI, Pohnpei

Successfully argued a motion involving confidentiality of mediation in a felony case

Has represented clients in ADR processes

### **University-Level: ADR Courses developed and taught**

- ED894: “Conflict Resolution in the Schools”
- LW494: “ADR: Mediator Skills”
- PY494: “Social Psychology of Conflict Resolution: Restorative Justice”
- ED894: “Restorative Justice in the Schools”

### **Arbitration Experience:**

- Common Pleas Court (Philadelphia, PA)
- Arbitrator for University of Guam [Faculty-management grievance]

### **Due Process Hearing Officer:**

- Adjudicated special education cases under I.D.E.A. since 1997

**Collective Bargaining:**

Faculty Negotiating Team, Guam Community College  
 Facilitator for GFT Teacher vs. DOE contract negotiations 2001

**Cases Mediated:** (over 120 cases since he started mediating in 1983)

Types of cases mediated:

- Parent-Child Conflicts
- Neighbor Disputes
- Child Custody and Visitation Disputes
- Criminal and Delinquency Cases
- Victim-Offender Mediation
- Special Education Issues
- Small Claims Cases
- Marital Disputes
- School Discipline Cases
- Civil Cases (commercial disputes)

**Grant Management:**

Grant projects written and directed and specifically related to conflict resolution programs on Guam.

- Gannett Foundation: Two grants
- Micronesian Language Institute (Diversity Training): Three grants
- Americorps: Two grants
- Victim of Crime Act (Mediation for Crime Victims): Seven grants
- Safe and Drug Free School & Communities (Peer mediation Training & Island-Wide PeaceStock Conference): Five grants
- Guam Humanities Council (Ethnic and Racial Conflict) : Four grants
- CHANSA (DYA): Five grants
  - Twice monthly, 2 hour workshops (which include anger management and tough love)
- Public Health [Date Rape]: Two grants
- CAHA (Theatre training for conflict resolution): Five grants
- Public Health (Suicide, Peer Pressure): Two grants
- Mental Health: Two grants
- Department of Education: Two grants

### **Off-Island Trainings Completed:**

ABA Section on Dispute Resolution Annual Conference in Los Angeles April 12-14, 2005  
Association of Conflict Resolution (ACR) Annual Conference in Sacramento Sept 28-Oct 2, 2004  
“Mediation for Judges” 2-day training in Michigan Sept 2004  
“WORKPLACE MEDIATION” 2-day training under Don Dana in Washington, D.C. Sept 2004  
“Apology & Forgiveness” seminar in Philadelphia under Good Shepherd Sisters NEIGHBORHOOD MEDIATION CENTER in Sept 2004  
6<sup>th</sup> International Conference on Restorative Justice June 1 – 4, 2003 in Vancouver, Canada.

### **ACCOMPLISHMENTS:**

#### **Influenced Legislation:**

Guam Divorce Law: Provision for STAY for Conciliation Jurisdiction  
Confidentiality for Mediation Process  
Immunity for Mediators  
Guam Child Custody mediation statute and subsequent Supreme Court rules establishing pilot project  
Note: Served on Supreme Court ADR Committee which drafted these rules

#### **Non-Degree Training Courses Completed:**

Institute “Infusing Conflict Resolution Into the Secondary Curriculum”  
Boston, July ’94 (Educators for Social Responsibility)  
Dept. of Administration, Training Division: “Negotiating Skills”  
Dept. of Administration, Training Division: “Grievance Administration”

#### **Qualifying Certification(s):**

Conciliator Training Program (ICC)  
Supervisor: Professor Peter Robinson, Pepperdine University School of Law  
American Arbitration Association: Panel of Arbitrators  
January 19, 1991 “Commercial/Construction Arbitrator Training” by Keith Hunter  
March 16, 1992 “Medical Malpractice Arbitration” by Heidi Elliot-Morris  
National Institute of Justice and Florida Atlantic University  
Restorative Justice Training of Trainers

# Territory of Guam

## Art De Oro

101 North Paulino Hts. Rd.  
Ipan, Talofofo, Guam 96915

Tel: (671) 642-2100-6/789-6781  
E-mail: artdeoro@yahoo.com

### Professional Experience

#### **Assistant Principal, JFKHS**

**June 2003- Present**

Assists Principal in the management of 2,000 plus students and nearly 200 staff of a public high school. Directly responsible for student personnel and support. Supervises staff of 20. Instituted Peer Mediation and Restorative Justice as part of discipline plan resulting in decrease in violence and discipline referrals. Developed "Fresh Friday" student lunchtime activity and "Graffiti Wall Mural" as projects to improve student morale and reduce crime and vandalism.

#### **Researcher/Freelance Writer**

**January 2000-November 2003**

Weekly columnist for the "Pacific Daily News", which involves interviews, thought, analysis, and synthesis of topics of interest to write about for the people of Guam. Served as a freelance writer for "Guam Business News" magazine. Coordinated news story and advertising interviews. Wrote business articles and advertisements from corporate advertising material, annual reports, Internet research, and interviews. From April 2001 to July 2002, detailed from regular duties at the Guam DOE, by the Governor of Guam, to work as a Researcher/Writer for the Chamorro Affairs Agency, to write several biographies and the introduction of a Guam history book, entitled, "Haleta Series, Book Five, Families in Government Service".

#### **Adjunct Professor, Guam Community College**

**August 2000-Present**

Teach high school dropouts in Adult Education classes to prepare them to take the General Education Development (GED) test. Writes and prepares course syllabus, lesson plans, and provides daily instruction.

#### **Program Coordinator IV, DOE**

**January 2000-Present**

Technical staff for Research, Planning and Evaluation Division. Researched impact of current laws on departmental goals, and prepared department's response to proposed legislation. Coordinated two special projects with government agencies, private companies, and the public, as for the building of new schools with the Ten-Year Facilities Plan, and an Army Corps of Engineers Wetland Mitigation Project. Prepared and scheduled all public hearings, meetings, agendas, minutes, and power point briefings, press releases, advertisements, meeting flyers and notices.

#### **PC IV, Department of Commerce**

**January 1993-January 2000**

Technical staff for Economic Development and Planning Division. Wrote grant applications, coordination, development, implementation and planning of local and federal grants. Coordinated construction and repair of buildings and facilities damaged from typhoons. Managed \$1.5 million construction project for six buildings at the “Chamorro Village”. Attended weekly meetings and inspections, and reports on expenditures and progress of construction, and change orders, to local and federal officials. Served as Chief Planner during his absence.

**President, Guam PTA Congress**

**November 1992-April 2000**

President of nonprofit organizations during the span of seven years culminating with election as President of Guam PTA Congress, the island-wide umbrella organization for all PTA’s. Led volunteer organization in fundraising, project coordination, and support of local education department goals. Prepared budgets, reports, correspondences, and provided training to members. Appointed as parent representative to Governor’s Task Force on Education and Vision 2001 Task Force. In 1994, served as Co-Chair Goals 2000 Education Panel as a parent representative.

**PAO, Guam National Guard**

**October 1992-October 1997**

Personal staff of The Adjutant General Guam. Responsible for public dissemination of all information regarding the Guam Army National Guard. Prepared public announcements and press releases on all activities, and coordinated with all media on its dissemination. Prepared monthly newspaper highlighting activities and accomplishments of the National Guard.

**Captain, United States Army**

**December 1984-August 1992**

Served in positions of increasing responsibility during a span of nearly eight years. Managed a training program for 2,500 entry-level personnel. Supervised between 7-80 staff in the performance of duties.

**Education**

M.P.A. Public Administration, University of Guam, 2000

B.A. Business Management (Honors), University of Guam, 1984

## United States

### Jennifer C. Batton

Ohio Commission on Dispute Resolution and Conflict Management

77 S. High St., 24<sup>th</sup> Floor, Columbus, Ohio 43215-6108, USA

Phone: 614-752-9595, Fax: 614-752-9682, E-mail: [Jennifer.Batton@cdr.state.oh.us](mailto:Jennifer.Batton@cdr.state.oh.us)

Web site: [www.disputeresolution.ohio.gov/](http://www.disputeresolution.ohio.gov/)

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### Experience

**Ohio Commission on Dispute Resolution and Conflict Management**, State Government Agency, Columbus, Ohio, USA

*Director of Education Programs*, September 1998 - Present

Oversee and coordinate the maintenance and expansion of conflict management activities through grants, training, technical assistance, and publications through our state agency for all Ohio public Pre-K - 12 schools and public/private colleges and universities.

### Unique Accomplishments at the Commission:

One of three principals organizing the CRE Working group for the international symposium in July 2005 in conjunction with the United Nations Conference on the Role of Civil Societies in the Prevention of Armed Conflict. The CRE working group will serve to support the planning for the International Center with participation of CRE experts from 15 global regions.

Ohio Coordinator for a national pilot on Conflict Resolution Education in Teacher Education to develop pre-service curricula and materials including modular web site construction and on-line access to deliver conflict resolution education and social and emotional learning initiatives to pre-service teachers in Colleges of Education. Tricia Jones (Temple University) is the Principal Investigator and Project Manager. Project funded by the United States Department of Education - Fund for the Improvement of Post-Secondary Education and the George Gund Foundation.

Co-Designer of a distance learning course on Conflict Management for the United States Department of Education to be launched live on the USDE Web site September 2005.

Initiated, designed, and offered Ohio's first state-wide Conflict Resolution Education Institute for Higher Education Faculty. This is now an annual training offered for all of Ohio's public and private colleges/universities. (Currently 36 college/university partners).

Oversaw, coordinated, and designed the school conflict management state-wide grant trainings and on-site consultations for more than 400 public schools K-12 1998 - 2003.

Initiated and assisted in the design of Ohio's first distance learning course in "Creating a

Comprehensive School Conflict Management Program" being offered by the University of Cincinnati.

Oversaw the content and design revisions for Ohio's School Conflict Management Curriculum Resource Guides (K-8) and (7-12) used in more than 1200 Ohio public schools.

Designed a state-wide youth art exhibition for all of Ohio's public schools (3600+) for the year 2000 International Decade of Peace and Non-Violence for the Children of the World.

Initiated and assisted in the development of a set of staff development videos in conflict resolution education to accompany a staff development training manual available to all of Ohio's schools.

### **Sample Publications/Articles:**

Batton, Jennifer (2005). Ohio Commission on Dispute Resolution and Conflict Management - USA, Pioneering School Conflict Management, *People Building Peace II, Successful Stories of Civil Society*. Lynne Rienner Publishers: European Centre for Conflict Prevention.

Batton, Jennifer (2003, September). How to create a basis for support for conflict resolution projects in school, *Conflict Resolution in Schools: Learning to Live Together Conference Reader*. September 15<sup>th</sup> and 16<sup>th</sup>. UNESCO and the European Center for Conflict Prevention.

Batton, Jennifer (2002, July). Institutionalizing Conflict Resolution Education: The Ohio Model. *Conflict Resolution Quarterly*.

Batton, J. & Mone, M. (2002, January/February). How School Conflict Management Programs Help To Ensure School Safety, *Ohio School Law Journal*. Vol. 13, Issue 6, p. 75-77.

Batton, J. & Sharron, M. (2001). Links Between Conflict Management and Trauma *Conciliation Quarterly*. Spring 2001 Vol. 20, No.2, 4-6.

Batton, J., Carruthers, W., and Jones, T. (2000). Conflict Resolution Education: Issues of Institutionalization. In T. Jones and D. Kmitta (Ed.s), *Does it Work?: The Case for Conflict Resolution Education in our Nation's Schools*, (pp. 111-131). Washington, DC, Conflict Resolution Education Network.

### **Sample Professional Memberships:**

The Ohio Sexual Assault Prevention Task Force 2005

Ohio Speaker's Bureau, Planning Committee Member - 2004 - present. Speaker's Bureau provides organizations and schools in Ohio with speakers on bullying prevention, suicide prevention, and mental health issues.

Ohio Prevention Education Conference, Conference Planning Committee Member, 1998-present.

### **Sample Presentations:**

International Association for Conflict Management Conference (IACM), June 2005.

UNESCO and the European Center for Conflict Prevention - September 15<sup>th</sup> and 16<sup>th</sup>, 2003

**Conflict Resolution Services (CRS)**, Non-Profit Agency, Oxford, Ohio

*Director*, August 1997 - July 1998

*Coordinator of Programs*, September 1996 - July 1997

**Major Projects of CRS:**

**Butler County Juvenile Court**, Hamilton, Ohio

*Director of the Status Offender Mediation Program*, August 1997-September 1998

*Co-Coordinator of the Status Offender Mediation Program*, November 1995-July 1997

**Fairfield City Schools**, Fairfield, Ohio 1996 - 1998

Coordinated and facilitated conflict management and peer mediation programming grades K-12.

**Aiken High School**, Cincinnati, Ohio 1994-1997

*Peer Mediation Trainer*

**Northern Ireland, United Kingdom 1997 - 1999**

Worked with various groups from Northern Ireland sharing information on conflict resolution and violence prevention programming. These groups included: The Southern Education Library Board, (SELB), the Northern Ireland Training Consortium, and Community Relations Officers. September 10-25, 1999.

Coordinated a three week exchange visit to the United States on Community Building and provided training on conflict management for a delegation of 6 from N.I., 1998.

Provided mediation training to juvenile liaison officers of the RUC of Dungannon and Cookstown 1998.

Worked with Community Relations Officers from District Councils in Dungannon and Cookstown, 1997 to 1999.

**Education**

**Nova Southeastern University**, Fort Lauderdale, Florida

Doctoral Coursework, Department of Conflict Analysis and Resolution

Overall Earned - 39 Semester Hours

**Antioch University**, Yellow Springs, Ohio

Masters of Arts in Conflict Resolution, September 1998

Thesis: Ties Between Structural Violence and Peace Education: A Look at Two Schools and Communities in the U.S. and Northern Ireland

**Miami University**, Oxford, Ohio

Bachelor of Arts, Major: Political Science, Departmental Honors, May 1996  
Transatlantic Seminar on the European Union - Paris, Brussels, Luxembourg, Den Hag

**Oxford University, St. Anne's College/Ohio State University**, Oxford, England  
Summer Law Program, Summer 1996

# United States

**CAROLYN GUTHRIE BENNE, JD, MBA**

**200 Little John Trail, NE**

**Atlanta, Georgia 30309**

**(404) 881-0762**

## **CURRENT POSITION:**

October 1996 - Present                      GEORGIA STATE UNIVERSITY, Atlanta, Georgia  
Director  
Consortium on Negotiation and Conflict Resolution, College of Law

## **EDUCATION:**

Juris Doctorate, College of Law, Duke University, 1995  
Masters in Business Administrations, The Fuqua School of Business, Duke University, 1995  
Bachelor of Arts, Economics and Management, Albion College, 1988

## **LICENSE:**

Licensed member of the State Bar of Georgia.

## **CERTIFICATION/PROFESSIONAL DEVELOPMENT:**

*Mobilizing for a SafeUSA*, A Leadership Conference to Reduce Violence and Injury in America,  
Partners for a Safe USA, December, 2001.  
*Creating Space for Learning*, 4<sup>th</sup> Annual Mid-Year Conference, Association for Conflict Resolution,  
Organizational Conflict Management Section, November, 2001.  
*2000 SPIDR Organizational Conflict Management Sector Meeting*, 3<sup>rd</sup> Annual Mid-Year Conference,  
Society of Professionals in Dispute Resolution, Organizational Conflict Management  
Sector, May, 2000.  
*Future Search Learning Workshop*, Marconi Conference Center, Marshal, CA, May, 1999.  
*Organizational Conflict Management Systems from Planning through Inception*, 2<sup>nd</sup> Annual Mid Year  
Conference, Society of Professionals in Dispute Resolution, Organizational Conflict  
Management Sector, January, 1999.  
*Campus Dispute Intervention Training*, Wayne State University, June, 1998.  
*Coaching in Mediation Training*, Consortium on Negotiation and Conflict Resolution, January, 1998.  
*Negotiation*, PIL, Program on Negotiation, Harvard Law School, June, 1997.  
*Ombudsman 101*, The Ombuds Association, February, 1997.  
*Bridge the Gap*, Institute of Continuing Legal Education in Georgia, February, 1996.

## CONSULTATIONS, WORKSHOPS, AND PROFESSIONAL PRESENTATIONS:

- “Conflict Resolution Education Around the World: Research and Practice,” panel presenter, International Association for Conflict Management, June 15, 2005.
- “Introduction to Mediation in Higher Education,” Ohio Commission on Dispute Resolution and Conflict Management, presenter, March 30-31, 2005;
- “Designing Conflict Management Systems in Higher Education,” What Works!: National Conference on Conflict Resolution Education, Ohio Commission on Dispute Resolution and Conflict Management, presenter, November 15-16, 2004;
- “The CRiSP Guide to Empirical Evidence on Conflict Resolution Programs,” Fourth International Conference of the Association for Conflict Resolution, presenter, September 30, 2004;
- “Institutionalization of Conflict Management in Higher Education,” What Works!: National Conference on Conflict Resolution Education, Ohio Commission on Dispute Resolution and Conflict Management, presenter, May 5-6, 2004;
- “Designing Conflict Management Systems in Higher Education,” What Works!: National Conference on Conflict Resolution Education, Ohio Commission on Dispute Resolution and Conflict Management, presenter, May 5-6, 2004;
- “Symposium on Conflict Resolution in Education,” Consortium on Negotiation and Conflict Resolution, organizer and co-facilitator, May, 2003.
- “Best Practices in the Design and Implementation of Conflict Resolution Programs in K-12 Schools,” Consortium on Negotiation and Conflict Resolution, organizer and facilitator, October 2002.
- “Straight Talk: A Conversation about the Challenges and Opportunities of Conducting Mediation,” Atlanta Bar Association 8<sup>th</sup> Annual Alternative Dispute Resolution Institute, November, 2001.
- “Examining the Relationship Between Diversity, Conflict Constructs and Conflict Behaviors in a Conflict Resolution in Schools Program,” Coming Together: Community, Connection and Conflict, First International Conference of the Association for Conflict Resolution, presenter, October, 2001.
- “Mediating Campus Disputes,” Summer Institute on Conflict Resolution in Higher Education, Consortium on Negotiation and Conflict Resolution, faculty, June, 2001.
- “Conflict Management System Design,” Summer Institute on Conflict Resolution in Higher Education, Consortium on Negotiation and Conflict Resolution, faculty, June, 2001.
- “Building a Logic Model for a Community Based Program,” SCRA, Georgia State University, June, 2001.
- “Conflict Management System Design,” Valdosta State University, April, 2001.
- “Basic Mediation Training for Law Students,” co-teacher, February, 2001.
- “*Logic Model as Method: The Nuts and Bolts of Making it Happen*,” Evaluation 2000: Increasing Evaluation Capacity, The Annual Meeting of the American Evaluation Association, November, 2000.
- “Conflict Resolution in Schools,” P-16 Community Council, Georgia State University, August, 2000.
- “Conflict Resolution in Schools,” Development Directors, Georgia State University, July, 2000.
- “Basic Mediation,” Summer Institute on Conflict Resolution in Higher Education, Consortium on Negotiation and Conflict Resolution, faculty, June, 2000.
- “Designing Campus Conflict Management Systems,” Summer Institute on Conflict Resolution in Higher Education, Consortium on Negotiation and Conflict Resolution, faculty, June, 2000.
- “Conflict Resolution in Schools,” Board of Visitors, College of Law, Georgia State University, May, 2000.

- “Georgia’s System-Wide Initiative and Policy Direction on Conflict Resolution,” National Education Association, April, 2000.
- Consortium on Negotiation and Conflict Resolution, consultant on dispute system design in primary and secondary education, August 1999 - 2001:
  - Henry Grady High School
  - Samuel Inman Middle School
  - John Hope Elementary School
- “The ADR Liaison as Boundary Spanner,” North Georgia College and State University and Armstrong College, September, 1999.
- “Conflict and Communication Skills Seminar,” Cousins Middle School, August, 1999.
- “Creating University-Based Clinics for Conflict Resolution in Grades P-12,” presenter, Conflict Resolution Education Network, 14<sup>th</sup> Annual Conference, July, 1999.
- “The Designer as Consultant and Teacher in a University Environment,” presenter, Conflict Resolution Education Network, 14<sup>th</sup> Annual Conference, July, 1999.
- “The Bar and Conflict Resolution in the Schools,” presenter, Atlanta Bar Association, Atlanta Dispute Resolution Lawyers Luncheon Meeting, April, 1999.
- “Teaching Conflict Resolution,” facilitator, simulation track, Consortium on Negotiation and Conflict Resolution, April, 1999.
- “Co-mediation Training,” lead trainer, March, 1999.
- “Basic Mediation Training for Law Students,” co-teacher, March, 1999.
- “Introduction to Alternative Dispute Resolution,” Georgia State University, December, 1998.
- “Dispute Systems Design,” Macon College, November, 1998.
- “Evaluating Conflict Resolution Programs,” Macon College, November, 1998.
- Emory Law School, guest lecturer, October 1998.
- Southern Polytechnic State University, organizational assessment, September, 1998.
- Consortium on Negotiation and Conflict Resolution, consultant, system design in higher education, 1998:
  - Georgia State University, August, 1998.
  - Georgia Institute of Technology, July, 1998.
  - Kennesaw State University, July, 1998.
  - State University of West Georgia, July, 1998.
  - Southern Polytechnic State University, July, 1998.
  - Atlanta Metropolitan College, July, 1998.
  - Georgia Perimeter College, July, 1998.
  - University of Georgia, June, 1998.

**PUBLICATIONS:**

**BOOKS:**

Douglas H. Yarn, *ADR Practice and Procedure in North Carolina*, comp. Carolyn G. Benne (Atlanta: Harrison Publishing Company, 1997).

Douglas H. Yarn, *ADR Practice and Procedure in North Carolina, pocket part*, comp. Carolyn G. Benne (Atlanta: Harrison Publishing Company, 1998).

Carolyn G. Benne, *ADR Practice and Procedure in North Carolina, pocket part* (Atlanta: Harrison Publishing Company, 1999).

Carolyn G. Benne, *ADR Practice and Procedure in North Carolina, pocket part* (Atlanta: Harrison Publishing Company, 2000).

Carolyn G. Benne, *ADR Practice and Procedure in North Carolina, pocket part* (Atlanta: Harrison Publishing Company, 2001).

**ARTICLES:**

Benne, Carolyn G. and Wendy M. Garrard. (2003). Collaborative Program Development: A Case Study. *Journal of Prevention and Intervention in the Community*, 26, 71-87.

Carolyn G. Benne , Book Review, Kids Working It Out: Stories and Strategies for Making Peace in Our Schools, in ACResolution, Fall, 2003.

Carolyn G. Benne, *Case Study on the Institutionalization of Conflict Resolution at a Small College* for the Consortium on Negotiation and Conflict Resolution (2001).

Carolyn G. Benne, *Conflict Resolution in Georgia Law Schools*, 44 Georgia Bar Journal (1998).

Greg Brack, Michele Hill, Carolyn G. Benne, *Ecosystemic Complexity Theory of Conflict* (2001).

**WORK IN PROGRESS:**

Carolyn G. Benne, *Best Practices in Conflict Management System Design*, chapter XX of Best Practices Manual, submitted to Albany Law School 2001.

**GRANT FUNDING:**

United States Department of Education, Fund for the Improvement of Post-Secondary Education, Director of Sub-Grant, \$35,000.00, January, 1999 - June, 2001.

Georgia State University, Research Team Grant, \$15,000, July, 2002 - June, 2003.

## United States

**LINDA BISHOP INLOW, M.Ed., M.S., LPC**  
**3 Exeter Road**  
**Avondale Estates, Georgia 30002**  
**404.294.6881**

### **WORK EXPERIENCE:**

August 1997 - Present                      **GEORGIA STATE UNIVERSITY**  
Director, Conflict Resolution Education and Training  
Administrator, University System-wide Mediation Program  
Consortium on Negotiation and Conflict Resolution  
College of Law

### **EDUCATION:**

Master of Science, Employee Counseling, Georgia State University, 1987  
Master of Education, Emotional Disturbance, University of Georgia, 1972  
Bachelor of Arts, Psychology, University of Georgia, 1971

### **LICENSE:**

Licensed Professional Counselor (#000734), Georgia Composite Board of Counselors, Social Workers, and Marriage and Family Therapists, 1988

### **CERTIFICATIONS/PROFESSIONAL DEVELOPMENT:**

The Power of Dialogue, Public Conversations, Seattle, June, 2003  
Future Search Conferencing, San Francisco, May, 1999  
Conflict Management in Higher Education, Vancouver, June, 1999  
Teaching Negotiation in the Corporation, Program on Negotiation at Harvard Law School, May, 1998  
Designing Dispute Resolutions Systems, CDR, April, 1997  
Human Resources Generalist Certificate, Society for Human Resources Management, June, 1996  
Myers Briggs Type Indicator Qualification, October, 1995  
Instructional Design, Langevin Learning Services, 1995

Cross-Cultural Conflict Resolution (40 hours), Summer Institute of Intercultural Communication, 1994  
Mediation (40 hours), CDR, 1993  
International and Cross-Cultural Negotiation (24 hours), CDR, 1993  
Teaching Intercultural Communication (40 hours), Summer Institute of Intercultural Communication, July, 1992  
Methods of Intercultural Training (40 hours), Summer Institute of Intercultural Communication, July, 1992  
Developing Diversity in Higher Education (40 hours), Summer Institute of Intercultural Communication, July, 1991  
Certified Employee Assistance Professional, Employee Assistance Certification Commission, 1988  
Johnson Institute of Certification in Intervention, November, 1986

## **CONSULTATIONS, WORKSHOPS AND PROFESSIONAL PRESENTATIONS**

“Managing Campus Conflict”, University of West Florida, Pensacola, May 2005  
“When You Thought Things Couldn’t Get Worse: Resolving Conflict Early, Efficiently, and Fairly”, CUPA-HR National Conference and Expo 2004, Salt Lake City, Utah, October 2004  
Leadership Training, Humphrey Fellows, Rollins School of Public Health, Emory University, October 2004  
“Translating Research and Communicating Effectively with Stakeholders: Reporting Multi-site Qualitative Results”, American Evaluation Association, Atlanta, November, 2004  
“Collaborating with Program Stakeholders to Build Capacity for Sustainable Internal Evaluation Efforts”, American Evaluation Association, Atlanta, November, 2004  
“Managing Campus Conflict”, University of West Florida, Pensacola, June 2004  
“Systems Design”, Ohio Commission on Dispute Resolution and Conflict Resolution, Columbus, Ohio, June, 2004  
“Designing Conflict Management Systems in Higher Education Evaluation: Often Overlooked, Frequently Misunderstanding”, Columbus, Ohio, June, 2004  
“Managing Mediation Process and Building Agreement” American Mock Trial Association, Intercollegiate Mediation Tournament, Brenau College, October 2004  
Global Partnership for the Prevention of Armed Conflict, Invited participant, Ottawa, December 2004  
The Centers for Disease Control and Prevention, consultant, 2003 – 2004  
“Effective Leadership”, Candler County Leadership, August 2003  
“Interactive Reflection as a Creative Teaching Strategy”, National Conference Peacemaking and Conflict Resolution, Atlanta, April, 2003  
European Council on Conflict Prevention, participated in the development of best practices in International Conflict Resolution Education, The Netherlands, September 2003  
Clark Atlanta University, consultant, 2002-2003  
“Effective Communication for Resolving Conflict”, Ninth Annual ADR Institute: Culture, Conflict

and Communication for ADR Neutrals, Lake Lanier Islands, GA, November, 2002  
 Advisory Board for the Campus Conflict Resolution Resources Clearinghouse, member, 2001 to present  
 “A Comprehensive Conflict Management System for Educational Settings: Creating a Culture of Peace”, South Africa, April 2001  
 International Conference in Support of the Participation of Sudanese Women in Sudanese Peace Efforts (under the auspices of the IGAD), member of *The Carter Center* facilitation team, Maastricht, The Netherlands, April, 2000  
 Home Depot Leadership Training Program, trainer, 1999 to 2002  
 Russian Coal Miners Project, The W.J. Usery Jr. Center, lecturer, 1998, 1999, 2001  
 “ADR in the Workplace”, The W.J. Usery Jr. Center, moderator, November, 1999  
 Emory University Employee Assistance Program, consultant/trainer/mediator, 1988 to present  
 Emory University Employee Assistance Program, clinical supervisor, September, 2000 to 2001  
 The Centers for Disease Control and Prevention, mediator, February, 1999, April, 1997 and June, 1995  
 “The Designer as Consultant and Teacher in a University Environment”, Conflict Resolution in Education Network National Conference, Boston, July, 1999  
 The Atlanta Project, *A Program of The Carter Center*, consultant and facilitator, 1998  
 Executive Masters of Business Program, Georgia State University, consultant and trainer, 1998, 1996, 1994  
 “Dispute Systems Design: Lessons from Georgia”, Keynote presentation, Second Annual New York State College and University Mediation Conference, Buffalo, April, 1998  
 Office of Sponsored Programs, Emory University, Strategic Planning, facilitator, August, 1998, 1999  
 “Managing Campus Conflict: Dispute Systems Design in Higher Education”, Conflict Resolution Education Network National Conference, July, 1998  
 “Resolving Conflict Across Cultures,” Fletcher, Martin and Associates, June, 1998  
 “The University System of Georgia’s Initiative on Conflict Resolution”, Reflective Practice in Institutionalizing Conflict Resolution in Higher Education Conference, May, 1998  
 “Dealing with Change,” Arthritis Foundation, May, 1998  
 Georgia Supreme Court Office of Dispute Resolution, consultant and trainer, 1997 and 1996  
 “Leadership Training,” Humphrey Fellows, Emory University School of Public Health, 1999, 1998, 1997  
 Ninth Judicial District Office of Dispute Resolution, mediation trainer, January, 1997  
 Consortium on Negotiation and Conflict Resolution, consultant and trainer, 1997 and 1996:  
 System-wide Mediation Training, instructor, April, 1997, December, 1996, April, 1996  
 “Effective Communication for Resolving Conflict,” Dekalb College Central Campus, May, 1997  
 “Effective Communication for Resolving Conflict,” Dekalb College North Campus, May, 1997  
 “Effective Communication for Resolving Conflict,” Kennesaw State University, May, 1997  
 “Introduction to Conflict Resolution and the Regents’ Initiative,” University System of Georgia Human Resources Management Association, St. Simons, March, 1997  
 Future Search Conference, facilitator, Navy League of the United States, Baltimore, MD, March, 1997  
 Systemwide ADR Liaison Workshop, facilitator, Clayton College and State University, August, 1996 and January, 1997  
 “Understanding Culture Inside Out,” Tausche, Martin, Lonsdorf, March, 1997

“Cultural Variables in Mediation,” Fulton County Municipal Court: Olympic Mediators, July, 1996  
“Resolving Conflict Across Cultures,” National Institute for Diversity in Health Care Management, June, 1996  
“Myers Briggs Type Indicator Administration and Interpretation Seminar,” Rosser International Inc., Summer and Fall, 1996  
“Resolving Conflict Across Cultures,” West Georgia, May, 1996  
“Understanding and Appreciating Diversity,” Dekalb Leadership, February, 1996  
Scientific Games, consultant, February, 1996  
University of Georgia, co-mediator, 1996  
Clayton College and State University, mediator, 1996  
“Understanding and Appreciating Diversity,” Southern Women in Public Service National Conference, 1996, 1995, 1994 and 1993  
CARP Advisory Board, member, 1995  
“Sexual Harassment”, CARP, July, 1995

## **PUBLICATIONS:**

McGuire, A.P. & Inlow, L.B. “Interactive Reflection as a Creative Teaching Strategy.” Conflict Resolution Quarterly, 22 (3), Spring, 2005.  
Inlow, L.B., A Trainer’s Guide to Introducing the Initiative on Conflict Resolution, 1997.  
Inlow, L.B., Conflict Resolution in Higher Education Training Manual, 1997.  
Inlow, L.B., “Communication problem frequently can be traced to cultural differences,” The Atlanta Journal/The Atlanta Constitution, February 7, 1993.  
Inlow, L.B., EAP Supervisory Development Manual, Georgia State University Employee Assistance Program, 1991.  
Mistretta, E.F. & Inlow, L.B., “Confidentiality and the Employee Assistance Program Professional.” Official Journal of the American Association of Occupational Health Nurses, 39 (2), 84-86, February, 1991.

## United States

**TRICIA S. JONES**

Dept. of Psychological Studies  
Temple University  
447 Ritter Annex  
Philadelphia, PA 19122  
Phone/Fax: 215-204-7261/6013  
E-Mail: [tsjones@astro.temple.edu](mailto:tsjones@astro.temple.edu)

### EDUCATION:

**Ph.D.** - Communication, The Ohio State University, 1985.

**M.S.** - Communication, Purdue University, 1980.

**B.S.** - Communication, University of Wisconsin-Oshkosh, 1978.

### PROFESSIONAL EXPERIENCE:

2001-Present: **Full Professor**, Dept. of Psychological Studies in Education, Temple University. Graduate and undergraduate instruction in conflict processes, negotiation and mediation, interpersonal communication, organizational communication (with emphasis

on organizational dispute system design), emotion and communication, and qualitative and quantitative research methodology.

2001 – Present: **Editor**, Conflict Resolution Quarterly (formerly Mediation Quarterly).

#### GRANTS:

**William and Flora Hewlett Foundation, “Comprehensive Peer Mediation Evaluation Project”, \$250,000 awarded May 1, 1995.**

**Surdna Foundation, “Comprehensive Peer Mediation Evaluation Project”, \$150,000 awarded September 12, 1995.**

**United States Information Agency (USIA), “Community Peace and Safety Networks: Linking Community and School-Based Mediation in South Africa”, \$110,000 direct costs (\$153,000 total project costs) awarded January, 1996.**

**State Justice Institute (SJI), Technical Assistance Grant, “Development of Data Base Tracking System for the Evaluation of the Custody Mediation Program in the York County Court of Common Pleas”, (co-written with York County Court of Common Pleas), awarded in amount of \$29,000 for a twelve month period, January, 1996.**

**Pennsylvania Commission on Crime and Delinquency (PCCD), “Wordsworth Peaceful Communities Project, Years 1 and 2”, total funding \$105,000 (awarded \$30,000 for Year 1 in December, 1997; awarded \$75,000 for Year 2, in December, 1998).**

**Packard Foundation, “National Curriculum Integration Project”, awarded in the amount of \$80,000, June 16, 1999.**

**Surdna Foundation, “National Curriculum Integration Project”, awarded amount \$75,000, March 1, 2000.**

**Packard Foundation, “National Curriculum Integration Project”, awarded amount \$80,000, June 30, 2000.**

**George Gund Foundation “Conflict Resolution Education in Teacher Education,” total amount \$128,000 for April 2004- March 2006 period, funding awarded March 11, 2004.**

**Funding for Improvement of Postsecondary Education, “Conflict Resolution Education in Teacher Education,” Total amount awarded \$503,674 for September 2004 through August 2007.**

**William and Flora Hewlett Foundation, “ICCRE Symposium Seed Grant.” Total amount awarded \$25,000 for January 2005 through June 2006.**

#### PUBLICATIONS AND RESEARCH PRESENTATIONS:

##### BOOKS:

Jones, T. S., & Compton, R. O. (Eds.). (2003). Kids and Conflict: Stories and Strategies for Making Peace in Our Schools. Jossey-Bass.

Jones, T. S., Sanford, R., & Remland, M. (forthcoming 2003). Interpersonal Communication through the Life Span. Boston: Houghton-Mifflin.

Jones, T. S. (2001). Evaluating Your Conflict Resolution Education Program. Columbus, Ohio: Ohio Department of Education.

Jones, T. S., & Kmitta, D. (2000). Does it work? The case for conflict resolution education in our nation’s schools. Washington, DC: Conflict Resolution Education Network.

Folger, J. P., & Jones, T. S. (Eds.) (1994). New directions in mediation: Communication research and perspectives. Beverly Hills, CA: Sage. (Also published in Spanish language translation).

##### BOOK CHAPTERS (Select chapters since 2000):

Jones, T. S. (forthcoming 2005). “Emotion in Mediation: Implications, Applications, Opportunities and Challenges,” In P. Herrman (Ed.), Interpersonal Mediation, New York: Blackwell.

Jones, T. S. (forthcoming 2005). “Communication in Conflict Education”, In S. Ting-Toomey and J. Oetzel (Eds.), Handbook of Communication and Conflict, Thousand Oaks, CA: Sage.

Jones, T. S. (forthcoming, 2005). "Mediating Intragroup and Intergroup Conflict," In S. Whelan (Ed.) Handbook of Small Group Communication, Thousand Oaks, CA: Sage.

Jones, T. S. (forthcoming, 2005). "Inspiring Cases in Conflict Resolution Education and Peace Education." Peacebuilders' Initiatives, Volume 2. Amsterdam: European Center for Conflict Resolution.

Jones, T. S. (forthcoming, 2005). "Conflict Resolution Education: Issues, Answers, and Directions." Proceedings for the United Nations Conference on the Role of Civil Societies in the Prevention of Violent Conflict. Amsterdam: European Center for Conflict Resolution.

Allen, B., Broome, B., Jones, T. S., Chen, V., and Collier, M. J. (2003). Intercultural Alliances: A Cyber-Dialogue Between Scholar-Practitioners. In M. J. Collier (Ed.), Intercultural Alliances: Critical Transformation (pp. 279-320) Thousand Oaks, CA: Sage.

Jones, T. S. (2002). An Introduction to Conflict Resolution Education. In T. Jones and R. Compton (Eds.), Kids Working It Out: Stories and Strategies for Making Peace in Our Schools (pp. 17-34). Jossey-Bass.

Jones, T. S. , and Compton, R. (2002). Reflections on Stories of Success. . In T. Jones and R. Compton (Eds.), Kids Working It Out: Stories and Strategies for Making Peace in Our Schools (pp. 291-308). Jossey-Bass.

Jones, T. S. (2001). Emotional communication and conflict: Essence and impact. In W. Eadie & P. Nelson (Eds.), The Language of Conflict and Resolution (pp. 81-104). Thousand Oaks, CA: Sage.

Jones, T. S., Batton, J., & Carruthers, W. (2000). Conflict resolution education: Issues of institutionalization. In T. Jones & D. Kmita, (Eds.). Does it work? The case for conflict resolution education in our nation's schools (pp. 111-131). Washington, DC: Conflict Resolution Education Network.

Jones, T. S., Johnson, D. W., & Lieber, C. M. (2000). Impact of CRE on school and classroom climate. In T. Jones & D. Kmita, (Eds.). Does it work? The case for conflict resolution education in our nation's schools (pp. 85-102). Washington, DC: Conflict Resolution Education Network.

ARTICLES (Select articles since 2000):

Jones, T. S. (forthcoming 2005). "Respecting Context, Culture and Community: Implementing Community Peace and Safety Networks in South Africa." Theory Into Practice.

Jones, T. S. (2004, Fall). "Educating Teachers: Pre-service Progress in Conflict Resolution Education," ACResolution, 3(3), 8-12.

Jones, T. S. (2004). "Enhancing Collaborative Tendencies: Extending the Single Identity Model for Youth Conflict Education." New Directions in Youth Development, 102, 11-34.

Jones, T. S. (2004). "Conflict Resolution Education: The Field, the Findings, and the Future." Conflict Resolution Quarterly, 22(1/2), 233-267.

Jones, T. S. (2004). "Conflict Education and Peace Education: Proven Benefits," In the Proceedings of the ECCP Conference on The Role of Civil Societies in the Prevention of Armed Conflict, ECCP: The Netherlands.

Jones, T. S., & Sanford, R. (2003). Building the Container: The Impact of CRE on Classroom Climate. Conflict Resolution Quarterly, 21(1), 115-128.

Jones, T. S., & Bodtker, A.(2001). Mediating with Heart in Mind. Negotiation Journal, 17(3), 217-244.

Kmitta, D., Jones, T. S., & Prichard, H. (Winter 2000/2001). A Peaceful Pedagogy: What is Known About Conflict Resolution Education. Children's Legal Rights Journal, 20(4), 24-30.

Kmitta, D., & Jones, T. S. (2000). Proven benefits of Conflict Resolution Education, Fourth R, 91, 1-5.