

## Bring Back Our Girls!

By Dr. Maneshka Eliatamby, Senior Vice President & Chief Program Officer of Community Without Boundaries International (CWBI) and S-CAR Alumna and Adjunct Professor, meliatamby@cwbi.org

The kidnapping of 278 school-girls is one of the most recent in a series of attacks by Boko Haram, a militant Islamic Group from Nigeria's north. Attacks from the group have steadily increased since it began an insurgency five years ago; 1,500 are said to have died this year alone. With no end to the assaults in sight, what does the peace and conflict field have to offer

as solutions? Communities Without Boundaries International, Inc. organized an international panel of peace and conflict experts to discuss this and other questions on Tuesday, May 13th 2014 at the School for Conflict Analysis and Resolution at George Mason University. A number of academics, civil society members, Nigerian



#BringBackOurGirlsNow gathering at Union Square in New York City. Photo: Flickr user Michael Fleshman.

Diaspora members, students of peace and conflict, and well-wishers attended the event. In addition, several people from across Africa, the United States, and the Balkans viewed and participated in the discussion via Google livestream.

The symposium, moderated by Johnny J. Mack, President

of CWBI, included practitioners, academics/scholars, and civil society members, both live in the United States and via Skype from Nigeria. These included Chom Bagu, Country Director, Search For Common Ground; Sani Muazu, President, Motion Picture Association of Nigeria; Dr. Sylvester Okere, Continental African Leadership

Council; Christopher O'Connor, National Endowment for Democracy; Professor Carl Levan, American University in Washington, DC and Dr. Maneshka Eliatamby, Program Director, Communities Without Boundaries International, Inc.

The panel took both micro and macro views of the issues that they see as currently plaguing Nigeria, leading to the kidnapping of the girls from the Chubok School in Borno State.

In summary, the panel identified the following as major issues facing the country:

1. International and government attention has been limited to the issue of the abducted girls, ignoring other critical factors associated with the conflict;
2. Lack of a comprehensive understanding of the situation on the ground that is depictive of the complexities of Nigeria, including its multi-ethnic and religious backgrounds;

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Commentary

# Managing Humanitarian Crisis:

## The Atlantic Hope Experience

By Ernest Ogbozor, S-CAR PhD Student, [eogbozor@gmu.edu](mailto:eogbozor@gmu.edu) and Andrew Baer, S-CAR MS Student, [abaer3@gmu.edu](mailto:abaer3@gmu.edu)

The weekend of March 15, 2014 will be long remembered by Cathia Soughe, a student at the School for Conflict Analysis and Resolution. Cathia was one of many graduate students from three programs; Kennesaw State University Georgia, University of North Carolina Greensboro and George Mason University, that took part in a humanitarian simulation exercise “Atlantic Hope” held at the Indian River State College (IRSC) in Fort Pierce, Florida from March 13 – 16th, 2014. Atlantic Hope prepares students for international peace-building operations by applying conflict resolution techniques to manage a complex humanitarian crisis similar to recent situations in Syria, Haiti, Pakistan, and Indonesia. The graduate students were deployed to a simulated field camp environment in the fictional country of “Atlantica” to work for International Humanitarian Action (IHA), a mock international relief organization similar to the Red Cross, Medicines Sans Frontiers (MSF), or Catholic Relief Services.

As Cathia said, “On the morning of March 15th, we were deployed to a village in the north of Atlantica to conduct damage and needs assessment after a bombing campaign by rebel groups. As the first team in the village after the horrible incident, we did not know what to expect.” Atlantica experienced devastation from both a natural disaster (earthquake) and internal armed conflict; the impact of which left the communities in ruins. Cathia continued, “Upon arriving at the village, we knew that a lot of damage had been done. We saw damaged buildings, cars, blood stains and most of the population had scattered into the forest. Only Rebecca, a sister of the village’s mayor and a handful of others had stayed behind. Rebecca showed us around and told us that they wanted to rebuild. She took us to the marketplace and told us how it used to be a cornerstone of the village. But all we could see were the remains of what used to be vibrant places in the villages.”

Cathia had just undergone a difficult trip through customs at the Atlantican airport the night before, along with a series of briefings on security, international humanitarian law, team building, and negotiation techniques. The briefings were snapshots and reflections of what Cathia had learned in the preparation course, CONF 665: Conflict Resolution in Complex Humanitarian Crisis.

Equipped with skills for negotiating agreements and access to victims, Cathia was prepared to engage the actors in Atlantica towards a peaceful resolution and help to address basic needs in the affected villages. The simulation exercise consisted of three “lanes”: village needs assessment and peace-building, humanitarian camp management, and a detention visit to the notorious Black Swan prison.

Cathia noted, “At the end of our tour, and after talking with the mayor and the priest, we made a map and highlighted the important landmarks. We talked about the real needs, not just the superficial ones, and we debated the real work that needed to be done. We even talked about our capabilities and what we can’t fix so that we didn’t make any promises we couldn’t keep.” Cathia and her group members noted, “As humanitarians we

should always think about what’s next. What’s going to happen to these people once we leave? It’s not just about providing food and water but about listening to them, advocating for them, finding better ways to help in the long run.” Cathia and her team were also involved in camp management: creating humanitarian space and providing emergency relief to people affected by the conflict in Atlantica.

Atlantic Hope included a scenario centered on assessing prison conditions and visiting prisoners held by opposing armed factions in the fictional Republic of Atlantica. Trainees playing the role of members of IHA are tasked with negotiating prisoner access and conducting assessments in accordance to the

principles of International Humanitarian Law and best practices of the International Committee of the Red Cross. The mock prisons were staffed by role-player prisoners, guards, and wardens who have undergone extensive training and were tasked with creating a challenging learning experience for participants. Cathia and her team successfully negotiated access to the Black Swan prison to interview the detainees, including PoWs from the Atlantica conflict. They then were able to exchange messages between detainees and their family members to restore family links. The team also facilitated the exchange of prisoners between the Government of Atlantica and the rebels as a mark of the willingness of the parties to reduce hostilities.

Humanitarian responders work in complex, potentially dangerous settings. By replicating a crisis situation over a condensed timeframe in a controlled environment, the Atlantica exercise provides a learning space where participants can try out new behaviors, test their knowledge, and develop responses to emergent demands and opportunities. In the simulation, students respond to roleplayers and events as they would in a real life situation. Skill areas relevant across the humanitarian and conflict resolution fields include situation assessments, negotiating operational spaces, minimizing risk to communities and partners, exercising critical judgment, developing collaborative and coordinated responses, and self-management and adaptation under pressure.



Atlantic Hope Exercise. Photo: Ernest Ogbozor.

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This kind of teaching exercise began in 2000, after the Indian River State College (IRSC) developed a sequence of courses that lead up to an annual capstone field-training exercise. Atlantic Hope was initially designed to host between 20 to 40 undergraduate students and provide participants with a hands-on opportunity to work as members of a mock NGO (International Humanitarian Action or IHA) operating in a fictional country (Republic of Atlantica) experiencing both intra-state conflict and a natural disaster. Participating universities, or “consortium” schools, have included Northwest Missouri State University, Northern Oklahoma College, the University of Florida, Washington Adventist University, and Indian River State College, among others.

The first graduate-level prototype program was held in March of 2013 with student participation from Kennesaw State University, George Mason University, and the University of North Carolina, Greensboro. Graduate faculty from all three institutions participated in pre-training coursework, field assessments, and participant team advising, with additional support by students

and alumni from American University, IRSC, George Mason University, and Anne Arundel Community College as well as staff from the American Red Cross, who participated as consultants and Controller Evaluators. The S-CAR faculty planning and leading the simulation were Dr. Cindy Mazur, David Smith and Dr. Mara Schoeny with S-CAR students Ernest Ogbozor, Andrew Baer, and Caroline Sarkis planning and roleplaying. Graduate trainees from previous Atlantic Hope years have the opportunity to return in a role play, simulation design, and/or controller/evaluator capacity to transform their past experiences as trainees into a trainer position. The program has maintained strong support from the administration of IRSC and the Consortium for Humanitarian Services and Education (CHSE). For those interested in pursuing disaster relief, developmental, humanitarian, and peace-building careers in a field and policy-making capacity, CONF 665: Conflict Resolution in Complex Humanitarian Crisis stands as one of the most practical, hands-on courses offered at George Mason University's School for Conflict Analysis and Resolution. ■

# Psychosocial Trauma and Healing Class

By Gedeon Patrick Hakizimana, S-CAR PhD Student, ghakizim@gmu.edu

**D**r. Al Fuertes's new Conflict 695 class titled “Psychosocial Trauma and Healing” grabs at your humanity within a given context. It is an engaging and very well-taught but very difficult class, because it addresses the subject of human pain. Individuals and communities that experience and live through conflict frequently become traumatized by events and pain associated with human conflict. When individuals and communities become traumatized, the events of the past remain, lurking as a shadow, influencing the present. This is important because conflict resolution practitioners who think they are helping parties with a current conflict may not realize that there is past trauma, a ghost flying around the room, that is also party to and influencing the conflict and must be dealt with in order for there to be resolution—otherwise the ghost returns and continues to haunt the present.

Despite trauma and healing being recognized as an important aspect of Conflict Resolution since the field's inception, this is the first class that has been offered to specifically explore the many categories and levels of trauma and the practice of trauma healing. Dr. Fuertes feels that this is an important class for S-CAR students, particularly future practitioners because, “conflict usually results in some form of human trauma and when this trauma is left unhealed it breeds more conflict which results in further cycles of conflict and traumatization in the future.” Many conflicts that are happening now days he explains, are “the result of something that happened many years ago, but the trauma from these events have never been healed.”

Dina Rubey, an S-CAR Master's Student, echoes Dr.



Psychosocial Trauma and Healing Class.  
Photo: S-CAR.

Fuertes's sentiment that in order to break and to heal cycles of conflict, the trauma that people experience in these conflicts must be addressed. She states that this class has been pragmatic and practical for her as a practitioner and, even more importantly, as a human being.

Dr. Fuertes has engaged in psychosocial trauma healing around the world, particularly Melanesia, North-east and Southeast Asia, and his home country of the Philippines. In the class he goes back and forth between teaching about trauma and healing and demonstrating the methods and techniques he uses when engaging in

actual trauma healing. In one exercise, students were asked to bring physical metaphors to describe their concept and understanding of trauma. One student brought an unclear mirror to symbolize the difficulty of seeing one's self clearly when traumatized; another brought in a large stone to symbolize the weight that is carried from trauma. All were unique and powerful and helped students to think about the unthinkable .

This is why this class grabs at your humanity—not only is trauma and healing rich and deep as an academic subject matter, but Dr. Fuertes engages and demonstrates actual trauma healing with the students, the students engage the subject not just academically but from the deep well of their own human experience. It reminds students that as human beings we all carry some kind of pain. Students leave the class knowing and feeling the heaviness of trauma and also with a hope that the mirror can be made clear, the stone laid down, and the specter put to rest. ■

initiatives

# Beyond Crimea: The Evolution of the Crisis in Ukraine

By John DeRosa, S-CAR MS Student, [jderosa@gmu.edu](mailto:jderosa@gmu.edu)

**T**HE Student Association and Advisory Board of the School for Conflict Analysis and Resolution (S-CAR) sponsored “Beyond Crimea: The Evolution of The Crisis in Ukraine” on April 23rd, 2014. Thanks to the tireless efforts of S-CAR students Sean Heravi (MS), Ellen Galadava (MS), Dilafruz Khonikboyeva (MS), David Younes (MS), and Alexandra Schaerrer-Cumming (PhD) and Advisory Board member Christine McCann, a distinguished panel of experts was organized to analyze the development, challenges, and opportunities for conflict resolution for the on-going crisis in Ukraine.

Dr. Michael Shank, PhD alumnus and S-CAR Adjunct Professor moderated an insightful discussion between Ambassador (Ret.) John Herbst, former U.S. Ambassador to Ukraine and current Director at the Center for Complex Operations; Dr. Karina Korostelina, Associate Professor at S-CAR; Colonel (Ret.) Lawrence Wilkerson, former Chief of Staff for Secretary of State Colin Powell; and Dr. Idil Izmirlı, Crimea Analyst for the Jamestown Foundation and Adjunct Professor at S-CAR.

Ambassador Herbst opened the discussion submitting that the root of the crisis lay in domestic Ukrainian conflict factors yet escalated when Russian President Putin’s vision of Ukraine as either an internationally neutralized or a rump state was challenged by the outcome of the “Euromaiden” Revolution. He submitted that an unresolved challenge facing Ukraine will be whether it can reclaim territory annexed by Russia.

Dr. Korostelina credited the conflict factors to the enlargement of NATO, unresolved worldwide self-determination movements, no common civic

Ukrainian identity, and salient primordial ethnic identities. She submitted that Ukraine represents three pillars of Russian identity: Russian Orthodoxy, the expansion of an empire, and victory in World War II. Considering the weight of identity on this conflict, she proposed a conflict resolution approach that promotes a shared Ukrainian society.

Reflecting on his current efforts to broker improved U.S. relations with Iran, COL Wilkerson challenged the community to develop empathy with the conflict parties to begin to understand an appropriate approach to conflict resolution.

Dr. Izmirlı offered a lengthy list of early warning signs of the Crimean crisis simmering before the conflict escalated. She also outlined a list of human rights abuses in Crimea and the problems facing Crimean Tatars.

Dr. Shank invited everyone to consider the general disregard of international law and violations of state sovereignty and territorial integrity on the

part of world powers when contrasted with the actions of Russia.

A spirited audience challenged the observations of the panelist and exhibited a pessimism regarding the appropriate conflict resolution approaches. Reflecting on the ominous hundredth anniversary of World War I, Professor Dennis Sandole asked the panel if we were sleepwalking into another world catastrophe as tensions escalate. The consequences, the panel members concluded, would be a tremendous cost that the Atlantic community is not prepared to pay. Despite debates over hard or soft power approaches, outlook on institution building, and the construction of a shared Ukrainian civic identity, the audience was encouraged by Dr. Izmirlı’s observation of Crimean Tatars sharing their mosques for Ukrainian Orthodox services currently excluded by the pro-Russian authorities in Crimea.

The evening concluded with a reception during which incisive reflections were shared over light refreshments and wine graciously furnished by Kerry McKenney of the S-CAR Advisory Board. ■



Beyond Crimea: The Evolution of the Crisis in Ukraine panel . Photo: S-CAR Student Association.

## Upcoming Events

**Wednesday, June 11 - Monday, June 16 2014**  
Developing & Implementing Culturally Inclusive Conflict Resolution Education Policies & Practices in K-12 & H.E.

**June 11 - June 12, 2014**  
Pre-Conference Trainings (9am - 5pm each day)

**June 11 - June 12, 2014**  
Main Conference (Keynotes and workshop)

**June 15 - June 16, 2014**  
Seminar for Colleges & Universities Developing Peace and Conflict Studies Programs

For more visit: [scar.gmu.edu/events-roster](http://scar.gmu.edu/events-roster)

# Scholar Opinion: Memory in Reconciliatory Leadership

By Innocent Rugaragu, S-CAR PhD Student, [irugarag@gmu.edu](mailto:irugarag@gmu.edu)

The theme of this year's Rwandan Genocide commemoration is "Remember, Unite, and Renew." As I reflect on this forward-looking theme, I find myself asking: "Is it possible for us to commemorate the genocide without being biased? As we look toward the future, is it possible Rwanda and all of humanity can hold a sacred space of remembrance for the victims of the genocide, as we unite and renew our individual and global commitment and the words, 'Never Again' truly denounce genocide? If we dispense with politicizing the commemoration, and ask ourselves, what do we all need, just as human beings; to re-create a collective narrative, to develop the type of leadership and engage an international community in helping us all to reconcile? The 1994 genocide targeted Tutsi and moderate Hutu, some peacekeepers, and anyone the pro-genocide leadership saw as an obstacle to executing their plan. The genocide impacted every Rwandan and deeply touched the life of every human being who dealt with the genocide and its aftermath. The scope of the genocide surpassed the scope of anything imaginable on the part of the genocide leaders. I am convinced that, if the leaders of the genocide really understood the ramifications of perpetrating the genocide on innocent people in Rwanda, they would have tried to stop it. The genocide not only destroyed the targeted people and their families, but also had a horrific impact as well on the psyche of the international community who chose to stand by and allow almost 1 million people to be slaughtered. Without excusing anyone from accountability, or without sounding like Jesus ("forgive them, for they do not know what they are doing"), I find the consequences of such horrendous crimes to the perpetrator to reflect Socrates wisdom that, nobody does wrong while he or she knows. The rational choice would have been to unite for coexistence and possibly reconciliation.

As Rwanda continues to overcome threats to her existence and to promote reconciliation, the power of memory and reconciliatory leadership is more important than ever before. The power of a collective narrative based on fear and hatred toward another group coupled with bad governance made the genocide possible. It has been 20 years since the genocide and Rwanda needs to develop a national narrative built on the constructive memories and good governance. We need to team up in an inseparable way to reconcile the country and lead it to a mature democracy. My own experience, as far as conflict resolution and transformation are concerned, is that there seems to be a correlation between good leadership and

reconciliation on one hand and violent conflict, war, and genocide with bad leadership on the other hand. Twenty years after the Rwandan genocide, I've come to believe that, just as our bodies need food, water and air in order to survive, our families, communities, and country also require a collective narrative based on memories fueled by positive interactions and reconciliation in order to live well. Similarly, as our cars need a good engine and a good driver to take us to our final destination, we also need good governance and leadership to renew our commitment to honor all the victims of the Genocide, mass killings, and violent conflicts as we renew our commitment to "Never Again" and reunite for sustainable peace and reconciliation.

The term 'power' refers to the ability to direct or influence the behavior or actions of others. Memory on the other hand is a dynamic process that we use to acquire, store, retain and retrieve information that we can use for reconciliatory leadership. Such memory and leadership need to be sensitive to the pain and loss of genocide while taking 'Never Again' seriously. Learning from our own experiences as Rwandans, the leadership use of destructive memories has never made us happier, richer, or safer but has dehumanized us. For example, the killers' memory was blinded by destructive hate memories of annihilating life instead of enhancing its vitality. For the past 20 years following the genocide, most Rwandans have been working hard to sensitively encode the new memories of change to painful embrace truth, forgiveness, sustainable peace, and reconciliation.

The historical truth and ethical consideration must guide our constructive memories. With sensitivity, empathy, compassion and interdependence, we have to continue de-coding some of the biases and illusion of validity that hinder reconciliation efforts.



Rwanda Photo: Flickr User Esther Havens.

## Recent S-CAR Articles, Op-Eds, Letters to the Editor, and Media Appearances

### Doctoral Student Goes to Hollywood to Teach Peace Techniques Less

University News: George Mason University  
5/29/14

### Anthropologist Searches for Way to Measure peacebuilding Success

University News: George Mason University  
5/28/14

### Entitled to Protection, Palestinians Should Join ICC, Now

Ibrahim Sharqieh, S-CAR Alumnus  
Huffington Post 5/27/14

**Conflict Analysts from S-CAR have appeared on 11 occasions since the last newsletter. These 3 represent the latest at time of publication. For a complete list please visit: <http://scar.gmu.edu/media>**

NEWS

# Looking to Change the World: The 2014 S-CAR Graduating Class

By Kwaw de Graft-Johnson, S-CAR PhD Student and Newsletter Editor, kdegraft@gmu.edu

## S-CAR Spotlight

On Thursday, May 15, 2014, the School for Conflict Analysis and Resolution (S-CAR) held its convocation ceremony at George Mason University's Center for the Arts in Fairfax. This year, S-CAR graduated 83 students from the undergraduate program, 72 from the Masters program, and 8 from the PhD program.

As Tom Brokaw, a renowned American television journalist, once said, "Your certification is in your degree. Think of it as your ticket to change the world." A number of students who graduated in the spring of 2014 from S-CAR's undergraduate, certificate, masters, and PhD degrees, have already set out to achieve just that. Speaking about his experience in the Masters program, graduating student Chris Nace said, "My [Masters] experience was great because I had the freedom to fuse special education



A group of S-CAR students from the Spring 2014 Graduating Class. Photo: Dilafruz Khonikboyeva.

with conflict analysis and resolution, which is not very common. I was able to explore the concept of self-advocacy as an element of identity and self-reflection that is used to address structural conflicts in the education system." Chris is currently working as the post-secondary transition specialist for DC Public Schools. He explained, "Essentially, that means I help prepare students for their transition to college, to work, and to live independently. I specifically focus on curriculum development, having

been an author of DCPS's sixty-three transition courses, which teach conflict resolution, self-advocacy, workforce preparedness, and community-based instruction."

Jenny White, a graduate of the undergraduate program, noted that one of her favorite things about being in the program was the relation that existed among the people studying at S-CAR. "Conflict analysis, to me, has become a study of relationships at all levels. It has taught me that to truly change the world, I have to

change myself and do my best to serve as a model of peace practices." Jenny was recently awarded a grant to carry out a project in South Sudan that will look to engage in peacebuilding by involving women as community members and using dialogue to find common ground. "I am very excited about starting my project."

Seth B. Cohen,

who graduated from the PhD program and whose dissertation was titled "Partnering for Peace: Practitioner Stories of Global North-South Peace Building Partnerships," spoke about the need to discuss one's ideas with different professors to find the right guidance to get through the program successfully. "I got some really sound advice from different professors and ultimately was able to find a committee that supported my focus on the relationships that existed between practice and theory in conflict analysis and resolution. Dr. Sara Cobb, who was my Committee chair, was instrumental in challenging me to think critically about my work and guiding me through the dissertation writing process in a timely fashion." Seth currently works for the Conflict Resolution and Public Participation Center of Expertise at the Institute for Water Resources, which is the part of the Corps of Engineers dedicated to water resource management. "The best parts of my job are when I am facilitating meetings with stakeholders on challenges like flood risk management, collaborative problem-solving and unique challenges like working with Native American tribes." "In the future I hope to get back to more grassroots conflict transformation and peacebuilding work."

Congratulations to the graduating class of Spring 2014, and all the best to all those in the conflict analysis and resolution field, working on changing the world. ■

### Iranian Women Working Group

Iranian Women Working Group is 1) a research group of Iranian students, faculty, scholars and other Iranian women professionals such as journalists and film makers who like to share their research or their experiences about women's issues in Iran. The group seeks to give feedback and support members in their projects. 2) This group is organizing events with speakers both from GMU and outside about women, gender and conflict in Iran. 3) Finally this group raising funds for a scholarship for two Iranian students from GMU or Iranian women living in VA to study conflict resolution at S-CAR.

If you are interested to be connected to Iranian women working group or if you want to know more about this group contact Fariba Parsa at [fparsa@gmu.edu](mailto:fparsa@gmu.edu).

## Bring Back Our Girls!

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3. Lack of understanding of Boko Haram and its movement, birth, evolution, leadership, and membership;
4. Lack of educational and economic opportunity in the north and northeast of the country even if one is employable, leading to disgruntled populations, especially youth, and recruiting opportunity for Boko Haram;
5. Lack of opportunity for youth, of youth empowerment and their participation in civil society;
6. Lack of opportunity for Nigerian people to voice their grievances and issues and to be heard by governance structures;
7. Lack of opportunity for the girl child, including educational opportunity, especially in the north and north east of the country;
8. Lack of robust civil society that is representative of the country's diverse populations;
9. Lack of accountability of government and non-state actors alike to civil society;
10. Lack of collaboration between the government and opposition parties, which contributes to instability of political structures, especially in the northeastern states of Borno and Adamawa;
11. Consistently slow government response to issues, including violence and abduction of girls;
12. Lack of culture that values life in Nigeria; and
13. Nigerian military history of human rights violations.

### Recommendations & Next Steps:

1. The government and international community must recognize that the abduction of girls is one among a list of issues that Nigeria and its people are facing;
2. Develop comprehensive understanding of the situation on the ground that is depictive of realities, including the multi-ethnic and religious nature of the country;
3. Study and establish better understanding of the birth, evolution, leadership and membership of Boko Haram;
4. Establish robust educational and economic opportunities in north and northeast;
5. Recognition of youths' role in achieving peace and sustainable development, and establishment of structures that enable youth participation and voice in civic activity at local and federal levels;
6. Establishment of structures that enable people of Nigeria to voice their concerns and needs to civil society and govern-

- ment structures;
7. Need to establish viable educational and economic empowerment opportunities for girls and women, especially in north and northeast;
8. Build a diverse and robust civil society responsive to whole population that is supported by international organizations;
9. Empower civil society to hold government and non-state actors accountable;



Johnny Mack, President of CWBI; Christopher O'Connor, National Endowment for Democracy; Dr. Maneshka Eliatamby, VP CWBI; Gbemi Disu, CWBI Board; Dr. Sylvester Okere, Continental African Leadership Council; Professor Carl Levan, American University. Photo: CWBI.

10. Foster collaboration between President Goodluck Jonathan's government and opposition parties;
11. Faster and more effective government response to issues such as abduction of girls and various forms of violence, including poverty;
12. Move from a traditional security paradigm to a human security paradigm and create culture that values life. This would include establishing human rights, conflict resolution, peace and nonviolence education curriculum for communities,

- civil society, and government; and
13. Establish human rights, conflict resolution, peace and non-violence education curriculum for Nigerian military.

CWBI's peacebuilding and sustainable development program in Nigeria include the following projects:

1. Nonviolence, conflict resolution, peace and sustainable education for Nigerian youth and girls in partnership with Chom Bagu of Search for Common Ground-Nigeria and Sani Mu'Azur will work together;
2. Youth Without Boundaries program carried out in collaboration the African University of Science and Technology in Abuja;
  - a. Provides nonviolence, conflict resolution, peace and sustainable education to Africa's leading engineering students;
  - b. Chika Education and Development Project developed and carried out at Chika Village in Galadimawa, Abuja;
3. Working with the Nigerian government to establish inter-continental mentorship program;
4. Working to establish a robust civil society: CWBI and its partners in Abuja, Kano, Kaduna, Jos and other north and northeastern states of Nigeria will work to engage local partners and help establish a robust civil society; and
5. Develop peacebuilding and economic development partnerships between Nigerian Diaspora leaders and local Nigerian communities. ■

## Memory in Reconciliatory Leadership

Continued from page 5

For reconciliation to take place, scholars have come to recognize that "divisive ideologies must be replaced with positive ideologies that work toward unifying people." The pluralistic society has many benefits as well as healing and reconciliation at the personal and state level. To add to this, John Paul Lederach, a Professor of International Peacebuilding, asserts that reconciliation requires moral imagination of something new and a space where peace and mercy, justice, and truth meet and function. In my opinion, such reconciliation becomes like peeling an onion or giving birth. The process might be or is painful but the results take away the sad pain of such process. As a country we should support the positive efforts that bring us together while guarding against the negative ideologies that paralyze us as a country. The role of leadership, which is basically the ability to influence, matters in building a constructive powerful memory for reconciliation. As John Maxwell writes, "Everything rises and Falls on leadership." And as James McGregory Burns, a Woodrow Wilson Professor of Government concludes, "Only leadership can overcome the abuses of leadership." Burns's wisdom resonates with my own experience as an African student of violent conflict in history, and a participant observer in the Rwandan case in particular. My experience thus far is that only good leadership can make up for bad leadership at all levels especially governance.

Leaders are often called upon to repair the physical, emotional, psychological, cultural, spiritual financial, and property damage caused by former leaders, and to reunite people torn apart by the consequences of bad leadership such as genocide. Therefore, 20 years after the genocide, the way in which we move forward together as Rwandans in the difficult journey of constructing a positive national narrative and reconciliatory leadership will be vital. It will help us to bypass the barriers and obstacles to sustainable peace and reconciliation.

So, as we aspire to Remember, Unite, and Renew - the key ingre-

dients to the joys of peace - the wisdom of Ivan Klima that losing our memory is losing ourselves should guide our sensibility to each other's pain as people. The power of constructive memory and reconciliatory leadership will provide a realistic hope for sustainable peace in Rwanda.

Finally, Rwanda can create a new cultural narrative that excludes division between Rwandans and includes equity, justice, empathy, interdependence, collaboration and a shared identity. Memory and leadership for reconciliation in Rwanda must extend beyond the borders of her state and reach the Rwandan Diaspora in neighboring Congo DRC, Tanzania, Uganda, Burundi, and elsewhere around the globe. We must rebuild relationships and trust with other African countries as well as the international community. If we reframe Rwanda's national narrative to be one that benefits Rwandans through education, vocational training, inclusive service-oriented economy and sustainable socio-economic growth, rather than one defined by violence and mistrust, we will build trust and be able to revisit the hard questions about restorative truth, mutual acceptance of responsibility, contrition, and, ultimately, political and personal reconciliation. ■

### Awards and Grants

1. Thomas Flores, Assistant Professor, School for Conflict Analysis and Resolution, received a grant for the project "The Arab spring and Globalization: Diffusion of Ideas and Models."
2. Elavie Ndura, Professor College of Education and Human Development, received a grant for the project "Advancing Sustainable Peace and Development Through Education in the African Greta Lakes Region."
3. Pete Cuppernull, who graduated this spring, received the Critical Language Scholarship and will be headed to Oman this summer to study Arabic.
4. Austin Price, a junior, received a Boren Scholarship to study in China next year.



## School for Conflict Analysis and Resolution

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