

[Form 6]

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THE NIWANO PEACE FOUNDATION  
THE FINAL REPORT OF ACTIVITY GRANTS  
FOR FISCAL YEAR 2011

Title of the project: Northeast Asia Regional Peacebuilding Institute  
Summer Training 2011: Education for Understanding and Peaceful Change

Organization/official title: Northeast Asia Regional Peacebuilding Institute  
(NARPI)

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## 1. Purpose of the Activity

The vision of NARPI was born out of the Korea Anabaptist Center, an organization promoting spirituality, community, discipleship and peace in Northeast Asia. NARPI has been working since 2008 to strengthen and empower people in Northeast Asia through providing peacebuilding training and building cross-cultural networks. NARPI is an organization dedicated to building peaceful relationships with people of Northeast Asia. In addition, the institute advocates for the prevention of armed conflict, and seeks peaceful solutions to problems that exist between countries of Northeast Asia. Transforming the existing culture of animosity and militarism into a culture of peace and reconciliation can be possible through education and a fundamental paradigm shift. However a void exists in the area of education and training opportunities where people can be empowered with the skills, knowledge and resources needed to bring about this change. This is why NARPI is such a necessary institute for this region, to provide vital training in conflict transformation and peacebuilding. NARPI brings together people from different religions and backgrounds, and while not teaching religious based content, allowing those faiths and understandings of spirituality to

enhance workshops and trainings. NARPI is made up of partners from Northeast Asia and will train students primarily from this region. The future vision for NARPI is to be a sustainable, yearly institute that brings regional change towards peace and conflict resolution, as well as a strong network for peace, cultural and inter-religious exchange.

The objective of the project was to provide training for people in Northeast Asia, primarily targeting NGO/NPO staff and volunteers, peace educators and activists, teachers, university students, community leaders and religious leaders, in the areas of peacebuilding, conflict resolution, historical and regional conflict issues, trauma, mediation, peaceful dialogue and restorative justice. In the period covering this proposal, NARPI offered this training through six courses in August 2011, facilitated by both international and Northeast Asian experts and practitioners on these topics. The key strategy in this training model was to equip both new and experienced peacebuilders with skills through workshop style courses, bringing together participants from six different Northeast Asian countries (China, Japan, South Korea, Mongolia, Russia and Taiwan) for the purpose of training, relationship-building, cultural understanding and later the sharing of

information from individual participants to networks of peacebuilders and other individuals in the represented countries. Beyond only cultural understanding, there is also an objective to build relationships between people of different religions and backgrounds, based on respect and shared spirituality. In addition, workshops fostered the ability of participants to think in a regional way about Northeast Asia and how the region relates to the rest of the world as well.

## 2. Content and Method of the Activity

NARPI used the following courses facilitated by international experts in the areas of peace studies, conflict resolution, mediation and restorative justice to achieve the goals of the project:

### **Understanding Conflict and Peace**

This course will introduce the definition and contextual interpretations of conflict & peace. The focus is to enhance participants' understandings of conflict & peace issues in the local and regional context through dialogues and discussions with other participants from different countries. Opportunities and tools will be provided to analyze the dynamics of different local and regional conflicts. Participants will explore possibilities for creative

and collaborative ways of conflict resolution and peacebuilding. Participants will be expected to engage in large and small group discussions, creative exercises and case analyses.

### **Theory and Practice of Peace Education**

The course seeks to introduce the participants to the fundamental knowledge base, skills and value orientations of peace education. It is intended for educators and trainers working in the formal, nonformal and informal sectors. The course will use a holistic framework aimed at cultivating peaceable mindsets, attitudes and behaviors. It will also engage the participants in a learning process that is consistent with the principles of peace to demonstrate that content and pedagogy should form one integral whole. This course will also take a comprehensive view of addressing conflict. Various conflict phases and processes will be explored with an emphasis on constructive approaches. Both the course content and process can be easily adaptable to the local contexts of participants.

### **A Framework for Restorative Justice**

Restorative justice is a new paradigm on crime and justice in which the voice of victims, offenders and communities are of primary concern. Throughout

the world its concept and practice are growing in the justice system and beyond. This course aims to provide an understanding and application of restorative justice. It is an introductory course for those who are not familiar with the framework of restorative justice, as well as for those who have some level of understanding. As a resource person for this course, Howard Zehr, one of the pioneers of restorative justice, will help to explain the history and background of restorative justice in the first two days of the course. The course also presents various practicing models around the world in the legal system, school and community levels, including from Northeast Asian countries. The possibility of applying a restorative justice framework to issues of historical justice in Northeast Asia will also be explored, through studying the experience of South Africa from Carl Stauffer, who worked with the Truth and Reconciliation Commission.

### **Historical and Cultural Stories of Peace**

This course will focus on the historical and cultural aspects of peacebuilding in northeast Asia by exploring the artistic approaches to conflict transformation. The course will explore the role of narratives, storytelling and other art forms to transform conflicts and create the culture

of peace. The course contents include understanding the concept of conflict transformation, how narrative functions in conflict and peace work, and the role of the arts to encourage imagination and creativity. In addition to exercises for practical skills, there will be inputs from speakers and other resources, and the participants are encouraged to examine their own stories in their daily settings, such as family, school, organization, and society. This course is open to anyone who is willing to become an art-minded peace worker, who lives with conflict by artfully transforming narrative of trauma and violence into that of healing and reconciliation.

### **Trauma: Awareness and Response**

This course is designed to provide participants with a thorough overview of trauma, healing, and trauma response. Questions that the course will address include: What is trauma? How does trauma affect individuals and communities? What helps people survive trauma? What response does a community need in order to transform the negative energies of trauma into something constructive?

Participants will explore the social-psychological-physical-spiritual processes of responding to deep personal loss, pain, and suffering in settings of

protracted, traumatic events, including conflict. In addition the course will examine recently developed healing approaches of individuals and communities moving from violence to trauma healing and transformation. Participants are expected to be able to come up with a re-entry plan that would integrate a trauma healing program to their work and community.

### **Peacebuilding Skills**

This course will explore various approaches of peacebuilding skills which participants can use in their daily settings, such as family, school, organization, community, and society. The goal of this course is to provide an introduction to different peacebuilding skills, including dialogue, negotiation, and mediation. The course contents include facilitation of dialogue, basic principles of negotiation, mediation techniques, multi-party conflicts from a number of different aspects, conflict analysis skills, and exploration of the uses and challenges of mediation. For skill development, the focus will be on mediation training. There will be opportunities for role plays, class discussion, small group work and specific skill learning activities. Through this course, participants will come to recognize the value of their own traditional problem solving mechanisms through in-depth discussion and



presentations. This course is designed for participants who have had some level of mediation, to enhance their skills, and for those who have no previous experience in mediation, to gain knowledge and skills in mediation.

### 3. Course of Actual Events

*day/month/year	Activities - <b>Planned</b>	Activities - <b>Actual</b>
August 1-15, 2011	Final preparations will be done for the Summer Training program, including finalization of accommodation and transportation plans, assistance with visas, facility preparation and set-up and all other administrative tasks. Participants and facilitators will arrive close to the program start date.	Completed as planned.
August 16-28, 2011	As outline above, the Summer Training program will take place during this period. Three courses will be held from August 16-20 and three courses August 23-27 with field visits to the Demilitarized Zone between.	Completed as planned. The training was very successful and the target for number of participants was nearly met.
September 2011	The main evaluation of the first NARPI courses will take place during September. Evaluations provided by students will be reviewed and the main suggestions for improvement will be documented.	Completed as planned. Through reviewing the student evaluations of the programs, we could gauge that the project had been a success in changing the attitudes of people in Northeast Asia.
October 2011	Continuing evaluation of the 2011	Preparations for the 2012 round of

	NARPI courses will be the main task, and preparations for the 2012 round of courses will also take place through meetings.	courses did not begin as early as October.
November 2011	NARPI participants from different regions will be connected via teleconference or other means to strengthen the Northeast Asia peace network.	Not completed. Participants were not connected via teleconference but they used other social networks to stay in touch and continue to exchange information.
December 2011	Reports will be prepared to funders and donors to highlight NARPI successes, provide results of evaluations, and to ensure financial accountability. Efforts will continue to connect participants through idea sharing and networking.	Completed as planned.
January-February 2012	Major preparations for the 2012 round of courses will take place, including confirmation of location and venue, marketing and continued fundraising. Courses will be developed in consultation with facilitators/speakers.	Completed as planned. The 2012 NARPI Summer Training was confirmed to be held in Hiroshima and the local admin team was established. Facilitators were contacted at this time as well.
March 2012	Committee members will confirm logistical details and finalize course syllabi. Also during this month, preliminary student applications will be received from students in the 6 countries by steering committee members.	Student applications were not received as early as March. The application period was postponed until May.
April 2012	The Spring 2012 Steering Committee meeting will be held. At this meeting, the Steering Committee members from China, Japan, Korea, Taiwan, Mongolia	Under financial considerations, the Spring 2012 Steering Committee meeting was done over teleconference instead.

	and Russia will gather to finalize details for the 2012 Summer Training.	
May-June 2012	The preliminary and regular deadlines for student applications will be during this period. Staff and steering committee members will review applications and select those which will have the most impact on the Northeast Asia region as a result of their training. Reports will be prepared for funders.	Completed as planned.
July 2012	The NARPI administration team will assist confirmed students in obtaining visas and other transportation details. Final details with the host venue will be confirmed during this month. Field visits will be arranged and detailed plans for accommodation and transportation will be created.	Completed as planned.

#### 4. Achievements of the Activity

**Target number of participants nearly reached; good representation from most target countries**

The total number of participants for the NARPI Summer Training was 48, and the target set was 50. Therefore we are satisfied with the results of recruitment and participant attendance. The breakdown, as follows, also included representation from all the countries in Northeast Asia which we

hoped to involve:

China (mainland): 6	Philippines: 3
Hong Kong: 2	Russia: 1
India: 1	South Korea: 12
Japan: 14	Taiwan: 3
Mongolia: 3	Other: 3

Participants took part in the following courses offered at the Summer training: Understanding Conflict and Peace, Theory and practice of peace education, A Framework for Restorative Justice, Historical and cultural stories of peace, Trauma awareness and response, and Peacebuilding Skill Development: mediation, dialogue, etc.

**NARPI 2011 Summer Training participants created authentic and meaningful relationships with people from all parts of Northeast Asia and beyond**

As staff, we could reflect and write about the impact these relationships had on those participating in the NARPI Summer Training, but it would be more effective and powerful to share examples of the participant's own reflections on this area, as written in their evaluation forms:

- “It was awesome to stay with people from different places. Even though we knew a little bit about these countries before, after meeting people, I learned much more about their realities.”
- “Real relationships and new friendships were built.”
- “Knowing people who have some interest in peace is the most valuable part.”
- “I want to cherish all I have learned and especially all the people I met in this class.”

### **Participants shared and appreciated one another’s culture**

The program consisted of two cultural nights, one during each week of the Summer Training. This was a very important component of the program as a whole because it allowed a safe and welcoming space for participants to share some aspects of their culture. Participants shared songs, dance, musical instruments, traditional clothing, food and other items, and even got others involved by teaching them songs or exercise routines. The atmosphere was very encouraging as those observing participated fully and cheered enthusiastically for others as they shared. In addition, we observed many informal conversations taking place outside of the cultural night setting.

Participants very often sat together and asked questions to each other about the languages, customs and culture in their own country. There seemed to be great respect, appreciation and admiration built as they learned these aspects from each other. In many cases stereotypes or negative beliefs were replaced with positive associations and appreciation.

**Participants attitudes and ways of thinking were changed in a positive way as a result of the training**

Again, this is most clearly expressed in examples of the participant's own reflections in this area:

- "There was a big impact on my thinking and studying about peace in Northeast Asia. I was also able to deepen my understanding on the present situation in Korea (regarding the "comfort women" issue, Jeju Island issue, and DMZ)."
- "People were all interested in actually working for peace, so everything was inspiring and I could get constructive ideas to bring back home."
- "Open my mind, learn terminology, have a way to exchange ideas, activities and discussion."
- "It helped me understand the meaning of peace, to learn peacebuilding

skills, to enhance my confidence about peace in Northeast Asia.”

**Participants were inspired to peaceful nonviolent action for issues in the region**

As an example, during the NARPI Summer Training some participants and staff shared about the current conflict issue in Gangjeong Village, Jeju and about the peaceful struggle of villagers and activists to resist the building of a naval base in that location. After the training, this learning and collaborating inspired at least four NARPI participants to travel to Gangjeong Village to join in the peaceful protest, to learn more about the issue and to support villagers. This is one excellent example of how NARPI participants took their practical, classroom learning and immediately transformed it into peaceful action for the Northeast Asia region.

**A network created among participants, staff, volunteers and facilitators has continued beyond the Summer Training**

Participants, facilitators, volunteers and staff have kept in touch faithfully through some groups that have been formed on Facebook. Through this network they continue to encourage each other and share resources.

### **Effects of the project on the community**

At present, the full effects on the community are not fully known because the longer-term follow up has not been done yet. However we expect the following effects are already having an impact:

- Most participants of received training in the area of creating peace projects for the local communities, workplaces or schools while attending NARPI.

Therefore they have been equipped to become involved in peacebuilding actions that have positive impacts on their communities. We have already heard of some practical efforts of NARPI participants to share their experience and knowledge with their local communities and we will report further on these in the final report.

- At the conclusion of the NARPI Summer Training, as participants prepared to return to their home communities, there was a great excitement in each of them about what they had learned and the people they had met. Therefore it is realistic to expect that their passion for peacebuilding and newly-learned knowledge was transferred to family, friends, coworkers, classmates, etc through both formal and informal sharing opportunities in the represented communities.



NARPI was able to keep in touch with many of the participants after the training. By the end of the project, NARPI was aware of the following initiatives being undertaken by participants:

- One Japanese participant spent an extended period in Palestine, advocating for peace and human rights among occupied groups.
- One participant has gone on to assist refugees with integration and educational support in a new country of residence.
- Another Japanese participant did peacebuilding through offering medical support in conflict-affected areas of Uganda.
- One participant volunteered with World Friendship Center in Hiroshima for peace education, and helped in the aftermath of the Japan earthquake and tsunami disaster.
- Two Korean school teachers implemented Restorative Discipline principles in their classrooms, and collaborated on trainings and conferences for the prevention of school violence.
- A Taiwanese participant continued in earnest with campaigns to end the death penalty in Taiwan, and for human rights actions through Amnesty International.

- One participant went on to work with Peace Boat, volunteer with disaster relief in Japan, and campaign for a nuclear-free world.
- Another Japanese participant took part in the 75<sup>th</sup> Peace Boat voyage to expand her education on global issues and peace.
- A Korean participant enthusiastically supported the peaceful protest of the naval base construction in Gangjeong, Jeju by traveling to the area to support villagers, raising awareness and taking part in benefit concerts. As well, a Taiwanese participant has actually stayed in Gangjeong village since the end of the NARPI Summer Training to support the peaceful protest.
- One participant from the Philippines organized a peace training for indigenous communities in her local area, and through securing grant funding brought NARPI facilitator and international peace trainer Wendy Kroeker to the Philippines to facilitate the training program.

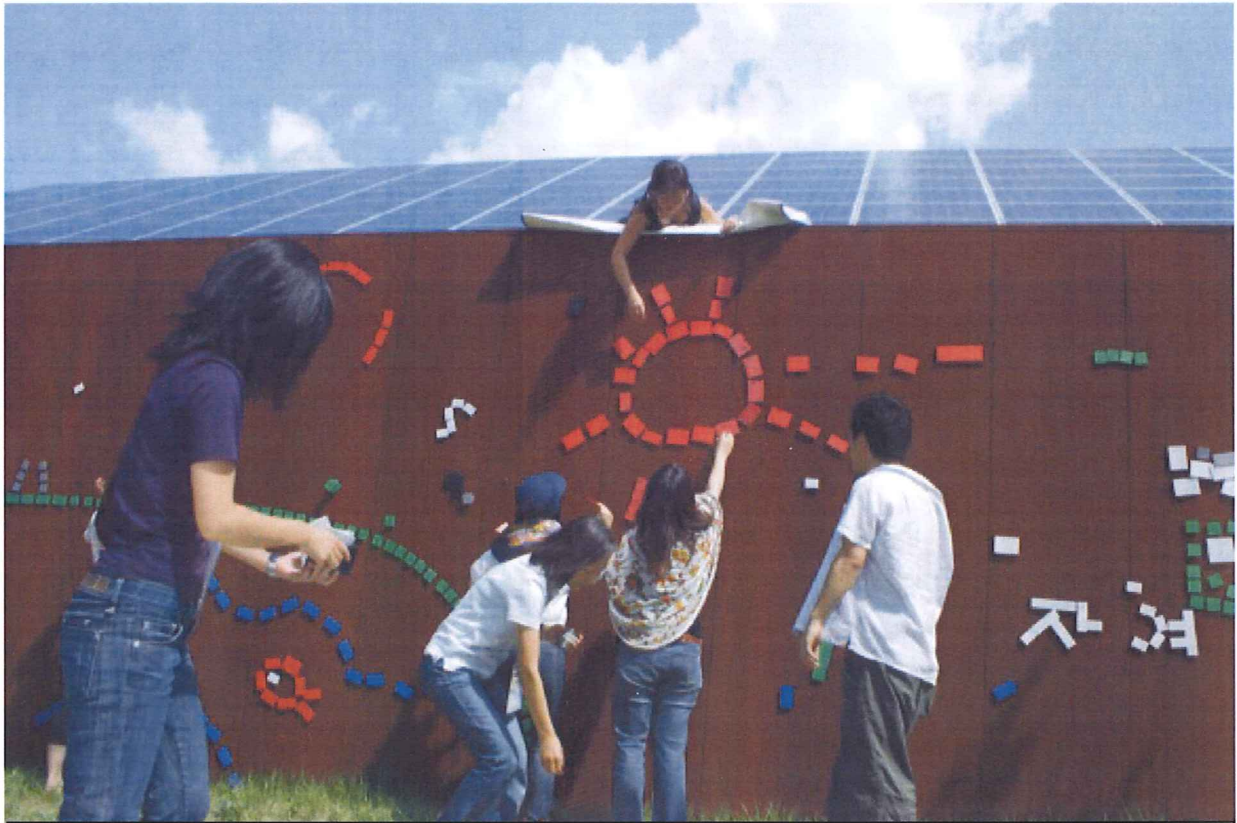
##### 5. Future areas to be pursued

After the completion of this project, NARPI was able to hold its second Summer Training in August 2012, in Hiroshima Japan. This was part of accomplishing NARPI's goal to be an annual institute that rotates

throughout countries in Northeast Asia. The 2012 was also a great success, with participants joining from all over Northeast Asia and some participants from Southeast Asia as well.

The plan for 2013 is to hold the Summer Training in China, with the exact location as yet unknown. Plans are now underway to organize this training with local partners in China. This will open up opportunities for many NGO workers and students in China to attend a NARPI training, as in the other locations it was often too cost prohibitive for them to travel and attend.

NARPI is also planning from this year to begin implementing smaller, local trainings that participants can take in their own languages. This will help create local networks of peacebuilders, as well as deal effectively with the language barrier issue that comes into play when trainings are only offered in English.



During the field visit portion of the training, participants work together on an art project to depict peace images on an outdoor wall at the DMZ Peace Life Center.



Participants share and appreciate each other's cultures during one of the cultural nights. Participants from Japan, South Korea, India, and Philippines display their traditional clothing.

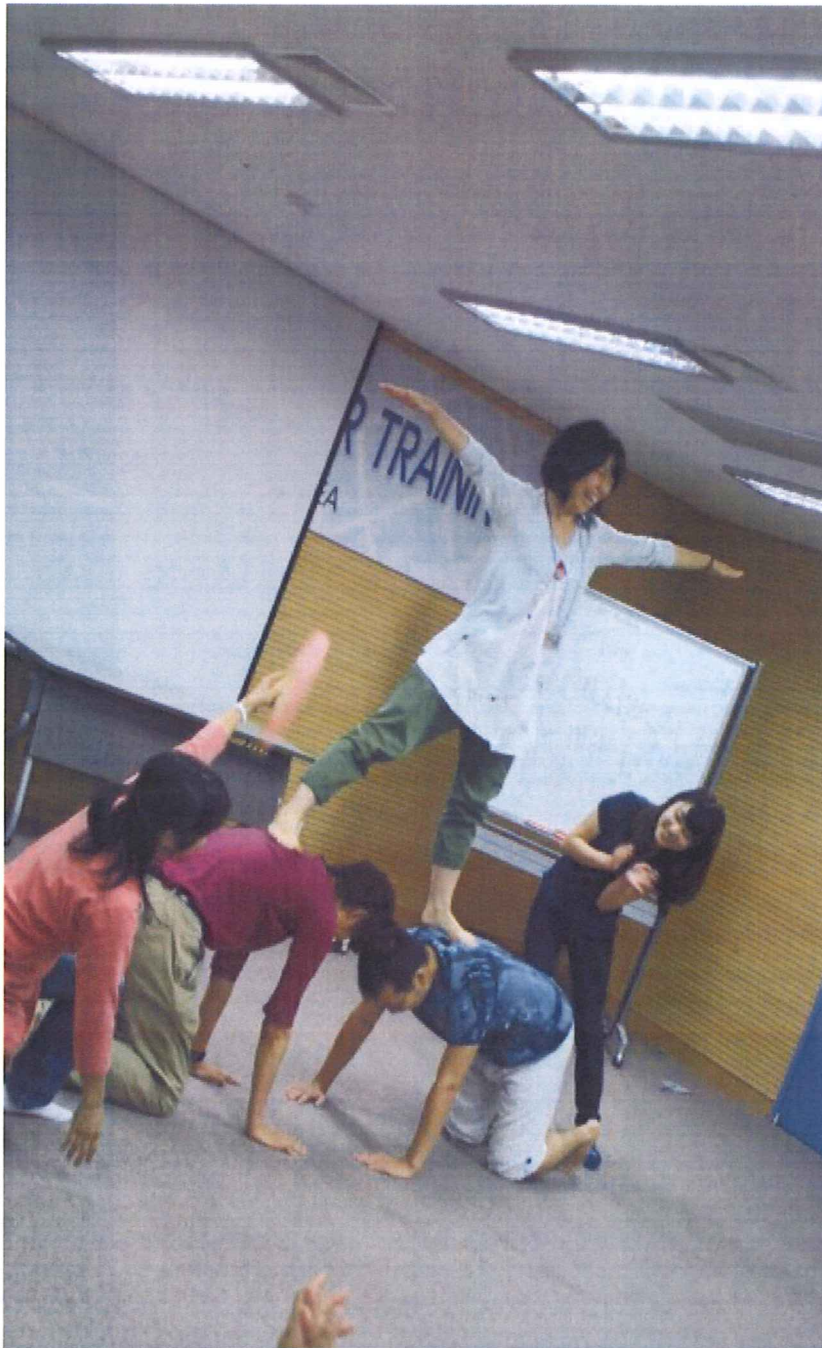




Participants built genuine friendships with participants from other countries during NARPI. These relationships were formed and nurtured during all parts of the training, including at breaks and



Participants from Japan, South Korea, China and Russia take part in an interactive peacebuilding activity.



A group of participants from Japan do a performance of Japanese acrobatics during one of the cultural nights.





Participants from Hong Kong, China, South Korea and Indonesia share ideas and listen to one another.