

Training Workshop Summary Report
In Cooperation with Niwano Peace Foundation

Held on August 25th – 29th, 2018

Venue: International Institute of Peace and Development Studies

Nong Chok, Bangkok, Thailand

Participants:

From the conflict zones of 11 countries, 24 young social workers, researchers, journalists, who were directly or indirectly affected and impacted by violent conflict, attended the training workshop. Two participants could not join the program due to visa problem.

Among the participants, there were 12 females and 12 males: 3 from Bangladesh, 2 from Cambodia, 1 from Ethiopia, 4 from India, 1 from Indonesia, 2 from Myanmar, 1 from Nepal, 1 from Pakistan, 2 from Philippines, 1 from Sri Lanka, and 5 from Thailand.

Opening Remarks by Mohammad Abdus Sabur, Convener of IIPDS

On behalf of International Institute of Peace and Development Studies (IIPDS), Asian Muslim Action Network (AMAN means peace) and Asian Resource Foundation (ARF), it is my great pleasure to welcome all of you to IIPDS. This Institute was established jointly by ARF and AMAN in 2004. We are grateful to Niwano Peace Foundation from Japan for their generous support. We are also thankful to the participants who mobilize funds from other sources and meet partial airfare.

IIPDS offer a series of courses every year. It is a space where women, men, youth, children, social and human rights workers, scholars, researchers, faith and community-based leaders come together to know and learn from each other and work together to address issues and problems affecting people, society and the nature.

We are small but our alumnus become a great resource for us to reach out communities near and far, through emergency relief in both natural and man-made disaster affected areas in the region and beyond.

AMAN promotes progressive and liberative teachings of Islam and forges collaboration, with communities of other faiths to address the concerns of people.

ARF is engaged in education for deserving children in 12 countries, also has been offering humanitarian assistance in disaster affected areas in Asia. And beyond in cooperation with community-based organization, NGOs, and funding partners. The focus of this particular training is youth from conflict areas, how they can be the change makers and healers through social engagement, how everyone can understand and work towards a shared future in an inclusive society, where no one is discriminated and excluded.

I wish this program will be empowering with skills, knowledge.

Introduction of the Participants and Weaving Dreams Together

Participants and IIPDS team introduced themselves in pair and in a group. Ekraj Sabur facilitated the session to discuss the expectations leading towards agreeing to a set of collective learning objectives and the process.

Learning Objectives:

- To meet, listen life-stories and learn from each other as the members of wider human family.
- To understand and practice deep listening skills, group work and report back to the plenary.
- To understand what is conflict, kinds of conflict, causes and impact of conflict.
- To understand and act on how to transform ourselves as well as conflict for greater benefit
- To learn what is trauma and share experiences and processes of trauma healing
- To understand and forge multi-layer networking and promote cooperation at local, national and trans-border levels for peace-building.

Selected Stories shared by the participants

Cambodia: During the Khmer Rouge conflict, one of the Cambodian participant's father was compelled to join the Khmer Rouge Army to fight. Her family did not have any information on whether her father was dead or alive for decades. Her family got displaced because of the conflict, and since her childhood, she had a life of a half-orphan. Decades later, when she was grown up, her father came back home but she couldn't even accept him as her father as she's never seen him. Along with all other difficulties created by the civil war in Cambodia, the situation of her family created by the conflict was no less impactful in putting her in a major trauma. The story went on how she could overcome the trauma later on and could manage to gain her university education and stand up for creating positive impact on others by working on The Cambodian Living Art.

Kashmir: We might often read news of the shooting and bombings in Kashmir but do we hear how it feels like to be brought up as a child where his most favorite teacher in school disappears as he got killed in one of those daily bombings. Do we hear what do the children do when their schools remain close for 6-7 months a year, do we hear what is cooked at their house when their fathers don't have any job and no money for buying the daily food? It's rare to hear such stories of how much hardship it takes for a person from a conflict area like Kashmir to be able to reach up to university education. The participants from Kashmir were successful in expressing how pressing the situation is in Kashmir when it comes to ensuring quality education of the children in Kashmir, which eventually affects all other development parameters.

Assam: One of the Assamese participants described the situation in Assam where 4 million people did not get recognized in the National Register of Citizens (NRC) in June, 2018. This claims the unrecognized 4 million people as illegal and unwanted in India and this is giving them a massive insecurity of being forcefully deported. The participant expressed how it feels to hear from the government of their own country claiming that this million people do not belong to India, then let alone the discriminations the state has been doing to them. The lingering fear that these Assamese people have of being stateless

in no time, is being the major cause of trauma of losing their homes and farming lands that are their own.

Myanmar: Participant from Shan state narrates her story. Because of violent conflict, she could not live and enjoy her childhood with her family. She had to move from one place to another. Luckily she was taken to church school and could continue her study. Now she works with Christian Institute as well continues study. At the end of the day, doing all her work, when he has time of her own, she revisits her life story which makes her so sad. Till today Shan state is not in peace, war goes on. People continue to suffer. This is not only her story. There are so many of them affected and traumatized. They have similar or slightly different stories to tell. Hope some of them will have opportunity to tell their story, listen and learn and continue to work for peace. Peace is so simple word but hard to feel peace.

Drawing Dream Together:

After listening stories, Ekraj Sabur facilitated the session to look at proposed agenda and additional expectations. Accordingly, the agenda was adjusted. It is not only resource person's inputs but participants' experiences and contributions are equally important to draw dream together and make the program meaningful.

Thematic Sessions: What is Conflict?

Through brain storming and sharing, participants expressed their understanding as follows:

Conflict is a kind of disagreement between two persons, two groups of people, male-female, trans-gender, intra and inter-ethnic and religious communities, between political parties, two states on ideological ground, economic and political interest, orientation, ethnic, religious identity, beliefs, norms and values.

It is important to recognize the existence of conflict so that conflict can be addressed. Denial of conflict deepens the mistrust and lead to violence.

Conflicts are of two kinds:

Nonviolent conflict can be addressed through dialogue to promote better understanding and cooperation.

Violent conflict occurs when dialogue and negotiations fail, mistrust grows stronger and parties in conflict adopt violence means which leads to armed conflict, resulted in loss of life and properties.

Approaches to Address Conflict:

Conflict is not always negative: If the ethnic and religious minorities does not raise their voice against injustice, exclusion then their rights is not given automatically. Advocacy and assertion of rights helps to raise awareness so that other people understand and support their cause. Through dialogue process solution is found. For example some areas where tribal people are majority through the process of dialogue government offer autonomy. Problem does not go away but this process helps to build cooperation and conflict is transformed to an opportunity for systemic changes.

The nature of conflict arising out of participants stories:

Most conflicts from the stories fall under two main categories:

1. Lack of Protection of Ethnic –Religious Minority Rights: This is arising out of the failure of the government to serve all equally. It is also due to majoritarian inner colonization through military power. Intra-ethnic conflict over leadership weakens ethnic minority movement.

2. National geographical integrity and democratic deficit

In the name protecting national integrity the nation state imposes war on the minorities instead of applying democratic means to listen and address their genuine demand for justice and to ensure equal opportunity for minorities.

Instead of rejecting outright the existence of the conflict resulted in discrimination, deprivation, exclusion and injustice it is important to listen to the aggrieved party towards healing.

It is the insensitivity and failure on the part of government to understand grievances of minorities, grass roots communities and young generation that lead to communication gaps, disunity and movement for separation and war between ruling elite and minority communities.

Deep listening: A Transformative Tool for Healing, Peace and, Social Change

Ekraj Sabur

Director of IIPDS

This session aims at enhancing communication skills of participants and helping them understand the communication gap that can take place which can cause the conflict or even fuel the violence. It also introduced the basic deep listening skill as the central tool for trauma healing and conflict transformation. The session also helped participants recognize the complexity in listening and how flawed assumptions can be based on inaccurate and incomplete interpretation of the message. It is also important to understand not only the verbal messages but also the emotions and feelings of the communicators.

The participants were given out the small cards and pens. They were assigned to count off and write down the number counted on that paper. They were then asked to pair up and think about the story they would like to share with the group. Each pair had to designate one as A and the other as B. A was instructed to be speaker while B was listener. While A was speaking B must listen without any interruption or even questions. After A finish then B took turn to tell the story and A had to practice deep listening skills without asking question. After sharing the stories A and B exchanged cards. Each would have the card with the number of story they just heard. Everyone was asked to pair up again with new partner. Each person now tells the new partner story that just heard from the first person as accurate as possible. Many people were surprised as they were not aware that they had to communicate the story told by other to another person until this point. The rules were repeated and after both have shared their stories they were asked to exchange their cards and repeat the same process again but this time they must exchange the card with ones they never saw the card number before. After the third round they were asked to come back to the big group. Participants were asked to share their last story.

After everyone completed story sharing, they were asked who was able to recognize their stories. Only a few could recognize the stories but all were somehow distorted or not as accurate as the original ones. Some participants shared that during the first round they were not listening carefully but after instructed to deliver the story to new partners they

had to change their listening behavior. However though everyone tried their best in the second round the stories, were no longer the same.

The stories changed as it was told by the next persons. The participants tried to relate this exercise with real experience that everyday both the interpersonal conflicts and group conflicts were caused by the miscommunication which are both the failure to send the message across effectively and receive message efficiently. The worldview of each individual is shaped by the media they consume and often the information received is never checked critically or authenticated by the recipients. And as the information is passed on the stories get polluted by the assumption of the communicator which might be distorted from the owner of the original stories. The prejudice can also influence the change. Listening is also important in conflict transformation as the key, knowing the needs so that cooperation can be fostered to fulfill the needs of every conflicting party.

In relation to trauma healing, every human has three psychological zones name, comfort zone, discomfort zone and alarm zone. Trauma healing is not about giving advice to the trauma's survivor, rather it is the process of empowerment where the survivors gain ability to discern the complexity of one's trauma and challenges he or she faces. Deep listening enables the client to express oneself, vent out one's burden and gradually touches upon the issues they are uncomfortable with as a means to expand comfort zone to get rid of discomfort and ultimately alarm zones.

Understanding conflict and its dynamics and peace

This activity aims at making participants understand conflict, its dynamic, levels and ways and means in dealing with conflict. First participants were asked to share the elements and feelings their perceived upon hearing the word "conflict". The elements spelled out included war, destruction, argument, tension, injustice, absence of peace, violence, discrimination, killing, refugee, displacement and many others. These elements indicate, participants' common understanding of conflict is negative and destructive. The resource person then asked, if conflict is always negative and synonymous with violence? No was the common response and agrees that conflict can be positive. Participants were then asked, why did we associate negativity with violence in the immediate stance? The participants shared, it was because of the media and how conflict has often manifested before our eyes in our first-hand experience. They were then asked to think of conflict in their personal life. Many have shared about dispute and tension with family and friends. They came to the realization that conflict is natural life fact that no one can avoid and

takes place every day and everywhere whether in the workplace, at home or even religious spaces. Since conflict can't be avoided, the question is not how to get rid of conflict but how to deal with it in the appropriate ways. For that one needs to dismantle the belief that conflict is always negative but there are ways to transform conflict into opportunity are possible like everyone did to reach agreement without resorting to violence. What is dangerous is when one tries to impose that what is good for me is good for you too. In conflict transformation, key element is identifying needs of every party involved but in reality it's not easy as parties are not direct forward to let others know their needs due to fear. So confidence and trust building are required. Once needs are identified cooperation can be promoted to work together towards materialization of these needs which would also improve relationship which is the most crucial aspect in peace building work.

After collectively working on defining conflict, then the concept of subnational conflict was introduced to enable participants to better understand the reality of the conflicts in their respective countries they are facing and working. Subnational conflict, as opposed to the interstate conflict, is a phenomenon seen globally after the Post-Cold War which has shaped the global landscape. Nonetheless, this does not mean the interstate conflicts or warfare are no longer visible. In many cases subnational conflict takes the manifestation of proxy wars waged by state and non-state actors within the satellite states and supported by the more powerful nations such as wars in Iraq, Yemen and Syria fueled by Saudi Arabia and Iran.

The pattern of the violent conflicts at intrastate level has become more cruel and uglier than ever. In contrast to the conventional warfare, the battlefield was in the nonresidential areas where only trained professional combatants were involved. There were clear cut rules of the war where the war was declared end of upon the rise of the white flag by the defeat which means surrender and submission. The new pattern, however, has been characterized by urbanization of warfare where civilians are involved as perpetrators and victims including women, children and old people. In many cases, clergies and religious persons are involved as the perpetrators, provokers and slaughterers. The means are uglier than ever which includes rape as weapon, infanticide in the name of killing the seed of evil. Children are indoctrinated with hate and forced into child soldiers.

One of the main root causes is the colonial legacy where divide and rule as a control mechanism of the colonial master continues to be used by the political elites in the independent nation states. Such divide and rule induces prejudice, further polarization, alienation and dehumanization of the local diverse populace based on identities, all of

which enable civilians to kill one another without hesitation. It is also because of the artificial demarcation of land which endangered nation states where majority and minority populations and peoples were created. Such demographic imbalance led to tension and marginalization of the minority. The minorities become more vulnerable to retaliation, particularly when they were part of the power structure under the colonial era. Nationalism as part of the new project of the nation state building has become the ideological tool for state formation and consolidation. The artificial national identity is often imposed upon the entire population in the newly created territories. Citizens have to compromise their identity and cultural rights and assimilate into the new system which is a form of social stratification based on the value prescribed to each identity groups. Failure to do so would mean being labeled as national traitor. Such system is no difference from the replica of the colonial divide and rule power structure. These factors of structural injustice serve as the driving force of the subnational conflict which force the oppressed populations to call for justice but are often responded with violent retaliation by the ruling elites and the state structure in the name of national security. The heavy handed approach only further intensifies violence and conflict which perpetuate the vicious cycle of violence.

Transformative peace-building framework

This session was designed to give overview of conflict transformation and to introduce elements of conflicts to the participants. In this activity, fire was used as a metaphor to illustrate conflict. In the early stage, which can be called 'Potential Conflict', materials for the fire are collected. Some of these materials are drier than others. Materials for the fire can be identified as factors potentially contributing to a breakout of violence, for example, unjust structures, inequality, and violation of human rights. It should be noted here that materials do not always lead to a burning fire. If underlying problems in a society are properly addressed and satisfyingly solved, then peace prevails. In the second stage or 'Confrontation', a match is lit and the fire begins to burn. Usually, a confrontation between conflicting parties, like a large public demonstration, serves as the match, which quickly ignites the dry and ready-to-be-burned materials. A match can also be taken to mean a final straw that finally gives way to the break out of violence, for example, a murder of a leader of a democratic movement eventually causes an angry crowd to attack government buildings. In the third stage called 'Crisis', the fire burns as far and fast as it can, burning wildly out of control. During this stage, the conflict reaches a crisis and, just like the fire, conflict consumes the materials fuelling it. When conflicts get hot, those involved in them often resort to overt violence in order to win – although

usually, both sides end up losing something. Overt violence refers to actions that people purposefully do to harm, damage, or kill others. War is the most organized form of overt violence that human beings have invented. In the fourth stage or 'Potential for Further Conflict', after some time, the fire abates, the flames largely vanish and just the coals continue to glow as most of the fuel is burnt up. At this stage, conflicts can either continue to burn themselves out or, if new fuel is added, can re-ignite. Overt violence usually cycles between periods of increased fighting and relative calm. If peace accords are signed, then the violence usually decreases at least temporarily. However, if the causes of structural violence and injustices are not addressed then overt violence often increases again. In the fifth stage called 'Regeneration', the fire is finally put out and even the embers are cool down. At this stage, it is time to focus on other things besides the fire, and to rebuild and help regenerate what was lost. If the injustice of structures and systems are adequately addressed, there will be space for reconciliation, regeneration and renewal. Regenerations take decades to complete. A forest that is burned down does not reappear within a few years. Another handouts on 'The Who, What, and How of Conflict' were also distributed. In it, explanation on main elements of a conflict was given. The Who of Conflict describes parties involved in a conflict and their relationships. Parties are of primary, secondary levels as well as only stakeholders. Relationships between these parties can be good or broken as well as of alliance, tension or conflict. The "What" of conflict was described metaphorically as a tree. Root causes of conflict are underlying under the soil. The core problems are as the trunk and main support of the tree. The effects of conflict were like the many branches and leaves of the tree. The "How" of conflict identifies the factors that escalate or continue the conflict, and the factors that transform or resolve the conflict. Factors supporting continuation or escalation may include, for instance, exploitation of natural resources under cover of war and violence, poverty, or history of previous violence between parties. Factors supporting transformation or resolution may include, for example, peace processes, community development efforts in war-affected regions, trading relationships that carry on across divided communities despite ongoing war, or groups of people working actively to encourage tolerance and peace.

Trauma Healing and towards Peace Building

AjarnChalalai's presentation

Department of Psychology

Thammasat University

Understanding Trauma and Healing

The objective of this session was to make the participants understand what is trauma, its short and long-term consequences and how to heal trauma. Trauma refers to deeply distressing and disturbing experiences arising out of being physically harmed or emotionally shocked. Many people in conflict affected areas suffer from Post-traumatic Stress Disorder (PTSD).

Healing is a process of restoration of physical, mental and spiritual health. If there are initiatives taken for healing of the traumas faced by the people in the conflict areas, then the adverse psychological effects of the conflicts can be minimized.

How to Heal Trauma

When someone is exposed to a psychologically stressful event, the trauma caused by that may lead to major psychological illness. That is why it is important to understand trauma and healing procedures. The participants were given hands on practices, for example, in one of the exercises, they were given papers and they were told to write a tragic event in the paper in their own language and in another language. Later, they were asked to think about writing in which language helped them more to relieve their stress. Some participants said they felt more comfortable in writing about the stressful memory in their own language, some said that they liked writing about it more in another language. But in general, most of them concluded that writing helps in releasing stress. Later, they were also asked to draw pictures and were asked if it helped them, and the responses were positive. The writings of the individual participants were not shared with others, but

many of the participants felt easy about sharing the images they drew, and the way they described what their drawings meant was interesting.

The symptoms of PTSD and the necessary measures to prevent the adverse effects of PTSD were emphasized in the next part of the session. The difference between the PTSD in adults and in children was also specifically drawn during the short lecture about PTSD. The participants were asked to guess if they think there is any difference and they could also draw some. But in the lecture, it was illustrated more. It was elaborated how the children might be the victims of short-term and long-term consequences of trauma which might adversely affect them both mentally and physically. A study in the USA was shown as an example (n=17,000) during 1995 – 1997 which suggested that the trauma faced as a child were strongly positively connected with alcoholism, illicit drug use, smoking, heart and liver disease, risk of intimate partner violence, suicide attempts, early initiation of sexual activity, adolescent pregnancy, etc. It was stressed during the lecture that the individuals and organizations that are working for trauma healing should give importance on the children too. Lastly, the day-long workshop was concluded by explaining how important it is to acknowledge the emergence of trauma after every conflict and the urgency to heal the trauma in order to free the people from the adverse effects of the trauma.

Healing and Peace-building through Social Engagement

Mohammad Abdus Sabur

Convener of IIPDS

After gaining knowledge and clarified concept and context of conflict, causes and consequences, understanding peace and peace building process, this session is to explore ways and means to act locally and extend helping hand, cooperation and solidarity within own community, nation state and beyond the border of ethnic, linguistic, religious and geographical boundaries. In this modern edge of connectivity, every person, community and nation state is affected by violent conflict. So as peace workers we need to recognize and embrace societies near and far as our fellow sisters and brothers. We need to prepare ourselves to be active member of greater human society and contribute whatever way we can. For example for this particular program we receive modest but meaningful grant which enabled us to provide some travel subsidy to some participants and to cover food and accommodation. This grant came from Niwano Peace Foundation (NPF). This foundation is inspired by inspirations of Buddhism. All of us are representing our respective religion. Based on our own strength we can extend our helping who need the most and help develop seeds of peace become active partner and member of horizontal worldwide peace movement. We can engage ourselves socially at local level and express solidarity globally.

What is social Engagement?

In society people are affected and impacted by social issues which are of different in nature and character. Let us identify some social issues of our own communities and countries.

List of Social Issues identified by the participants:

1. Violent extremism
2. Education

3. Ethnic cleansing / genocide
4. Human trafficking
5. Healthcare
6. Livelihood / poverty
7. Child labor
8. Waste management
9. Intra-state war
10. Militarization / civil war
11. Misunderstanding in communities
12. Lack of entertainment
13. Hate speech
14. Child marriage
15. Proxy wars

Participants Choose the Following Issues to Develop a Frame-Work in Four Groups for follow-up in the respective organization

1. Ethnic cleansing
2. Health
3. Education through art
4. Quality education

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Group Work

Participants were divided into four groups. Each group was assigned to choose an issue and develop a framework, how peace and development workers can be socially engaged. Group work was presented and discussed.

Here is the report of two groups:

Group 1

Action ideas: Awareness, advocacy and solidarity actions in support of the stateless Rohingya people in Myanmar and Muslims and Hindus in Assam

Problem Statement:

Rohingya people in Myanmar and the greater part of Hindu and Muslim people who have been living in Assam for generations are being subjected to discrimination and expulsion. They are treated as stateless and restricted to have access to basic needs and services.

Fact Sheet:

- More than 700,000 of Rohingyas had to cross the border of Bangladesh and now are living in Refugee camps. Thousands of Rohingya families are compelled to live in camp in Rakhine state.
- More than 50 thousand families are made stateless in Assam of India by the discriminatory policy and bias system.
- Among another 4 Millions of which majority Muslims and also Hindus who are living in borderline area lost their citizenship through the National Registrar Commission (NRC).

Goal: To promote social cohesion and peace

Objectives:

- To promote social justice (Right to equality and right to life)
- To get citizenship (everyone should have a nationality, UN Human Rights Declaration)
- To empower peace education

Strategies: Awareness building, advocacy and networking and trans-border, coordinated solidarity actions.

Group 2

Action Ideas: Ensuring access to nutrition and reproductive health

Problem Statement:

- Reproductive health concern has become even more significant as displaced, persons particularly the refugee mothers vulnerable to new risks.
- Premature delivery may occur during displacement, disruption of vital access to reproductive health care, information and services would deprive pregnant and lactating women, new born babies and young people.
- Also, GVB, unplanned pregnancies or STI/HIVs may significantly increase among displaced groups.
- Nutrition is the outcome indicator for wellbeing and development.

Goal: To ensure health care and wellbeing of mother and child in refugee camp and temporary shelter.

Objectives:

- Build capacity and provide support to the local government and NGOs in the form of training, equipment, medicine, psycho-social and logistics support.
- Community outreach missions for young volunteers to provide information about reproductive health, food, nutrition and hygiene issues.
- Nutrition assessment to see the coverage and nutritional status.
- MUAC screening, SAM/MAM treatment.
- Prevent deterioration of nutrition status to severe malnutrition, reducing more intricate treatment requirements and related negative impacts on the child's lifelong health and development

Strategies:

Preventive measures: Awareness building can be done on to one and in a group. Certain topic can be discussed by female volunteers some aspect can be done in a mixed group

Curative measures: Trained and experienced person can be entrusted to undertake curative work. Socialization, individual and group Therapy are also possible but need to be decided by experienced staff.

Exposure visit**Community visit:**

All participants were taken to a community where they were able observe the way of life. Migrant workers family live there. Parents have to live home early. Children stay with elderly person. No day care center or pre -school for children.

They also participated in a field trip in Nong Chok district, where they witnessed elderly people's activities at the hospital as well as special activities at a home where the residents sang songs and danced.

They also went to a nearby park. Participants enjoyed riding bicycle and talking to people around.

During the reflection session participants expressed that they were touched by this exposure visit as they learned how the senior people have learned to overcome the trauma of living at an old home. They expressed their interest in initiating similar projects in their own countries.

Personal Feelings and the Lessons Learned

1. Even though we are living in different countries the problems seemed similar
2. People spoke from their own experiences and that is an incredible experience to gain
3. Heard a lot about these same conflicts from the social media, but the stories heard here at the workshop were different
4. Learned the technique on how to hold a workshop

5. Learn more about the issues that people are really interested in solving: outside conflict: for example, education, healthcare, etc.
6. Learned that a small group can create more impact
7. Got to meet a lot of people from the conflict affected areas
8. Will share the lessons learned and will use the knowledge gathered
9. Could see personally through own eyes what are the problems and how could those be resolved
10. Learned a lot from the presentations and from the sessions
11. Develop empathy for the people in conflict area cause I'm not from a conflict area
12. Could express in front of many people and it is empowering
13. Problems vary but the pain is same
14. Experience in hospital , engagement of elderly people in cultural activities and sports of was great, can apply the same in respective individual countries
15. Meeting people, getting to know each other, more of these needs to be done
16. Should propagate the information to all we know, spread the peace, not the hatred
17. Should conduct similar training workshops in individual in respective organization and communities if possible
18. Topic is very vital, peace is a crying need

Certificate Distributions and Closing remarks

The participants were asked to give verbal feedback on the sessions every day. They were also given an evaluation form to fill. More than 85% of the participants rated highly.

Then certificates were distributed to the participants the IIPDS Team.

Few photos of the event:



Group discussion



Individual presentation



Individual presentation



Group presentation



Group presentation



Discussion during the session



Group activities



Group activities



Group activities



Group activities



Exposure visit



Exposure visit



Cultural night



Closing ceremony

List of the Participants

	Name	Sex	Age	City	Country	Contact address
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