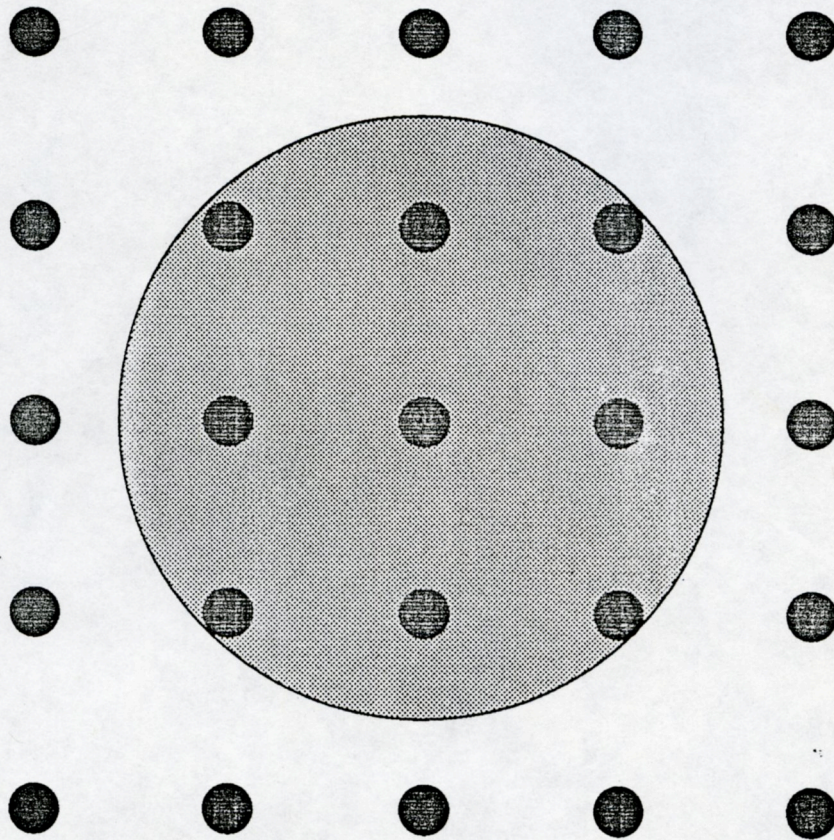
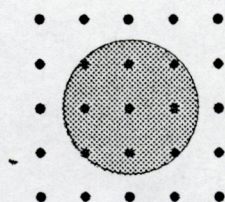


NIZHONI SCHOOL FOR GLOBAL CONSCIOUSNESS



*Academy
for
Conflict Resolution and
Peace Studies*



INTRODUCTION

"The Age of nations has passed now we must build the earth."

Teilhard De Chardin

The ongoing conflicts associated with world areas of concern are not separate and apart from the conflict happening within our own country, community and our own lives. The Academy for Conflict Resolution and Peace Studies gives participants an opportunity to broaden local and national perspectives, and to address the mutual inter-dependence of nations, states and people joined by the common thread of humanity

This comprehensive two year training program is designed to create qualified Conflict Resolution Specialists who wish to work in areas of local, regional, national and international concern. These non-governmental specialists trained in the "new diplomacy" will become connectors of individuals and countries through the development of peace making, peace keeping and conflict mediation skills.

The program format affirms that the world is an interdependent whole and that the forces of unity and diversity are interconnected and both must be honored. Emphasis will be upon the new diplomacy that thinks beyond past power paradigms of divisions of nations-states and governments to acknowledge the sovereignty of identity of all cultures, ethnicities, religious and spiritual ideals. The profound and ancient wounds created by decades and centuries of neglect need to be healed for all the world's peoples to live peacefully together in a new form of relationship.

Course participants will explore how their own personal conflicts relate to the conflicts in the world today and how both can be used constructively as a dynamic force for constructive evolutionary change. The curriculum is designed to bring the highest caliber of creative thinking and inspirational ideals into a practical model for simultaneous personal growth and global transformation.

Course emphasis for Conflict Resolution and Peace Studies

(1) Conflict: The Matrix of Creation (2) The Genesis of Human Conflict (3) New Peace Paradigms for Personal and Societal Transformation (4) The Power of

Non Violence on the Enemy Psyche (5) Stereotypes Personal and Political Images We Portray of One Another (6) Self Image Psychology and Prejudice Reduction (7) The Role of Self Esteem in National and Global Conflicts (8) The Role of Media in Creating or Preventing Crisis (9) Conflict Interdependence Personal, Regional and Global (10) Diversity or Democracy (11) Territorial Imperatives in Peace and War (12) Creative Use of Opposition (13) Gender and Social Change (14) Right-Left Brain Theories in East West Relations (15) Anthropological, Cross-Cultural Perspectives (16) Comparative Methodologies of Conflict Resolution Techniques (17) Business and Organizational Conflicts (18) Communication Techniques and Models for Mediation (19) The Art and Preparation for Non-Official Dialogue (20) Forgiveness A NONTHEISTIC Process of Global and Self-Empowerment

Admissions

The prospective participants must meet the prerequisites, file an application for admission, and have an interview before being considered for candidacy for admission. Due to limitations in the number of students who can be admitted, selection will be based on the following criteria.

1. Breadth and depth of understanding of the Nizhoni philosophy
2. Demonstration of a commitment to the goal of the Academy for Conflict Resolution and Peace Studies.
3. Intention to complete the program.
4. Being 18 years and older

Prerequisite Preparation

Participants need to consider that admission to the Academy for Conflict Resolution will require a willingness to look deeply within ones own life, spiritually, emotionally, mentally, physically and financially This course will require a maturity that will withstand the transformation of their own lives and the way they work with others. A background in philosophy, psychology and working with varied groups of people would be helpful. A deep love and care for humanity and the integration of the highest ideal is most necessary

Books, Newspapers, Magazines etc.

All textbooks chosen for the academy will be made available as the classes progress. Participants will be required to buy their own books which may total up to \$100 a semester An additional amount is spent on required subscriptions to newspapers / magazines. A bibliography will be made available of required as well as recommended reading material. Audio and video materials will be used throughout the school terms as teaching aids.

4. Personal and Social Paradigms for Inner and Outer Peace
5. Transforming The Enemy Image
6. The Art and Preparation for Non-Official Dialogue
7. Business and Organizational Conflicts
8. Comparative Methodologies of Conflict Mediation Technique
9. Inter-Cultural Communications and Conflict Mediation
10. Special Projects

Organization of Curriculum

Participants of the Academy will be required to take 13 hours of classes per week, according to curriculum requirements. In addition time on special projects relating to The Academy and electives to fulfill the requirements of the Nizhoni Institute is required. This two year program is divided into four parts.

FIRST YEAR

First Semester

This semester will explore the origins and psychological roots of conflict and the underlying principles that lead to conflicts within ourselves and our relations and how they impact upon the world. This phase will explore the cultural and anthropological diversities, context and content oriented societies and the stereotypes that divide individuals, communities and nations from one another. The program will explore alternative approaches to diplomacy and begin communication techniques as preparation for mediation. This segment of the semester will focus on peace paradigms for personal and societal transformation including applications and guidelines for introducing principles of non violence into the students life, actions and interactions.

Second Semester

The second semester will move from personal to interpersonal relations and the mediation techniques that serve as stepping stones to greater understanding and insight. Time will be given to the continued progress of deepening communication skills through the art of listening and speaking and how to create dialogue between two or more parties in conflict. Time will also be spent in understanding and resolving business and organizational conflicts. Through slides, video and print media portrayals students will explore stereotypical personal and political images individuals and nations portray of one another that lead to conflict and wars. Practical application of cross-cultural diversity and inter-cultural communication will be viewed in the local community and its

Learning Resource Center

A comprehensive library and audio-visual equipment (TV/VCR) are available for individual research and study

Independent Study

Students will be asked to prepare presentations and their assessments on a chosen area of regional or international conflict. Assigned areas will include the Middle East, Eastern Block Countries, Africa, Ireland, Central America, etc. Assessments will require additional resource materials.

Individual Attention

Each student will be given individual attention as to their needs and requirements to fulfill their individual potential. A close teacher student relation is encouraged in regard to implementation of conflict resolution principles and peace methodologies in personal and interpersonal relations.

Certification, Accreditation

The Conflict Resolution, mediation and peace studies is a fairly new field in this and other countries of the world. We are reviewing present College and Universities Accredited courses and are working closely with faculty members of accredited schools for their input toward our future accreditation.

A Certificate of Completion will be given to students at the end of each semester. Those who complete all four semesters of the two year training program will be eligible for a certificate of recognition as a Conflict Resolution Trainee and encouraged to assist in further trainings with the Academy and the Center for International Dialogue in its national and international programs.

ORGANIZATION OF THE ACADEMY

Program of Study

Participants follow a 2-year program of studies that includes the following required courses

1. Introduction to the History and Ancient Origins of Conflict
2. The Genesis of Human Conflict
3. The Psychological Roots of Conflict

divergent ethnic and social structure. Students will be introduced to Multi-Track Diplomacy and its effectiveness in the world arena.

SECOND YEAR

First Semester

This semester will build upon the foundation of the first and second semesters to incorporate the personal and interpersonal training into the world community. It will cover comparative conflict resolution and negotiating styles that have been successfully used in areas of national and international disputes. Conflict resolution specialists and diplomats from this country and abroad will join the academy teaching team to share their perspectives and methodologies. Trainings will be conducted in areas of regional and international disputes. Students will assess visions, goals and philosophies in Conflict Mediation to find their own negotiating style. Further time will be spent in research analysis into the origins and root patterns and symptoms of national and international conflict, their causes, effects and prevention. Further time will be spent in team building and further personal involvement in local organizations and active participation in mediation work will take place.

Second Semester

The second semester program is designed to support students in creating and adapting their own models for organizational, community, and international dispute mediation. They will be asked to brief and assess first year students and assist as interns in teaching weekend intensives with the Academy and the Center for International Dialogue. Mediation teams will spend a month in areas of world unrest in practical application of resolution skills. A personal Credo will be presented by each student as a vision statement and commitment of purpose before completion of the Peace and Conflict Resolution Studies program.

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The Nizhoni School /The Academy for Conflict Resolution and Peace Studies takes three educational trips per year (one international and two national). These educational trips will give students opportunities to practice diplomatic and resolution skills in local, national and international settings.

The Academy will take local field trips within the framework of each semester.

Note. Specific classes in the curriculum may change according to political changes and world events.

Areas of Study

(1) The History and Ancient Origins of Conflict

A New View of Conflict

Defining and redefining conflict. An introduction and overview of the history, and origins of conflict as found in all cultures throughout the world and how conflict can be used creatively as a dynamic force for planetary and personal evolutionary change.

Biblical and Vedic Origins

Students will explore, in both eastern and western traditions, the early beginnings of conflict which began with stories, myths and religious beliefs. These early attempts to explain humanities unfoldment have continued to be the basis of much of the present world thought systems.

(2) The Genesis of Human Conflict

This segment will explore the genesis of human conflict, viewing conflict as the matrix of creation. Theoretical diagrams will be given of the Vedic and Biblical origins of conflict and evolutionary polarizations that form the basis of all conflict and how it relates to conflicts within nature, the human body and psyche. The dynamic polarities of opposites will be looked at throughout the course study as a positive force in the evolution of creation.

Gender and Social Change

Masculine and Feminine Polarities of Conflict will be viewed in light of societal polarities and how conflicts due to gender bias relate to the conflicts of ethnic groups as well as to wars between nations.

Anthropological Differences of Societies

Societies will be studied as to their anthropological divisions of content and context oriented cultures and how these divisions show up in the framework of their inter-relatedness between countries, social groups, the community, organizations and individuals.

Right-Left Brain Theories in East-West Relations

The human brain will be studied in relation to right-left brain theories and east-west psychology and how this relates to the autonomic and central nervous system in the human body. Correlations will be drawn between the polarities of opposites within the human body, brain and psyche and how this directly relates to conflicts in personal and international relations.

(3) Psychological Roots of Conflict

This part of the course is based upon the foundation of east-west psychology whose original concepts came from the 2000 year old "Patanjali's Yoga Sutras". The emphasis will be upon traveling back to the roots of emotions to the thoughts and experiences that gave them form. This segment will deeply explore how conflicts start first within the individual psyche and then radiate out to the collective psyche of the family, community, organizations, governments and the global society. The course will continually emphasize in a variety of ways the importance of journeying to the source of conflict rather than just treating its' symptoms.

Four Parts of Mind

Theoretical overview of the field called "mind" and the functions of the four areas designated as conscious, subconscious, ego and overmind will be studied. These four areas comprise the mind field within which thought waves arise leading to actions, interactions and reactions that create specific results and experiences within life.

Mind Wave Cycle

The waves that arise within the field of mind can either be calming and centering or distorting and disturbing leading to conflict within oneself or with others. Students will be exposed to the ancient theories of how thought waves interact with one another to produce emotional responses. As these cycles are understood, participants will begin to see the effects of how the individual psyche cannot be separated from the collective psyche of humanity

Five Sources of Conflict

The psychological origins of conflict have been divided into five categories beginning with the major premise that all conflict arises from the belief in separation. Comparative resources materials will be used to clarify these categories which include fear, egoism, anger producing attachments, avoidance and the illusion of separation. The course will explore practical steps to deal with the chronic fear that creates insecurity pervading personal and political life requiring defense individually as well as on a national level. The course will use exercises, case studies and conceptual models to help move one beyond the borders of fear and inner pain that blocks compassion and feeling for others.

The Wheel of Cause and Effect

All that happens within the field of manifest form has its root cause in the subtle field of mind and emotions. Students will explore how thoughts arising and held within the energy field of mind manifest within the material form of life's actions. The wheel of cause and effect explains how conscious physical actions become subconscious impressions and how these impressions return to the manifest

form both individually and in the collective consciousness of the human race ("thoughts held in mind produce after their kind").

Evolutionary Strata of Conflict

Conflict manifests in a variety of ways. This course divides the expression of conflict into five categories showing the evolution of conflict from the dormant, repressed states to the state of equanimity and finally to the stage where the seeds of conflict no longer take root. These strata directly correlate to the microcosm of the individual and to the macrocosm of Nations.

Self Image Psychology

Self Image determines much of the way in which people interface personally and organizationally and can lead to misperceptions or misinterpretations of motives of others based upon self perception. The course will emphasize how communication can be altered through changing self perception and how the view one holds of oneself is the way one relates to the world.

(4) Personal and Social Paradigms for Inner and Outer Peace

Defining Peace

The word peace has varying connotations world wide. It has been bent to satisfy and fulfill the political and social goals and policies of countries, social and ethnic groups, and individuals. The Academy will explore the varieties of peace being touted today and the many ways in which peace can be defined. The course will define and divide peace into three distinct components only to give it clarity and to stimulate the student's thinking about a commonly used word in a volatile world. Students will be asked to creatively discover what peace means to them personally and to present their interpretations in written and demonstratable forms.

Guidelines and Process for Resolving Personal and Interpersonal Conflict

The Academy will dialogue and explore with students a number of different processes for managing and resolving personal and interpersonal conflicts including Cycles of Reconciliation, a Ten-Step Guideline for Resolving Conflict; Inner Dialogue for one's own anger as well as a 21-step process for being the recipient of another person's anger. Students will be encouraged to introduce guidelines and process into their personal life on a daily basis for self observation and modeling the change they would like to see within the world. These processes and techniques will be drawn upon during the two year course as new understanding and skills develop within the framework of class participation and individual study. On-going emphasis will be placed upon the spiritual underlying principles of recognizing, reconciling and preventing conflict.

The Power of Non-Violence on the Enemy Psyche

Course will study inspirational personalities of the past and present day models who have utilized non-violence as a powerful force of changing political and social structures and how those themes are continuing to be carried out through political and non-political organizations today. Course will view non-violence continual refinement of one's own inner process in thoughts, words and actions to transform destructive emotions into positive action.

The practical approach of Aikido as one form of the martial arts will be demonstrated and practiced to show how conflict can be psychologically used to create win-win results. *The Kinesiological effects of our resistive or positive thoughts will be demonstrated upon the body*

Forgiveness. A Theistic and Non-Theistic Process for Global and Self-Empowerment

The concept of forgiveness is not always politically and socially in favor and yet it is the process that leads to self-empowerment and opens the way for personal and social healing. Forgiveness will be explored as a process rather than a goal and will be looked at as a way of preparing the inner environment so that the emotional body may find healing in areas of conflict. It is considered a part of a personal disarmament that can lead eventually to the disarmament within social, political and world structures. The class will review the process of forgiveness as found in the Judaic, Christian, Islamic, Buddhist and Hindu traditions. Other guidelines from non-secular traditions will be made available for students.

(5) Transforming The Enemy Image

Stereotypes and Prejudices. Reframing New and Old Images

"I have seen the enemy and he is us" (Pogo) This segment of the course will delve into the myths and realities based around stereotypes and the personal and political images portrayed of one another. Students will get in touch with the conscious and subconscious stereotypes and pre-conditioned prejudiced responses that perpetuate fear, grief, anger, frustration and hostilities that lead to emotional armament and in turn, to separation. We will explore the inter-cultural and inter-racial stereotypes within the local and state communities. Emphasis will be upon group identity, inter-ethnic relations and the images held regarding one another that can lead to fear and distrust. Exercises will be shared in reframing past and present stereotypes and how to remove the lines of demarcation that divide "us from them"

The Role of Media in Creating or Diffusing Conflict

The course will use slides and videos to illustrate the power of current day media in shaping the thinking of public opinion. We will look at the myth or realities of "objective journalism" and how broadcasts and print media influences our daily lives. Students will be asked to evaluate war reporting of areas of regional conflict and write their own assessments of conflict situations. Course will focus

on creating new models for media literacy Film and slide presentations of commonly held stereotypes will be evaluated along with editorial political and social cartoons.

(6) The Art and Preparation for Non-Official Dialogue

Course objectives are (1) to teach methods and forms of effective negotiation process for reaching mutually beneficial agreements in different spheres of human activity. (2) to respond to the growing need for more experts on the negotiations process both in and out of government (3) to develop the human resources of understanding based on universal principles of the historical, ethnic, social, psychological and spiritual perspectives from the roots of the international community (4) to help fill the critical gap between understanding of global problems and the ability to forge transnational solutions (5) to develop national and international dialogue as a way to promote solutions of political, economic, humanitarian, ecological, and cultural problems which exists in relations between states and people in the nuclear age (6) to elaborate models of solutions for up-to-date policy (7) to create a methodology for the enhancement of human rights to human values.

Creating An Atmosphere For Dialogue

The art of Dialogue is to create an atmosphere for accepting, honoring and integrating differences. It is based upon the ability to release preformed judgements and stereotypes based on indirect information in order to hold two or more points of view simultaneously in bilateral and multi-lateral conflicts. Students will be given practical steps in releasing their preconceived judgments, criticisms and prejudice in order to successfully hold more than one point of view simultaneously without fear of losing their own values.

Dialogue will be defined and addressed as the flowing exchange that is fundamentally relevant for transforming individuals and cultures freeing them of destructive misinformation and promoting an evolution of synergistic creativity between people and societies.

Developing Successful Communication Skills

Active listening and the art of speaking are major tools of conflict resolution. They are prerequisites to becoming a facilitator, negotiator, conflict resolution specialist. The course will include techniques on becoming a respectful and responsive listener who does not judge another's thinking Also included are practical processes for developing the art of speaking, choosing words that will not set up defenses. Dyad and small group process will be based upon helping others to clarify issues by asking the "right" questions to penetrate beneath the surface of the conflict to come closer to its heart. Other areas to be covered will be body language and non-verbal assessments. Cultural and social differences will be reviewed in relation to communication skill development.

Mediation Skill Development

Students will learn a number of mediation processes for facilitating conflicts of two or more people. Throughout the course of the two years, guest mediators will share their particular insights and process. Class participation in role-playing as well as community involvement in local mediation groups will help to develop the students mediation skills.

Finding One's Own Negotiating Philosophy and Style

Emphasis of this course will be on helping students find their own negotiating styles and mediation techniques. They will develop creative and effective models of mediation for parties in agreement to take part in dispute resolution. They will also develop models that bring hostile and warring factions together. Assignments will include presentations of individual assessments on conflicts origins and solutions within chosen areas of local, national, regional and international concern

(7) Business and Organizational Conflicts

Identifying and Evaluating Organizational Conflict

The curriculum offers a positive approach to identifying and assessing the source rather than the symptom of organizational conflicts. Course will give correlations of corporate life cycles to personal relationships. Four roles of management will be identified, recognized and clarified individual management skills, weaknesses, strengths and styles.

Harnessing Organizational Conflict for Creative Problem Solving

Models will be given in creating a supportive environment for constructive conflict and how to harness organizational conflict for creative problem solving. Team building within the corporate structure will be emphasized as a part of the new paradigm in cooperative management.

(8) Comparative Methodologies of Conflict Resolution Styles

Comparative Assessments, Research and Model Development

Resource materials of varying methodologies of mediation and conflict management/resolution will be required and recommended reading. Student participation into areas of local and regional mediation will be encouraged through the work of the Academy and Center for International Dialogue Opportunities through participation in seminars and other programs to gain first hand experience will arise throughout the two year program.

Comparative Methodologies

Conflict resolution specialists and former diplomats successful in their own fields of expertise will be invited within the 4th semester from the National and World Bank of Human Resources to be guest lecturers for the Academy. They will share their unique perspectives, teach resolution methodologies and innovative theories they have found successful.

(9) Inter-Cultural Communications and Conflict Mediation

Inter Cultural Communication is a relatively new field which attempts to understand the dynamic interaction processes that occur, both in a general, theoretical sense as well as practically between peoples from any two or more different cultures. It cannot eliminate real underlying differences of interest between countries and parties but it can at least help to eliminate cultural misperceptions and misunderstandings which can often get in the way of cooperative activities.

Definitions of Terms

There are a number of terms in the field of Inter-Cultural Communications which need to be defined and understood before other issues in the field can be discussed. These terms include Culture, Cross-culture, Inter-Cultural Communication, Socialization, Cartoons, Perception, Misperception and Selective Perception, Cognitive Dissonance, DIE, Description, Interpretation, Evaluation of the behavior of someone else, especially someone from another culture. A review and deeper review of high content and high context oriented cultures the importance of cultural diversity within the world.

Conflict Resolution (CR) / Alternative Dispute Resolution

Conflict Resolution is a somewhat older field which looks from the perspective of many different disciplines...at how conflict develops and once it exists, what needs to be done once the conflict needs to be resolved. Alternative dispute resolution is a more recent development. which some are now even calling a social movement. which teaches practical skills for resolving disputes between parties which are alternatives to the overreliance on adversarial litigation procedures in United States history. Curriculum will include guest lectures who are "leading edge" pioneers in this field.

Cultural Modeling, Adaptations and Protocol

This section of the course will give guidelines for Adapting to New Cultures and New Systems of Thought. Countries that will be discussed will be China, Japan, Vietnam, Ireland, Central America, Russia and the Commonwealth of Independent States, and a selection of Middle Eastern countries. Discussion of key differences, mind sets, modes of dress, behavior, language, geography, climate, resources, history, family, peers, education, media, religion, politics,

economics and social and political protocol and the social influence on negotiation styles. This segment will also include psychological and inter-group theories that are held within the society including unhealed wounds. Guest teachers will be invited who are specialists of the cultures in the chosen countries.

(10) Special Projects:

- a. Establishment of research and development methodology for compiling, printing and disseminating of information on historical patterns of past conflicts and their relationship to present and possible future regional and global conflicts.
- b. To maintain an on-going data base of the above material which will be made available to those in specialized areas of dialogue and conflict resolution.
- c. During the course of the two year program, participants will work as a team in developing a computerized Peace Room and Global Map to interface with national and international organizations working for peace and reconciliation.
- d. Assisting in creating video and slide show presentations of conflict techniques and methodologies to be used in schools and community organizations.
- e. In the 3rd semester, course participants will be asked to design a one-day conflict resolution seminar on personal and interpersonal relationships to be presented to the Nizhoni School for Global Consciousness and to the local community and/or public schools.
- f. Students will develop in the 4th semester a personal Credo of their own philosophy, vision, and goals in conflict mediation defining their future work.

STANDARDS AND REQUIREMENTS

Course of Study

In special cases, participants will be allowed to take lower course loads, however it must be noted that in such a case, the sequence of courses will not permit the participant to graduate in the usual time

ACRPS classes are open as electives to other Nizhoni students.

Grading

Grading will occur on a A/B/C/D/F basis. An average of C is required for graduation from the program with a certificate

It is assumed that if a participant qualifies for admission s/he will possess sufficient ability to progress on the normal schedule.

Termination

Participants may be terminated from the School for the following reasons

1. Failure to maintain a satisfactory academic level.
2. Violation of school standards.

Participants will receive a warning and / or probation before termination.

FACILITIES

Located just south of Santa Fe in the La Cienega Valley, one hour from Albuquerque International Airport and 25 minutes from downtown Santa Fe, our picturesque 69 acre campus proves to be uniquely suited to house the various components of the Nizhoni School. Synchronous with Nizhoni's diverse curriculum, our campus offers nature trails, a spring-fed pond, a sweat lodge, an outdoor amphitheater, botanical gardens and a green house. To further compliment Nizhoni's commitment to providing holistic education, tennis courts, and a quarter-mile jogging track are on site. Accommodations are available at Nizhoni for parents who come to visit.

ADMISSIONS INFORMATION

Write or call requesting an application. Financial aid is available, although it is limited. If you are interested in attending the Academy for Conflict Resolution and Peace Studies, we suggest you consider attending our summer program, The Students Venture, a three week program in July and August that provides a wonderful introduction to Nizhoni. For additional information about any of the above or anything else, please contact Max Lafser or Rama Vernon at:

**Nizhoni Institute
Academy for Conflict Resolution and Peace Studies
Rt. 14, Box 203
Santa Fe, New Mexico, USA 87505
Phone: (505) 473 - 4848
Fax: (505) 473 - 2002**

ACRPS CORE FACULTY

In alphabetical order:

Rev. Max A. Lafser, M.A. (Academy for Conflict Resolution and Peace Studies)

Max has been Chairman of the Board of The Center for International Dialogue since 1989. He holds a Master's degree in Psychology and has a background in conflict management. He has worked for many years in national and international conflict resolution and has co-created a training program for conflict resolution that is held throughout the U.S. and Internationally. In 1981, Lafser presented a conflict resolution program for members of the Supreme Soviet in Moscow, U.S.S.R. In recent years these programs have reached into non-traditional groups and systems within inner cities of the U.S. as well as churches, businesses, corporations and health care professionals. Max continues to work as an Interim Minister in the Association of Unity Churches, advisor and consultant to organizations in the U.S. including, The "Wellness Coalition" in Washington, D.C. and "Mideast 2000". He co-authored a handbook for ministries including chapters on church management, public relations and administrative procedures. He has served in a number of metropolitan churches in the U.S. and as President and Vice-President of the Association of Unity Churches.

Rama J. Vernon (Academy for Conflict Resolution and Peace Studies)

Rama is the Founding President of the Center for International Dialogue. She has traveled to the Soviet Union 47 times in seven years organizing over 200 Soviet-American dialogue programs resulting in more than 1000 joint projects and counterpart exchanges. She initiated a unique style of dialogue that resulted in a Conflict Resolution Roundtable involving the Soviet Republics of Armenia, Azerbaijan, Georgia and the Ukraine. Her successes in the USSR led to invitations for the Center for International Dialogue to expand its work to the Middle East, Ethiopia, Central America, Ireland and Yugoslavia as well as into U.S. cities. In 1992, Ms. Vernon began Regional Women's Gatherings throughout major U.S. cities to give women a platform to express their vision for Peace in the Middle East and other areas of the world. She is developing an International Women's Conference in Washington, D.C. for 1994. Educated at the California Institute for Integral Studies, Ms. Vernon is a writer, teacher and lecturer in Asian Philosophy and East-West Psychology and Comparative Religions which has inspired her unique approach to Conflict Resolution. Founder of five successful non-profit organizations in California, including the magazine "Yoga Journal", she is currently on the Executive Board of the National Wellness Coalition in Washington, D.C. Rama is the recipient of the 1991 Inside Edge Foundation World Peace Award, the Evart T. Loomis World Peace Award as well as outstanding Achievement Awards from South America, India and the former USSR.