



Rotary Peace Fellows Class XIX Annual Seminar Booklet 2022



Remarks from the Director



Associate Professor Morgan Brigg

Director, The University of
Queensland Rotary Peace Centre



I acknowledge the Traditional Owners of the lands on which The University of Queensland and the Rotary Peace Centre operate. On behalf of Centre staff and Fellows, I pay my respects to the Traditional Owners' Ancestors and their descendants who continue cultural and spiritual connections to Country. I recognise their valuable contributions to Australian and global society.

The past year has brought the realisation that Covid-19 has affected us all for much longer and more deeply than anticipated. Class XIX, who would normally present this year's seminar in-person, have been particularly affected. Only one fellow, Jazmin Antista, has been with us in Brisbane. Jazmin was in Australia by chance before the international border closed, but no other Class XIX fellows have been able to join us in Brisbane.

Members of Class XIX other than Jazmin began studies online, but we all quickly came to realise the challenges of studying remotely, often in very awkward time zones. Conversely, we came to recognise the benefits – both tangible and intangible – of in-person fellowship. I venture that we will surely not take these benefits for granted as our programming begins to return to normal in coming months and years.

Due to the challenging circumstances induced by the pandemic, Rotary International and the UQ Rotary Peace Centre opted to afford members of Class XIX a substantial degree of flexibility in pursuing their program. Some Fellows have completed a significant portion of their

program online; most have taken up the option to defer their studies to lesser or greater extents depending upon their personal circumstances.

Four Fellows completed their Applied Fieldwork Experience (the AFE internship) over the recent Australian summer break (November-February) with three of these four fellows – Titus Kemboi, Carlos Moreira-Álvarez, and Floriane Niyungeko – currently still offshore. This leads us to a scaled-back, online, and informal Annual Seminar for 2022.

Fortunately, Australia's international borders are now open, and fellows are now able to apply to and enter the country. We greatly look forward to welcoming remaining members of Class XIX in July (Jazmin will be completing her program in June). They will join with incoming Class XX whose fellowship start date has been delayed from February to July due to Covid-19. Remaining members of Class XIX and Fellows of Class XX will complete their AFEs in the upcoming Australian summer and deliver a joint Annual Seminar in 2023.

Although we are unable to bring you a full Annual Seminar program this year, we are delighted to celebrate the achievements of Class XIX with you. In that context I extend warm greetings to you, whether you are reading this booklet or joining online. Class XIX have endured remarkable Covid-induced disruption, but all Fellows have remained engaged with the Centre and program. To Class XIX: It has been a pleasure to deal with each and

all of you over the past 13 months. We very much look forward to having more contact with you – and in person – from July. I especially want to acknowledge Jazmin Antista, the sole in-person member of Class XIX who has also served as an excellent class representative.

As of 1st July, I will be taking leave for six-months, so will hand over the directorship of the UQ Rotary Peace Centre to my colleague Professor Roland Bleiker. The Centre will be in excellent hands: Roland was central to the original bid that saw a Rotary Peace Centre established at UQ, he has taught Peace Fellows for the full period of the Centre's operations and is a first class scholar in the field with a stellar international reputation. I look forward to continuing to collaborate with Roland and others in teaching Fellows and supporting the work of the Centre upon my return from leave.

I extend my sincere thanks to everyone involved with the Rotary Peace Fellowship for your commitment and vision for improving the world. I also want to particularly thank everyone I have worked with to navigate the impacts of Covid-19. The constant and often disruptive change has certainly been wearing and challenging at times, but that has been made much easier to endure by working with good people.

My good experience and fortune begins with Rotary Peace Centers Program Officer Jacqueline Azpeitia and her colleagues in Evanston and continues with local Rotary colleagues, including but not limited to John Lawrence, Host Area Coordinator Doug St. Clair and members of our Rotary Advisory Board. On the UQ side, my thanks to the Head of the School of Political Science and International Studies Professor Katharine Gelber and Professor Roland Bleiker for taking up the new role in our Centre of Rotary Peace Fellow Liaison. Thanks also to other School academic staff and the professional staff who assist with the running of the Centre. My particular thanks to Graduate Centre Manager Mrs Diana McCluskey who has been shoulder-to-shoulder with me in the past year.

To return to Class XIX, I regret that we have not been able to have you here with us in person, but I look forward to you joining us very soon. I hope you greatly enjoy, and thrive during, your time in Brisbane and at UQ. To Jazmin, congratulations on completing your program and my very best wishes for your future efforts in the field of peace and conflict resolution, whatever form they may take.

Statement from the Host Area Coordinator

Doug St Clair

Host Area Coordinator,
Rotary Peace Fellow Program, The University of
Queensland



Welcome to the Rotary Peace Fellows' Seminar presented by Class XIX. Our class numbers are small this year due to the travel restrictions linked to Covid-19. However we look forward to hearing from our four Rotary Peace Fellows who have managed to overcome the difficulties and have prepared an online event showcasing their fellowship experience. Congratulations to Floriane, Titus, Jazmin and Carlos on your achievement. You have worked through what can only be described as extraordinary times and this seminar is in many ways a celebration of your efforts both individually and as a group.

Covid-19 has, of course, changed the nature of the Applied Fieldwork Experience (AFE) that normally sends fellows to all parts of the world over summer. These four fellows have, however, managed to put into practice their course learnings with a variety of local and remote field experiences and this seminar provides an excellent opportunity for them to share these with others including the many Rotarians and friends of Rotary that have supported them.

I want to express our appreciation for the tremendous support of the University of Queensland Peace Centre Staff, including the members of the Rotary Advisory Board, our Director, Associate Professor Morgan Brigg; Graduate Centre Manager, Diana McCluskey; our District Representatives David Field and Leslie Smith; newly appointed Alumni Representative, Tony Zhang and especially the class representative and only locally based fellow, Jazmin Antista, who has in many ways carried the group through the last eighteen months.

As always, when the fellows complete their studies mid-year and go out into the world (hopefully), we will have some incredible representatives and workers to promote peace and embody the *raison d'être* of the Rotary Foundation – "Doing Good in the World."

Welcome from the Peace Fellows Class XIX



Jazmín Antista



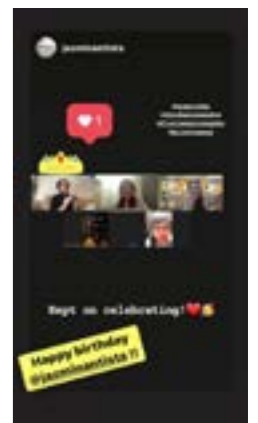
Rotary Peace Fellow Class XIX Representative

Our journey as a cohort was certainly unique! Starting in a virtual mode with an instant-messaging group as a source of support, our cohort turned into a nurturing network for listening to each other's experiences and helping with our academic struggles and personal situations. This allowed us to get to know each other's stories, see pictures of our daily lives, and even get to see our homes whilst being miles apart.

Through the fellowship amidst pandemic difficulties, we managed to keep our spirits up despite different time-zones and academic difficulties. We met for birthdays, to give mutual support in difficult times, and simply to catch up on our lives and feelings. We used class calls, fortnightly meetings, and other virtual settings to cheer ourselves up and catch-up as a cohort. These acts of care nourished our bonds making the experience we were offered a true fellowship.

The realities that we shared made our cohort transcend the regular start and ending points of the fellowship. As the months passed by, some of us realized that pursuing the fellowship remotely was too difficult, and we needed flexibility. The Rotary community was very supportive and understanding about the particular situation that this cohort was experiencing. Therefore, although we all started in February 2021, some of us will graduate in June 2022, others in December, and others in 2023. Our cohort 19 is indeed very extraordinary!

We all knew each other virtually but I feel that we have developed relationships of friendship and solidarity in real life. Our cohort was unique and unforgettable; it will be in our hearts for life.



Class XIX
Peace Fellows
2021 - 2022



Jazmín Antista

Argentina



Jazmin is an Argentinian psychologist who graduated from the University of La Plata. Throughout her career, she has mainly worked in public institutions developing a background in public health, community health, and the promotion of non-violent social bonds in disadvantaged communities.

She worked at the Ministry of Health from Buenos Aires province through the United Nations Development Program (UNDP), at the Ministry of National Social Development in collaboration with the University of Buenos Aires (UBA), as well as researching and as a teaching assistant at the University of La Plata (UNLP).

Her intercultural experiences (Rotary Youth Exchange student in Austria, New Generation student in India and WEUSA Program worker in the United

States) helped to shape her social commitment and intercultural interest.

For the Applied Field Experience (AFE) she worked as a research assistant for Edith Cowan University on a project studying how First Nations' music mitigates negative health determinants like racism, social exclusion, and poor mental health.

Currently Jazmin is working as a research assistant for Griffith University and The Queensland Transcultural Mental Health Centre on a project studying the model of co-assessment used at QTMHC in the provision of mental health care to culturally and linguistically diverse consumers.



Above: Jazmin working on her Applied Fieldwork Experience as a Research Assistant studying First Nations' music as a determinant of health

My Journey with Music, Health, and First Nations: The Need for Theory in Practice

Despite difficulties associated with Covid-19, my internship turned into a very reflective and insightful experience about the links between academic practice, peace, community building and inclusion in diversity. Given my professional background, personal interest, and career objectives I decided to join as a Research Assistant on a research project studying First Nations' music as a determinant of health, developed by Griffith University and Edith Cowan University. The online mode of research left me with many learning experiences. Mainly, I have learnt about the important role that researchers play developing theories to have a positive impact in the field and create change.

My Applied Field Experience (AFE) was conducted online and involved doing literature reviews on different methodological approaches to observe and analyse the suitability and viability of specific qualitative methods: "photovoice" and "podcasting". In the context of the project I worked on, those methods had to be culturally safe and appropriate for working with Aboriginal peoples, and to be a useful tool to gather significant data concerning the general and specific objectives of the research. My job consisted in reviewing all the research projects, articles, and bibliography written on these methods in recent years in Australia, to then help consider which methodological approach would best suit for the research project.

As I joined the research in a very early stage, I was part of a decision-making process to design interventions and approaches to be executed once the research team is ready to go "in the field". Throughout my internship, I had meetings with the research director to discuss our thoughts and findings as well as to reflect together on the research topic and issues. I ended up constructing different literature review reports as well as excel worksheets and synoptic tables to communicate findings to the rest of the team to further discuss the appropriateness of each methodology.

My research general aims were shaped by the acknowledgement of Indigenous peoples in Australia and their relation to music as a cultural expression that is correlated with their physical and mental wellbeing, their connection to the land and their ancestors. The research aligned with the fight against racism in health care as well as with addressing current problems of social and political exclusion. Therefore, I had joined a project that works

for peace, community building and inclusion in diversity.

Through the AFE I had an insight that will stay with me in every job I am called to do: every one of us plays a role in peace. Each one of us, from the professional and personal position we are in, needs others to build peace. To be able to work "in the field" and do research with community members in their communities, it is essential that we reflect on our practice, that we develop tools to approach communities, that we are culturally aware of necessities and demands of a specific community and deeply think about our objectives, methodologies, interests, and capacities. Through my AFE I began to ask myself questions such as: what does it mean to work "in the field"? Isn't researching a theoretical practice? Why is the activity of "thinking" and "writing" not sufficient as an experience? What constitutes a "practical" experience?

Therefore, I believe that academics are also practitioners. Of course, academic practice and field practice must be in constant correlation, but one cannot exist with the other. Academic practice is nurtured by in-the-field practice, and in-the-field practice needs reflexive theoretical tools to succeed.

With this experience, I had the chance to reflect on my practice as a psychologist who has worked in community health for many years. From my experience of being a research assistant, I gained a sense that research projects are like theatres. At first sight, for an outsider, it can look like actors are the only ones who make the play, but at the backstage, you have directors, designers, people who decide lighting, costumes, scripts, and so on. There are different ways to act, and everybody is needed. Even the observer is part of the play.

The AFE and the Masters in Peace and Conflict Studies has helped me to develop my academic skills in terms of documenting and analysing information that enhance my academic and professional capacities and profile, giving me the chance to open my career to more opportunities. Furthermore, I am already working as a Research Assistant for University of Griffith in collaboration with the Queensland Transcultural Mental Health Centre.

I am thankful to Rotary International and the Rotary Peace Centre at The University of Queensland for giving me the opportunity to continue to learn and share knowledge with colleagues, facilitating new approaches, insights, and methodological tools for me to work in the field and with others.

Titus Kemboi

Kenya



Kemboi has four years of experience working with the United Nations and other international and local NGOs in refugee protection programs primarily in Africa. He has extensive knowledge and experience in refugee and asylum seekers' case management, sexual and gender-based violence caseload, psychosocial support systems, vulnerability assessments and resettlement.

He started his professional career as a protection intern and later as a registration officer at the United Nations High Commissioner for Refugees (UNHCR) in Nairobi. He then worked as a resettlement caseworker at Church World Service, Resettlement Support Center (CWS, RSC Africa) in Kenya and South Africa conducting refugee resettlement interviews and assessments.

Kemboi graduated in 2015 with a Bachelor of Science in conflict resolution and humanitarian assistance from Masinde Muliro University of Science and Technology in Kakamega, Kenya. He also has certification on Prevention of Harassment, Sexual Harassment and Abuse of Authority, Advanced Security in the field and data management. As a Rotary Peace Fellow, the Master of Peace and Conflict Studies at UQ will help him gain a deeper understanding of the underlying factors leading to the emergence of crises among nations, as well as the available avenues for peace development, with special emphasis on the plight of refugees.

Below: Kemboi standing at UNHCR Dagahaley field post reception center



Experiencing the Dadaab Refugee Complex in Kenya: Why Refugees Should be Recognised as Partners in the Development of Peaceful Societies

As a victim of the 2007-2008 post-election violence in Kenya, I am a witness to how people and communities are incapacitated by conflict. When the presidential election results were announced in late December 2007, there was a great outpouring of violence. Over 1,200 people died as a result, and 300,000 more were forced to evacuate their homes. These experiences affected me, especially when I first started working as a humanitarian professional with UNHCR in 2015. I often found myself triggered and exhausted by listening to refugee narratives about how they fled to safety.

In my AFE, I worked with the UNHCR Dadaab field office, one of the world's largest refugee camps, hosting close to 250,000 refugees and asylum seekers. My main tasks involved interviewing and drafting claims that determined the assistance given to the persons of concern, offering psycho-social support, and engaging them in voluntary repatriation exercises. During my AFE, I could directly relate to the refugees' vulnerabilities by connecting their experiences with the violence I faced and witnessed during post-election violence in Kenya.



Above: Kemboi listening to a refugee as he narrates his claim and the need for assistance



Above: Refugees streaming in to Dagahaley field post for assistance

I often asked myself, paying close attention to the specific narratives and bearing in mind the challenges endemic to people fleeing conflicts, questions about whether humanity must go through violence and whether it is critical to consider prioritising a bottom-up approach to peace building. I am sincerely grateful to Rotary International and the Rotary Peace Centre at the University of Queensland for allowing me to work on this puzzle, which formed the basis for my Applied Fieldwork Experience (AFE) in the Dadaab refugee complex.

These questions compelled me to critically and carefully engage with the experiences of refugees and asylum seekers from several sub-Saharan African countries, including Uganda, Somalia, the Democratic Republic of the Congo, Burundi, Rwanda, Sudan, and Ethiopia. It is worth noting that at UNHCR, refugee claims (narratives, in other words) form the basis for their recognition, therefore dictating the kind of assistance given to individual refugees. As a humanitarian professional and based on the claims I drafted, I can note that refugees have experienced the cost of violence as victims of persecution. They have direct experience of living in an abusive environment and acutely understand the need to create a better environment that fosters peace, security, and stability.

I am strongly convinced that refugees should be recognised as partners in the development of peaceful societies where human rights are upheld and social justice is the norm. From the expressions of the clients I served, I could tell that their life experiences in host countries such as Kenya cannot be compared to those of citizens. It is evident that refugees have limited access to job opportunities, freedom of movement, as well as crucial documents. They are willing and capable of contributing to the development of a peaceful society that will allow them to enjoy the rights bestowed on citizens of a given state.

It is important to highlight the fact that most of those displaced come from post-conflict countries that have had peace building initiatives aimed at building consensus around justice, including through truth and justice commissions. From my own experience and based on the narratives of refugees in Dadaab, refugees in camps are not consulted or included in the activities of truth commissions, especially those that fled and are hosted in other countries other than their countries of origin, yet they have valuable lessons to share about peaceful cohabitation. Participants in my protection interviews stressed that their situation was not only a humanitarian issue but also a human rights issue, raising pertinent questions about whether these narratives deserve the attention of peace building initiatives in their own countries of origin. The human rights stories of refugee populations in Africa should therefore be documented to play a very critical role in peace building.

Below: Struggles en-route to Dagahaley field post



Additionally, many clients I served also struggled with the top-down approaches to post-conflict forgiveness and reconciliation, which are often associated with national truth and reconciliation commissions. I therefore came to see that although these procedures are necessary, they should not overwhelm the unique and extremely personal journeys, struggles, and experiences that may or may not lead to healing and forgiveness.

The Rotary Peace Fellowship program has enabled me to actively promote solidarity and the Culture of Peace as valuable tools to transform society, and given me a real opportunity to build relevant competencies. The Masters in Peace and Conflict Studies at The University of Queensland has equipped me with very relevant academic skills that prepared me adequately for the AFE. Through the AFE, I had the unique opportunity to engage with a culturally diverse and pluralistic workforce committed to protecting the rights of refugees and asylum-seekers, as well as to undertake independent research on legal issues affecting refugees. Overall, my applied field experience with UNHCR was unforgettable. Despite the monumental numbers of refugees that continue to flood refugee camps as a result of conflict and persecution, I have faith that the passionate global foundations and institutions such as Rotary International have and will continue to make immeasurable contributions to the development of peace through academic and practical means.



Above: Covid-19 protocols observed as the first screening is done at the reception center

Carlos Moreira-Álvarez

Costa Rica



Carlos G. Moreira-Álvarez was fortunate to be born and raised in Costa Rica, surrounded by tremendous love and protection for the environment and peace. He is proud to be from Latin America, a vast area with lots of cultures and many social and environmental issues to address.

He focuses his professional career on grassroots organizations, community-based development, youth empowerment, and volunteer management, cross-pollinated by sustainability awareness.

His area of expertise focuses on education within Central America, but it extends to North and South America as well, working with linking youth from diverse economic and social backgrounds. He studied Humanities and Philosophy and specialized in Applied Ethics, and has also studied Philanthropy and Project Management.

Below: Carlos with his tutor Carlos Guindon, a professor of conservation biology and environmental sustainability, at the entrance to the Crandell Reserve in Monteverde, on the first day of the AFE. In this place there were 2 weeks of study of the setting-up and using the trap-cameras, and learning how to process the information afterwards.



Below: Carlos with Benito Guindon, one of the farmers at the Guindon-Standing Farm, heading out to the forests near the goat farm in order to monitor what was eating his livestock.



Learning from Human-Wildlife Interactions

In my Applied Field Experience (AFE) I worked for and with communities of the cloud-forest region of Monteverde, Costa Rica. I worked with an organisation called the Monteverde Institute, which is a public service, non-profit association, dedicated to peace, justice, knowledge and the vision of a sustainable future. This internship helped me to understand that wherever there are conservation efforts, conflict will arise; and that, through the challenge that the Covid-19 pandemic has brought, change, adaptability, and innovation are essential.

The key task of my research consisted of analysing the nature preservation strategies in the region to assess how it could benefit from a peace and conflict studies approach. Since Costa Rica is well known internationally for its natural environment, especially through ecotourism, it is unsurprising that caring for nature and associated values are an essential part of Costa Ricans' identity. This starting point enabled me to draw upon ideas from two postgraduate courses I studied in The University of Queensland, Conflict Resolution and Politics of Environmental Change, to begin a journey.

I proposed and worked on a new research project that intends to monitor the species of mammals that come out of the protected areas, and occasionally affect local farmers and businesses, leading to conflicts in the region of Monteverde. As a researcher within the Monteverde Institute, I got to work with local experts involved in a variety of community and environmentally based initiatives that investigate or contribute to local issues. My responsibilities were several, and I had to draw from my professional experience and merge it with my new studies in order to be able to create change, adaptability and innovation.

I had to learn new skills in conservation biology, draw on my professional background, and merge both with my recently acquired peace and conflict studies skills. First, I learned to use trap cameras and to collect and analyse data in order to understand how wildlife interacts with humans; this implied learning from biology and conservation. Second, I was able to design and interview locals to understand and document how they interacted with the wildlife around them over the years; this brought my professional background into the experience.



Above: Monteverde wildlife

And third, I created a conflict analysis that considered the effects that these animals had (or are having) on the local economies, and how humans are affecting the natural environment as well; this brought my new skills into the research.

I changed and adapted my background knowledge and new academic theories in order to innovate to create common ground between humans and wildlife. I was able to link peace and conservation by learning to understand the forest, and by fostering citizen science with the communities around these protected areas. By doing so, we opened a new area for research and work in the region and helped locals to understand better the protected environment that had been generating new conflicts.

Whilst participating in this experience, I realised that the human-wildlife interactions move between trust and fear. As humans we venture into the forest when we trust it is safe, and our common knowledge of this environment helps us in our endeavours. The wildlife comes out to our surroundings when there is trust. The opposite is also true: fear of one another generates conflict; we can destroy nature when we are afraid of it, and the wildlife can attack us when they are under threat. There is peace between humans and the environment where there is trust, and this relational peace needs a mutual understanding that is spoken without words.

My AFE allowed me to grow professionally, and to put into practice with local communities some of my new skills. It is very important for me to be able to work in a balance between the social and the environmental aspects of reality. This unique project brought these two aspects together, and it allowed me to learn and grow with environmental conservation professionals.

Through the Rotary Peace Fellowship I am now able to study, manage or create programs and projects for creating peace in social and environmental conflicts. I have been able to gain academic and practical skills in peace and conflict studies, and apply them to address social and environmental dynamics. This research internship is the start of a new set of possibilities in my professional career. By applying my peace and conflict skills through the Monteverde Institute I learned from nature to change, to adapt, and to innovate.

Right: Carlos interviewing Benito collecting information on how the humans around this particular farm were interacting with the wildlife. The picture was taken in Benito's favourite place: on top of the tree where he used to swing as a child.



Above: The laboratory in the Monteverde Institute, where Carlos cleaned the cameras, processed the data and departed-from/returned-to each day during his AFE.

Right: The goats' predator: an adult male puma, wounded from territorial fights. Benito used this photo as proof to ask for help from the government in order to protect his farming and also to continue with a healthy forest around them through conservation.

Below: Carlos meeting with Carlos Guindon and Jerlin Rodríguez to discuss citizen science, before setting up a trap camera in the mountains behind. This is in Finca El Tigre, he is one of the owners of the ecotourist destination located there: El Tigre Waterfalls.



Floriane Niyungeko

Burundi



Floriane was born and raised in Burundi, and she completed a BA in Peace and Conflict Studies in Rwanda where she is based now.

Prior to pursuing the Rotary Peace Fellowship, Floriane was working in a Rwandan university, mainly in the area of capacity-building in nonviolent conflict transformation. She has experience in facilitating and training small groups, having worked in (and with) local NGOs, rural areas, and educational institutions such as universities and secondary schools.

Floriane is interested in cultivating a world where people find alternative ways to deal with conflict without using violence.



Above: Floriane with Biraturaba staff based in Mwaro Province after a sport activity.

Below: A meeting of a "Network" of representatives of several SILCs on the same hill.



When a Woman Gets Seen: My Experience in Saving and Lending Communities in Burundi

As part of my Applied Field Experience (AFE) in Burundi, I spent four weeks in a local organisation called Biraturaba (which could be translated as “It concerns us”). I was based at Biraturaba’s field office in Mwaro Province. This internship consisted of visits in Saving and Lending Communities (SILCs) that are accompanied by Biraturaba in Kayokwe and Nyabihanga communes. Biraturaba organizes sensitization sessions on the importance that money saving and lending has in development. When 25 – 30 people are willing to start a SILC, Biraturaba then trains and accompanies those groups, regularly for one year. So far, Biraturaba has created more than 220 groups and brought together more than 5000 people, only in Kayokwe Commune.

My experience in the SILCs was focused on stories of gender empowerment. This is in part because of my personal commitment, in part because women make up 50.38% of Burundi’s fast growing 12-million population.



Above: Karimbane Leoncie – sitting in her house with her ripening harvest of avocado

My first day in a SILC: The Mood in a group

We were all sitting in a circle - all the 25 SILC members squeezed together in a small living room. Then, the “box” was placed in front of me. All the transactions (including saving, borrowing, penalties, and reporting) were happening in the circle and even when there would be a disagreement (for example, someone who miscalculated another person’s money, etc.), it would be settled right there. There was a pleasant silence and the looks on the faces of the members were focused throughout the hour they spent in the group.

The use of loans

Different members shared the various ways that the loans that they contract are used. Some use them for economic activities; small businesses such as selling communication airtime, local and seasonal food), and others use them in animal husbandry raising cows, pigs, goats, or chickens. Very few members use the money in non-profitable actions like paying school fees for their children or purchasing a health insurance.

The main lesson from my internship was the considerable impact on the economic autonomy of women and young people. They get to be seen by their communities and partners.

Consider, as an example, the story of Karimbane Leoncie and her husband.

Before joining a SILC, Leoncie used to believe that a woman always waits for her husband to provide food, clothes and cover all her expenses. This led her to severe poverty and her husband did not have “esteem” for her – for example, he could not be seen with her and would never sit with her in parties and social events. Sometimes, he could give her money and other times not. She then started a business of selling avocados – she “books” a tree, paying the owner of the tree a fee. When it is the harvest time, she sells ripe avocado. “My husband can now sit with me in public. (...) and we consult each other now, and I can contribute in our household’s project”, Leoncie told me. They plan to renovate the roof of their house and Leoncie will proudly support financially that project. She is thinking about expanding her avocado business by investing more capital.

Sixty-two percent of people in South-Saharan Africa live in rural areas. This is part of the reason for my interest in working for peace and development in rural communities in the Great Lakes Region of Africa. The Rotary Peace Fellowship and Biraturaba enabled me to live and work with the SILCs in Kayokwe Commune and to glimpse the possibilities and approaches to peace and development in rural communities.

In conclusion, I see that SILCs could have a broader impact on some groups of people. They allow people who have no initial capital to start small businesses they would have otherwise not been able to start. Women like Leoncie are now empowered economically and “seen” in their communities.

Below: Leoncie’s house – the tile roof will be replaced by iron sheets.



Above: Niyogushimwa Appolonie is another woman who was empowered via participation in SILCs.



Above: Members of a network of SILCs came together to build a bridge that links two hills. Now, motorbikes can use that shorter path.

Left: Floriane meeting young members of SILCS in Mwaro town, who are owners of businesses.

Deferring Fellows

A number of Class XIX Fellows have deferred their program to varying extents. We recognise them here and look forward to them joining us in-person in July!

Emily Andre

USA



Emily grew up in Antioch, Illinois before completing her BA in International Studies as a Global Scholar at American University in Washington, DC. She then served as a Peace Corps Volunteer in Senegal where she worked with counterparts on designing and developing projects focused on the nexus of food security and gender equity. As an international development professional, Emily has managed and participated in a number of different USAID projects centered around leadership development and good governance particularly in sub-Saharan Africa.

Her professional experience has encompassed research and learning, community development, knowledge management, policy analysis, and facilitation. Emily has interests in both domestic and international peacebuilding and is eager to explore forms of mediation, negotiation, and human-centered design during her time as a Rotary Peace Fellow.

Jenny Eck

USA



Jenny Eck is from Helena, MT, a small town nestled in the Rocky Mountains of the western US. For nearly three years, she has been the Executive Director of the Friendship Center, a nonprofit organization providing shelter and crisis services to those impacted by domestic violence, sexual assault, and stalking in central Montana. From 2013-2018, Jenny served three terms as an elected legislator in the Montana House of Representatives, including a two-year term as House Minority Leader. During her tenure, she passed eleven bills which reflected her focus areas of safer communities, mental health, consumer protection, justice system reforms, and gender equity. She also chaired the subcommittee which overhauled the Legislature's anti-harassment policies and procedures.

Jenny has a strong background in political organizing and has served on numerous local, state, and national boards. She got her start in politics working on Barack Obama's presidential campaign in 2008 and went on to run Hillary Clinton's Montana campaign in 2016. In 2015, Jenny was chosen as a Rodel Fellow with the Aspen Institute. Jenny received her undergraduate degree in Government from Smith College in Northampton, MA. She currently lives in Helena with her two teenage children and is thrilled to commence her studies as a Rotary Peace Fellow, albeit remotely, at UQ. She hopes to travel to Brisbane before too long and is particularly interested in exploring peace and conflict resolution through the lens of gender-based violence and women's empowerment.

Krissta Kirschenheiter

USA



Krissta Kirschenheiter is a US Citizen who spent her childhood growing up in Micronesia. At the age of 3, she moved to the island of Pohnpei, Federated States of Micronesia (FSM) and then at the age of 5, to Saipan, the Commonwealth of the Northern Mariana Islands (CNMI). She earned her Bachelor's Degree from the University of Hawaii, Manoa and her Law Degree from the University of Nevada, Las Vegas. In 2009, Krissta was admitted to practice law in Nevada and also became a single mother to her son Cole. As an attorney, Krissta has devoted her career to representing low-income and indigent people in a variety of civil legal matters, including immigration, family law, and disaster relief and recovery. Additionally, she has directed pro bono legal assistance projects, first throughout the State of Nevada, and after moving home to the CNMI in

2017, throughout Micronesia. Most notably, Krissta co-produced and taught a legal education bar review course on the islands of Kosrae, Chuuk and Pohnpei of the FSM. In 2019, Krissta moved from the CNMI to the Caribbean to manage the St. Thomas Office of the Legal Services of the Virgin Islands. By earning her master's degree in Peace and Conflict Studies as a Rotary Peace Fellow at the University of Queensland, Krissta intends to explore global solutions to better address climate change, especially in regards to its implications on the people of Oceania. She is very grateful to the Rotary Foundation and the Public Interest Incorporated Foundation – Rotary Foundation of Japan in their sponsorship of her to make this dream of higher learning possible.

Ana Prada Páez

Colombia



Ana Prada is a Colombian activist. She has studied business administration and sociology at the Javeriana University of Bogota, and is also Alumni of the International Training in Dialogue and Mediation at the University of Uppsala, as well as the international course of Sustainable Food Systems offered by the University of Wageningen. She is the founder of 3Colibris media, and she is currently working for the Government Agency of Reincorporation and Standardization, advising former combatants in the development of marketing strategies for productive projects that are part of the economic reincorporation process. She has worked for Caritas Colombiana in relation to the implementation of 'article one' of the Peace Accords, and has worked on projects for UNDP, UNFAO, UE, and the Suyusama Foundation.

Between 2016 and 2017, after having worked for FAO Colombia advising on the design of marketing strategies for productive projects led by peasant, indigenous and Afro-Colombian communities, which contribute to the construction of economies of peace with a territorial approach, Ana made a trip as a backpacker throughout ten Latin American countries to understand how sustainable, local and community food production contributes to the resolution of local conflicts through self-management.

With the master's degree in Peace and Conflict Studies, Ana seeks to contribute to the consolidation of peace economy models in Latin America, designed collaboratively by local communities as an alternative to extractive and drug trafficking economies.

Kae Sakornsang

Thailand



Kae holds a Bachelor of Political Science from Thammasat University in Thailand, and before pursuing the Rotary Peace Fellowship, she was studying for her MSc in Politics of Conflict, Rights and Justice at SOAS, London. Her academic interests include a psychological analysis of conflicts, the politics of belonging-exclusion, intersectionality of violence, and decolonizing ethics.

Kae has many years of experience working in the field of refugee protection with an international organization and UNHCR in Thailand. Her position focuses on Child Protection and Gender Based Violence prevention and response.

As she grew up amongst political instabilities and observed violent conflicts within her own country and many regions of the world, she wants to learn more about the various causes of conflict, its dynamics, prevention of atrocity, crisis management and transitional measures that will keep the conflict-affected community able to reconcile, maintain peace, and to avoid trapping in its violent past.

Upon completion of the Fellowship, she hopes to be able to integrate her learnings and professional skills into her career as a front-line humanitarian worker, so that she can continue to better serve, support and protect communities affected by conflict.



Class XX
Peace Fellows
2022 – 2023



Fazal Mahmood Ali

Afghanistan



Fazal was born, raised and has been living at the backdrop of an ongoing violent conflict and war in his homeland. Ever since he realized the sufferings his country and its people bore from the persistent violence, he aspired to become an agent for peace and development in Afghanistan.

The desire to work for peacebuilding cemented in Fazal's mind and heart after he started an internship program in the Nangarhar Provincial Council. The internship laid the foundation for him to embark on a career in the area of peace and conflict resolution. He then worked as Assistant Peace and Reconciliation Officer with the High Peace Council (HPC). Fazal holds a master's degree in the interdisciplinary field

of Public Economics, Law and Politics (PELP) from Leuphana University of Lüneburg in Germany and a BA degree in Economics.

Fazal worked with the Anti-Corruption Committee (MEC), and Anti-Corruption Commission (ACC). After the Taliban's takeover of the country, since September 2021, he has been working with the AFGA that provides life-saving Sexual and Reproductive Health and Rights (SRHR) services to vulnerable women and girls across Afghanistan. He also currently works as Associate Peace Researcher with the Center for Strategic and Regional Studies (CSRS) in Kabul.

Isadora Brasileiro Darwich

Brazil



Isadora Darwich is a Brazilian international mediator and social entrepreneur focused on empowerment through economic emancipation. Currently the International Outreach Director of Scaling Change, connecting individuals and companies that create innovative ways to foster development, she is also a member of the Board of Directors at the Sustainable Development Zones Alliance responding to the complex challenges connected with desperate migration and rapid urbanization. Isadora created and implemented 'Força Mulheres' pioneer program

for refugee Venezuelan women at the Amazon border, conducted public policy research in Washington D.C., and trained as a Psychotherapist continuously qualifying to solve conflicts using non-violent communication.

Thilina Madiwala

Sri Lanka



Thilina has over a decade of experience working with different stakeholders including national and district level women's organisations, the UN, Ministries, local government officers, women politicians, journalists, artists, university students, academia, corporates, military and police to promote gender equality and positive peace in Sri Lanka. She has capacitated and mobilized women's organisations and their networks of conflict-affected Women Heads of Households (WHH) including women survivors of GBV to participate in peace and development processes in Sri Lanka.

Currently she works as a Senior Advocacy and Engagement Advisor with What Work to Prevent Violence Against Women and Girls: Impact At Scale

Programme. She is also a freelance trainer, facilitator, researcher, counsellor, fundraiser, a lobbyist and an activist for women and girls' rights. She is qualified and experienced on Gender, Women's Rights, SGBV and Peacebuilding in Sri Lanka, India, Nepal, Norway and Switzerland. She is a member of Sri Lanka Women's NGO Forum, an Alumni of SANGAT - a South Asian Feminist Network, a committee member of Men Engage Alliance against GBV in Sri Lanka, a member of Global Alliances for Ministries and Departments of Peace and a collaborator to create a survivor-oriented #MeToo movement in Sri Lanka

Nicholas Millward

United States



Nicholas H. Millward served as an Infantry Officer in United States Marine Corps for seven years. He was the Executive Officer for Fleet Anti-terrorism Security Team Pacific and a Company Commander for the 2d Light Armored Reconnaissance Battalion. He graduated from Virginia Military Institute in 2014, with a degree in International Studies and is currently earning his first Master of Arts in Central Asian Studies (MACAS) at the American University of Central Asia (AUCA) in Bishkek, Kyrgyzstan.

After completing the Rotary Peace Fellowship, he intends to return to AUCA to finish the MACAS program. Equipped with these degrees he intends to collaborate with NGOs in Mongolia to support the preservation of pastoral nomadism. He is eager to provide support for nomadic communities in Central Asia while offering a nuanced understanding of conflict resolution regarding borders and its impacts on relationships with sedentary and nomadic populations.

Reboar Mohamed

Iraq



Reboar is Kurdish from Iraq and has spent the first 2 decades of his life in Iraq. There, he graduated as a Geography teacher but did not have a chance to teach due to instability and conflict in his country in the years after graduation. He migrated to the United Kingdom and stayed there for almost 14 years. In those years, he was very fortunate to meet people from all corners of the world and interact with different cultures and communities, which enabled him to view the world from a broader perspective.

Reboar completed a Diploma in translation in the UK and worked as a freelance translator for a few years. He then completed a BA in International

Relations at the University of Westminster. In 2013, and returned to Iraq and started working in the humanitarian sector, serving refugees mainly from Syria, Iran, and Turkey as well as Internally Displaced People (IDP) from central and north of Iraq, who were forced to flee their areas of origin in the aftermath of ISIS attacks in 2014. In 2016, he joined UNHCR as a Field Associate, and is still working in this position where he oversees two IDP camps and one refugee camp for Syrians which collectively house 3000 families/15000 individuals, all Core Relief Items (CRI), and all cash-based interventions (CBI) distributions through financial service providers.

Tunde Ogunyale

Nigeria



Abdulrasaq Olatunde Ogunyale is a lawyer, chartered mediator, and founder/Executive Director of Peacepace Initiative, a youth-led, non-governmental organization that promotes peace and peaceful coexistence in Nigeria with youth ambassadors across the nation's six geopolitical zones.

He is also a young African leader whose leadership and service to humanity has been celebrated by renowned International bodies like the Rotary Foundation, United States Institute of Peace,

Department of State.

He is a 2021 Rotary Peace Fellow, Class XX member, starting his fellowship in person in Australia this July 2022

Rajani Thapa

Nepal



Rajani Thapa has been serving in the Armed Police Force, Nepal (APF) for the past seventeen years. During her career, she has been actively engaged in mainstreaming gender inside her organization. Founding the Gender Section of APF and leading it for the most part of her service years, she has been working for the prevention and investigation of sexual and gender -based violence. She has also been involved in capacity building of APF personnel on gender and human rights issues.

With a purpose to contribute in humanitarian

efforts beside her own country, and enrich her domestic experience at a diverse global setting, she has served in United Nations Stabilization Mission in Haiti (MINUSTAH) as Gender Coordinator for the police component. She also had the opportunity to serve in African Union - United Nations Hybrid Operation in Darfur (UNAMID) as a police advisor especially engaged in liaison activities between United Nations police component and the government of Sudan.

Sarah Wind

United States



Sarah is from Alabama in the United States and holds a Master of Science in Global Studies and International Relations from Northeastern University. Previously, Sarah worked for an international NGO helping women and children in Guatemala, in hunger relief at the United States' second-largest food bank, and at the Center for Victims of Torture supporting human rights activists living in exile. Most recently, prior to starting her Rotary Peace Fellowship, Sarah managed programs at an international development organization that works with elected leaders, civil society leaders, journalists, and policymakers in countries around the world to build more sustainable democratic institutions and practices. Here, Sarah worked on USAID and

National Endowment for Democracy programs to support decentralization in the Maldives and build the skills and capacity of island councils, Women's Development Committees, and civil society organizations. Each of Sarah's different professional experiences has helped her identify her long-term career and life aspirations of building sustainable peace programs that start from the community level in conflict and post-conflict countries. Sarah is honored to have been awarded the Rotary Peace Fellowship and hopes to develop deeper and more practical knowledge of mediation, negotiation, conflict resolution, and building more inclusive peace processes.

UQ Rotary Peace Fellow Alumni



Class I

Matthew Bright USA, District 6440
Francesca Del Mese UK, District 1260
Carolyn Fanelli USA, District 7710
Path Heang Cambodia, District 3350
Ryan Hendy Canada, District 6400
Amy Kay USA, District 7600
Sophia Knöchel Ledberg Sweden, District 2350
Rebecca Milligan USA, District 6310
Christian Oakes USA, District 6970

Class II

Brian Adams USA, District 6360
Yoshio Chikamatsu Japan, District 2580
Noëlle DePape Canada, District 5550
Mariano Griva Argentina, District 4880
Sanjana Hattotuwa Sri Lanka, District 3220
Josephine Manuel Philippines, District 3790
Colin Spurway UK, District 1010

Class III

Larissa Bruun Finland, District 1380
Alessandro de Carvalho Souza Brazil, District 4480
Karla Castellanos USA, District 6990
Jude Sebastian Ewing UK, District 1180
Arik Guler-Ofir Israel, District 2490
Santosh Mehra India, District 3150
Godfrey Mukalazi Uganda, District 9200
Maria Fernanda Salina Argentina, District 4880
Maiko Shimizu Japan, District 2590
Sukthawee Suwannachairop Thailand, District 3340

Class IV

Leah Aylward, USA, District 5440
Mayumi Futamura, Canada, District 5360
John Foster, USA, District 6780
Mneesha Gellman, USA, District 5130
Mohamad Taib Hampden, Malaysia, District 3300
Sallie Lacy, USA, District 7690
Ólöf Magnúsdóttir, Iceland, District 1630
Akiko Okudaira, Japan, District 2750
Robert Opira, Uganda, District 9200
Vadim L. Ostrovsky, Ukraine, District 7570
Amanda Rader, USA, District 7390
Perth Rosen, USA, District 5340
Etsuko Teranishi, Japan, District 2660
Mandi Anne Vuinovich, USA, District 5650

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Peter Emberson Fiji, District 9920
Andrea Fanta USA, District 6760
Cássio Furtado Brazil, District 4680
Rita Gonzales USA, District 6910
Vikas Gora India, District 3020
Sheunesu Hove Zimbabwe, District 9210
Christopher Moore USA, District 5340
Cecilia Lwiindi Nedziwe South Africa, District 9250
Ville-Veikko Pitkänen Finland, District 1430
Kristin Post USA, District 7710

Class VI

Lydia Blumer UK, District 1250
Kathryn Clark USA, District 6540
Virorth Doung Cambodia, District 3350
Veronica Hynes Argentina, District 4860
Kevin Melton USA, District 7610
Ryan Moore Northern Ireland, District 1160
Matias Omar Tanzania, District 9200
Emily Todd USA, District 6560
Tamara Turcan Netherlands, District 1600
Janelle Weissman USA, District 5450
Marcos Zunino Argentina, District 4820

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Teddy Foday-Musa Sierra Leone, District 1550
Rose Foley Scotland, District 1230
Joseph Hongoh Kenya, District 9200
Fanney Karlsdottir Iceland, District 1360
David Kozar USA, District 5710
David LaMotte USA, District 7670
Jeneice Olsen USA, District 5950
Pamela Padilla Philippines, District 3800
Zuzana Petovska Slovak Republic, District 2240

Class VIII

Giorgio Algeri Italy, District 2110
Bryn Cain USA, District 5750
Joseph DeVoir USA, District 6360
Yuka Kaneko Japan, District 2750
Matti Karvanen Finland, District 1420
Jake Kurtzer USA, District 7620
Humaira Shafi Pakistan, District 3270
Sanaz Shahrokni Iran, District 1780

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James Abraham USA, District 7490
Abdikheir Ahmed Kenya, District 5550
Luladay Aragaw Truneh Ethiopia, District 9200
Pantea Beigi USA, District 5450
Dave Burgener Canada, District 9600
Lucindia Garrido District 9780
Cody Griggers Ireland, District 5790
Summer Lewis USA, District 5710

Class X

Paul Conroy USA, District 5950
Casey Crocket USA, District 6290
Chantelle Doerksen USA, District 5300
Erica Rose Jeffrey USA, District 5150
Naing Ko Ko Myanmar, District 9920
Nissa Rhee USA, District 3650
Ana Maria Rodriguez Contreras Colombia, District 4290
Richard Roeder Germany, District 1840
Rabi Shah Nepal, District 3292
Mohsen Solhdoost Iran, District 9630
Solveig Björk Sveinbjörnsdóttir Iceland, District 1360

Class XI

Marion Akiteng Uganda, District 1570
Diego Casagrande Italy, District 1130
Zsofia Anna Daboczy Hungary, District 1911
Bremen de Haan USA, District 7640
Christel Greiner Butchart USA, District 7710
Marius Koestler Norway, District 2310
Athili Anthony Sapriina India, District 7410
Ioannis Marios Sarikas Greece, District 2481
Omayma Sawaed Israel, District 9600
Christophe Stiernon Belgium, District 2170
Shruti Upadhyay India, District 3050

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Bobbie Chew Bigby USA, District 6110
Devin Biviano USA, District 5080
Katharina Dechert USA, District 5440
Sai Won Latt USA, District 6630
Melanie Lindayen Canada, District 7070
Nelson Rosa Vieira, Brazil, District 4610
Carlo Salter USA, District 7690
Yoko Takazawa Japan, District 2750
Christopher Zambakari, USA, District 5490

Class XIII

Maria Caruso, USA, District 5100
Gina Kar-Lay Fu, USA, District 5170
Saila Huusko, Finland, District 1420
Kate Rougvie, Scotland, District 1040
Nabi Shanak, USA, District 7610
Megan Smith, USA, District 5100
Pem Wangdi, Bhutan, District 3292
Rachel Hall Beecroft, USA, District 5950

Class XIV

Daniel Castanheira, Brasil, District 4500
Johannes Dehler, USA District 6630
Kristina Sintia Dewi, USA, District 5960
Kyasingmong Mara, USA, District 6630
Alexandra Sajben, USA, District 7255
Folashade Samuel, Nigeria , District 9125
Leanne Simon, USA, District 7710
Laurie Smolenski, USA, District 6400
Tony Zhang Han, China, District 0052
Catrina Ziesman, Canada, District 7080
Nadia Mahmood, Canada, District 5550

Class XV

Ashuein Alor, District 5550
Marie-Paule Attema USA, District 5170
Katsa Brenneman, USA, District 5470
Casey Dilg, USA, District 1040
Nicholas Drushella, USA, District 7610
Guled Ibrahim, USA, District 5100
Shen Huang, Bhutan, District 3292
Sok Heng Ly, USA, District 5950
Perla Padilla Fuentes USA, District 5950
Nadir Shah, USA, District 5950

Class XVI

Grace Dun, USA District 7190
Raina Fox, USA, District 5690
Norihiro Fujimoto, Japan, District 2760
Michelle Helman, USA, District 5100
Mikaela Lagarde, Balintawak District 3780
Morgan Marks, USA, District 7430
Emily Nabakooza, Uganda, District 9211
Lauren Siebert, USA, District 7620
Isabella Sinisterra Beron Bogota, District 9600
Mohamed Yussuf, Kenya, District 9212

Class XVII

Alexis Ayamdor, Ghana, District 9102
Maria Fernanda de la Luz Ludela, Mexico, District 4185
Cora Lavin USA, District 7710
Estefania Lay Guerra, Peru, District 7634
Peter Lindsay, USA District 7690
Phyusin Ngwethaw, Myanmar, District 3350
Nery Ronatay, Philippines, District 3820
Nico Schneider, Germany, District 1860
Chiaki Takenouchi, Japan, District 2770
Erika Yague, Philippines, District 3350

Class XVIII

Rachel Buchan, USA, District 6860
Molly Ferguson, USA, District 7430
Maya Glassman, Israel, District 2490
Ana Belén Harb, Ecuador, District 4400
Megan McKeown, Mexico, District 4185
Tesyfaye Ayalew Mekonen, Ethiopia, District
Linh Nong, Vietnam, District 7620
Anthony Pemberton, UK, District 1285
Ramanathan Thurairajoo, Singapore, District 1285
Elly Torres, Honduras, District 9600

Staff and support

Diana McCluskey



I started with the Graduate Centre in its introduction year of 2016, and have thoroughly enjoyed working with all the student cohorts across the various postgraduate programs we run.

Prior to working at UQ, I coordinated mentor programs for QUT (matching final year students with industry mentors to assist with launching their careers) and the Australian College of Rural and Remote Medicine (the John Flynn Placement program – a national mentor program matching medical students with GP mentors in regional, rural

and remote Australia). My career before working in the tertiary education space was in program management of disability employment programs.

My husband's previous membership of the Bardon Rotary Club gives me insight into the wonderful work Rotarians do – and I view working with the Rotary Peace Fellows as a privilege here at the UQ Rotary Peace Centre.

Associate Professor Morgan Brigg



Morgan Brigg blends theory and practice in examining the interplay of culture, governance and selfhood in conflict resolution, peacebuilding, governance, and international development. He worked in conflict resolution and mediation prior to his academic career, and he continues to practice as a nationally accredited mediator and facilitator. His research develops ways of knowing and working across cultural difference which draw upon Indigenous approaches to political community.

Current projects examine ways of recuperating Indigenous forms of governance and conflict resolution, and the promise of ideas of relationality for making the field of conflict resolution a genuinely global endeavour.

Additional thanks

We deeply appreciate all the hard work that has gone into the success of our Rotary Peace Fellowship, especially during this time of uncertainty.

To all of those who have helped us on our paths to success - we thank you.

UQ

Head of School, Professor Katharine Gelber

Professor Roland Bleiker

Associate Professor Morgan Brigg

Associate Professor Nicole George

Associate Professor Marianne Hanson

Ms Diana McCluskey

Ms Ros Roche

Ms Chloe Ryan

Rotary

Mr David Field

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