



Message from the Executive Director

This fall, I chose a chapter from *Founding Brothers: The Revolutionary Generation* by Joseph Ellis, to launch the school year with my colleagues on the Facing History Management Team. Taking time for a history lesson allowed us to pause—giving us time to think, talk, and gain perspective, and perhaps new insights, on the important work we do.

Much like students in a Facing History classroom, we seek opportunities to study together, discuss ideas, and give context and meaning to our work. Throughout, of course, we make connections to our own lives—bringing to life our name, Facing History and Ourselves. The chapter we read, “Farewell,” describes George Washington’s decision to retire from public life. It is a story that has special meaning for us. Facing History and Ourselves is in the midst of a significant transition. Over the last few years, we have been preparing for the retirement of Richard Smith, the former chair of the Board of Directors and current chair of the Board of Trustees. Like Washington, Dick has helped ease the transition to new leadership. With the support of Seth Klarman, the current chair of our Board of Directors, our Governance Committee, and the Board—those preparations have strengthened the organization and our confidence in its future.

Dick has been a brilliant leader who has given generously of his time, his name, his reputation, his wisdom, and his family philanthropy. When the Management Team presented the annual strategic plans to Dick, he asked the hard questions. He treated each of us with respect as he challenged us to respond to the highest standards. He is a good teacher! Dick always looked to the future. He helped develop important partnerships, including

the relationship with Harvard University, and he planned for his succession.

Not all transitions are planned. No one could have anticipated the sudden death of Father Robert Bullock. Bob, who served as chair of the Board of Directors and chair of the Board of Scholars, learned he was dying just six weeks before he passed away. Bob relished our work, for in fact it was his work—to repair the world, make it a better place, and face history in all of its complexity, not only its triumphs but also its most profound failures. He loved the idea of an organization that linked history and ethics in ways that inspired individuals to take responsibility for one another. Facing History and Ourselves reflects his vision of a world in which we praise the best of what we can be and confront the worst in order to do better.

When he was chair of the Board of Directors, Bob would often begin meetings with what he called a “check-in.” He would ask us to say what was on our minds before focusing our attention on the work of Facing History. As each of us spoke, he would focus on what we had to say—he was present, listening, never distracted. When we had had our say, he would pull it all together and help us place our work in a larger context. Thus the check-ins became homilies that served to teach and build community.

Bob and I met regularly to talk. He would always ask, “How are you? What are you reading? What are you thinking?” It was his way. It was also his way to let us know when he thought we were falling short, missing the target. He would call it a “lover’s quarrel with Facing History.” Year after year, he would gently guide and later challenge us to relate religion and theology to the history we teach and the lives we live. I am confident that he knew I had begun to understand how such a study would enhance our work. One of our last conversations was about choosing scholars who could help us address those issues as part of the scholar-in-residence program named for him.

Just months before he died, Bob and I attended a screening of *The Passion of the Christ*. He was outraged by the film, and

said so. His response was to teach. He returned to his parish and in the weeks before Easter led more than 200 congregants in a study of the Gospels in their historical context.

When Bob saw a wrong, he could not hold back. When he heard that gays and lesbians were being harassed at a local high school, he attended meetings of the gay-straight alliance at the school to show his solidarity. When he led our Board trip in the early 1990s to visit concentration camps in Eastern Europe, he comforted a community of learners by telling the truth about evil and responsibility.

Rabbi Herman J. Blumberg of Temple Shir Tikva in Wayland, Massachusetts, recently wrote that Bob’s “presence brought to this world a special kind of hope, a brightness piercing the darkest night of history.” He went on to say, “In a world where most were willing to look away and forget, Father Bullock had the courage and integrity to face the ugliness of the past and strive with all his energy to demand that we do better.”

Rabbi Blumberg reminds us that as Hannah Senesh, a Hungarian Jew who lost her life attempting to rescue Jews from the Nazis, wrote in her poem “Yesh Kochavim” (“There Are Stars”): “There are stars whose light reaches the earth long after they have disintegrated and are no more. And there are men whose scintillating memory lights the world long after they have passed from it. These lights which shine in the darkest night are those which illumine for us the path.” Blumberg adds, “Robert Bullock was such a light.”

He was indeed a light—one that made each of us feel special and experience the majesty of his love. As you receive this report, we are still in transition. We welcome Dorothy Tananbaum as the new chair of the Board of Trustees and Martha Minow as chair of the Board of Scholars. With your support, we will keep the faith.

Margot Stern Strom

Margot Stern Strom



Message from the Board Chairman

As Chairman of the Board of Directors of Facing History and Ourselves, it is my pleasure to present the 2003-2004 Annual Report. In today's increasingly turbulent world, the work of Facing History is more important than ever. And we are succeeding in expanding and deepening our work with students and teachers, and in the community. As we reach out to more classrooms in this country and globally through the reach of technology, we hear from teachers that our resources are strengthening educational opportunities for their students. The materials and the professional development we provide allow teachers to engage their students in an examination of prejudice, racism, and antisemitism, and to encourage the knowledge, courage, and compassion needed to combat intolerance.

The extensive program report on page 4 details the many projects and partnerships that have extended our reach in this past year. A few numbers that I want to highlight are:

- Nearly 1,000 educators attended the 42 institutes that we held across the country and around the world.
- Nearly one million visitors from around the world visited our website.
- Our network of trained educators now totals over 20,000. Powerful leverage is achieved by training teachers today who will be influencing students for decades to come.

I am personally thrilled that along with the multitude of teachers from around the United States at last year's institutes and workshops were scores of teachers from the Czech Republic, Kazakhstan, Northern Ireland, Kenya, South Africa, and many other countries where we hope the fragile seeds of democracy will continue to take root and grow.

I was equally pleased that when the National Football League wanted to extend its post-September 11th work to fund educational outreach to encourage the teaching of tolerance in elementary schools throughout the country, it chose Facing History as the consultant on content. Ten thousand kits for teachers were created, and will be distributed over the next two years. These materials are available to teachers free of charge on the Web.

We know that Facing History's work is valued and sought after. But the challenge still remains—to sustain and grow an educational nonprofit in volatile economic times. This Annual Report details the extraordinary support that allows Facing History to pilot new initiatives, test new material, outreach to new audiences, and enrich our already robust website. We are grateful to all who choose to make Facing History a philanthropic priority. You have our sincere thanks. We are working hard to make sure every dollar received by Facing History is invested wisely. Beyond your financial support, we hope you will introduce us to friends and colleagues so that we may continue to build for the future.

I want to close with a heartfelt expression of gratitude to two individuals who led this organization for many years. I want to recognize Dick Smith, retiring chairman of the Board of Trustees, who served in this role for 15 years. He appreciated, as he likes to say, this jewel of an organization. He cherished it, polished it, and sustained it. We will build on his work for years to come. And to Bob Bullock, who once chaired the Board of Directors and more recently the Board of Scholars, who advised us and cared for us—you are missed and

remembered every day. May your memory always serve as an inspiration to each of us and to Facing History.

I would also like to welcome Dorothy Tananbaum, most recently chair of the New York Advisory Board, who has agreed to become the new Chair of the Board of Trustees—we are all so fortunate to have someone of your wisdom, passion, and commitment helping to lead our organization. Martha Minow, who has already inspired many of us with her intelligence and compassion, has agreed to chair the Board of Scholars. We could not have better leaders to take us into the future.

All of these efforts work toward one end: to bring Facing History to increasing numbers of students in order to teach them to think critically about history and their own lives, and to inspire them to become the thoughtful and compassionate citizens of tomorrow.

A handwritten signature in black ink, appearing to read "Seth A. Klarman". The signature is fluid and cursive.

Seth A. Klarman

2003 – 2004 Program Report

Reaching Communities, Expanding Globally

Since 1976, the program has been providing teachers with the professional development and resources that they need in order to help their students become effective citizens. Facing History and Ourselves begins with a basic premise: that by linking history to ethics, students can gain a greater sense of empathy and a better understanding of the world and their role in it.

Facing History makes it clear to students that the choices an individual, group, or nation makes—even seemingly unimportant ones—can and do have consequences. They come to realize that history is not inevitable, but the result of the actions and inactions of individuals and groups.

Educators are introduced to Facing History and Ourselves through various professional development opportunities: institutes, workshops, and online courses. Each examines questions of identity: what it is, how it is

formed, and how it is inextricably linked to society. Participants ponder what it means to be a member of a group. As they explore the events that led up to the Holocaust and other examples of collective violence, they think deeply about the issues facing democracies today and the importance of judgment in confronting the past. They learn numerous pedagogical approaches that connect the past to their lives today.

In today's complex world, we cannot afford to let our young people fall behind in their education. Students need critical thinking skills to confront the important lessons of history. Facing History teachers learn how to help their students build the skills they need to participate positively in their communities and their world.

Facing History has long been recognized as a model program by the U.S. Department of Education and by its international partners. It has earned a reputation for improving the quality of curriculum and instruction,

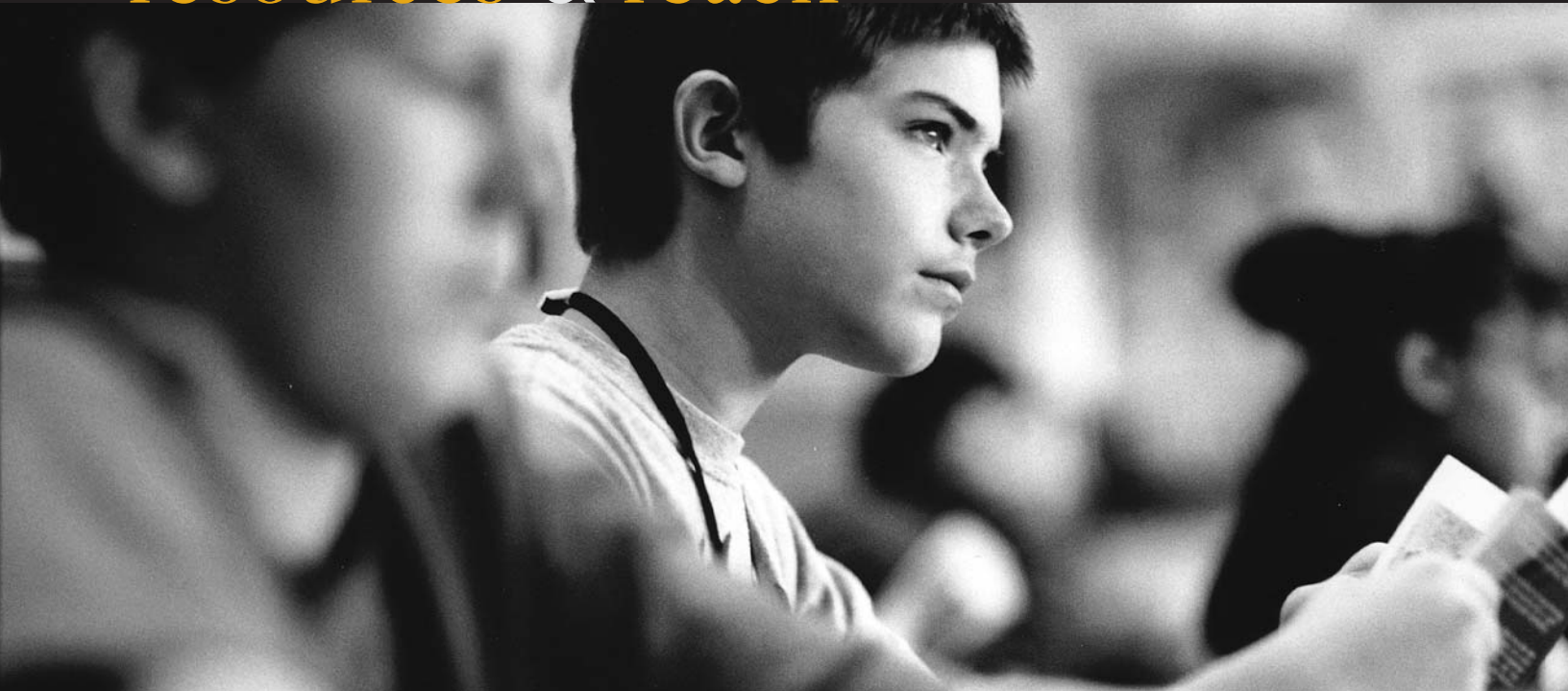
“Recently, I have run into four different students who participated in my Facing History study group 11 years ago. . . . Each told me it was the single most life-changing school experience they’d ever had, that it affected the way they see the world, how they are living today, and formed the standards to which they hold themselves as citizens of this country and the world.”

— Teacher, Blacksburg, Virginia



In 2003–2004, nearly one million visitors came to www.facinghistory.org. More than 45,000 resources were downloaded from the site—approximately 4,000 study guides, lesson plans, and readings per month.

resources & reach



reinvigorating teachers, and engaging students of diverse backgrounds in an examination of racism, prejudice, and antisemitism. Facing History’s academically rigorous resources address many of the standards created for local accountability in social studies and language arts. Facing History’s staff provides not only workshops and institutes, but also the ongoing assistance that teachers need to integrate the program into their curricula in ways that help them meet and even exceed these standards.

During 2003–2004, Facing History and Ourselves brought this rigorous and proven program to more teachers than ever before, face-to-face and over the Internet. The program’s 42 institutes were attended by nearly 1,000 educators, and its more than 150 workshops were attended by almost 5,000 educators. In addition, nearly one million visitors came to www.facinghistory.org, and more than 45,000 resources were downloaded from the site—approximately 4,000 study guides, lesson plans, and readings per month.

With 20,000 teachers in the Facing History network reaching an estimated 1.5 million students, the program has reached unprecedented numbers and continues to find new and innovative ways to connect with educators and students around the world.

The Technology Initiative

In 2003, Facing History and Ourselves launched a Technology Initiative that will allow Facing History to enhance its existing, multi-layered Web presence through the addition of new, timely, and internationally relevant content; develop extensive customized features that enable educators and others to build personal pathways through Facing History's online resources; and provide additional opportunities for collaboration and interaction through online discussion forums, teacher-to-teacher connections, and other links.

Through its continuing commitment to technology, Facing History is a valued resource for the teacher in Prague who is seeking ideas and tools to communicate with her students about the concept of identity and democratic citizenship, the student in Chicago trying to understand how to react to the bullying of a classmate, and the young people in developing countries throughout the world for whom education represents their best hope for a more peaceful future.

Facing History's **Online Campus**, a Web-based community for Facing History educators, was updated and redesigned this year. The Campus has become a place where teachers can access lesson plans and teaching strategies, view world-class online modules, share ideas with other educators, and participate in structured activities with Facing History staff on a regular basis. The redesigned Campus is more accessible and has greater navigational capabilities, making it easier to use than ever before.

Facing History hosted two **online forums** in 2003–2004. Marc Gopin, director of the Institute for Conflict Resolution at George Mason University, and the Facing History program staff moderated one in the fall of 2003 entitled, "Engaging the Future: Religion, Human Rights, and Conflict Resolution." This forum—which attracted more than 500 people from 38 different countries, including Nigeria, Jordan, Turkey, Belgium, Australia, China, Lebanon, Norway, Germany, the Czech Republic, South Africa, Israel, and Rwanda—explored efforts to build peace across religious and cultural boundaries at a time of rising religious and ethnic violence. In conjunction with the forum, Facing History

developed a series of readings about religious and cultural approaches to peace-building for its website.

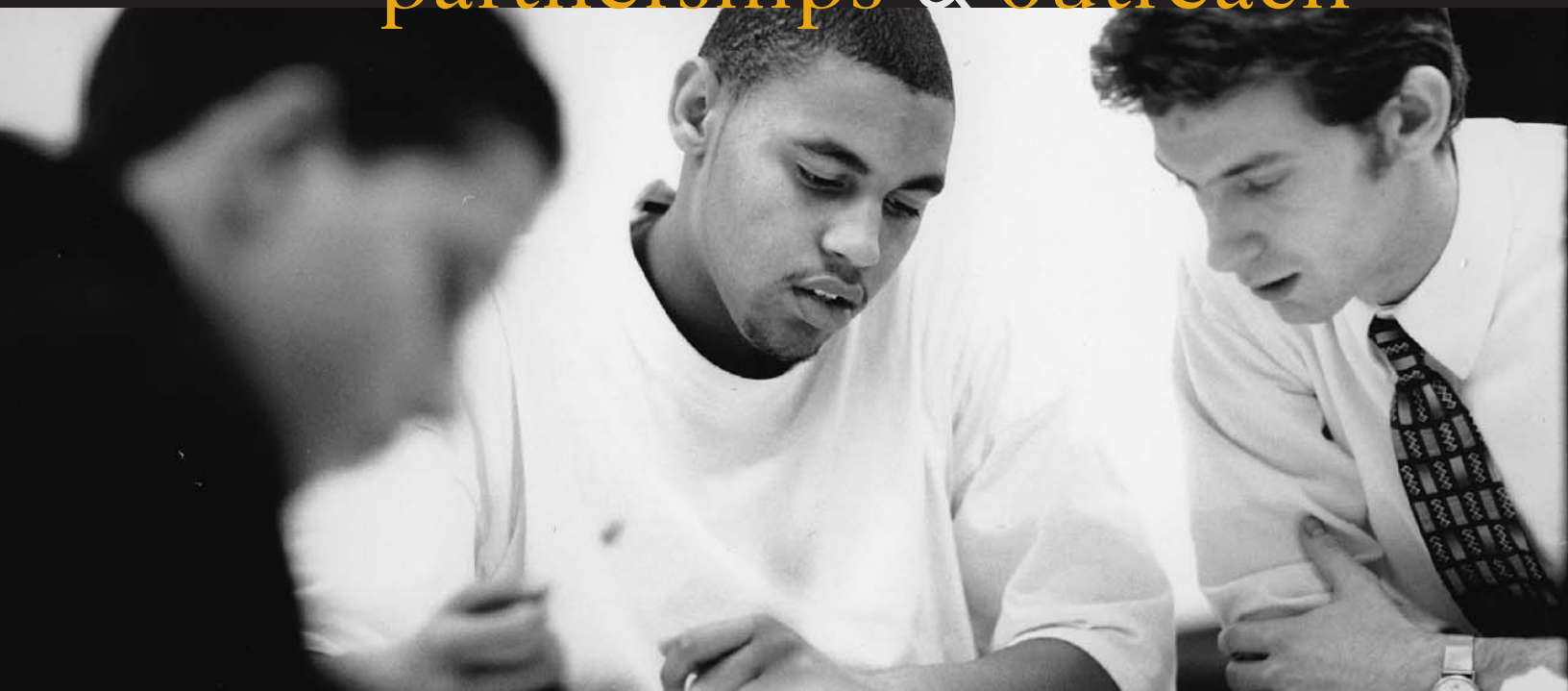
In spring 2004, the second online forum, "Educating for a Civil Society After Collective Violence," helped more than 630 participants from the United States and 27 other countries explore how societies that have experienced collective violence or genocide can transform history curricula in order to help students confront the past and imagine a more stable future. Participants shared their thoughts and perspectives on the forum's case studies, which included examples drawn from the histories of Germany, Rwanda, South Africa, and Northern Ireland.

Facing History will continue to host online forums in the coming year with, "Lessons from the Past: The Armenian Genocide, Humanitarian Intervention, and Human Rights," scheduled for December 1–3, 2004.

With the support of the _____ Foundation, Facing History and Ourselves launched its first **online course** in fall 2003. Through online discussions and telephone conferences—facilitated by Facing History staff—the participants in this nine-week course were introduced to the program's pedagogy and resources. Building on this success, Facing History sponsored another online course in spring 2004. Both courses allowed teachers in regions and countries previously unreachable by Facing History regional staff to explore crucial issues of identity, membership, and participation in democracy. In 2004–2005, four online courses are scheduled, allowing Facing History to continue to reach out to educators—and ultimately students—around the world.

Two online forums were conducted in 2003–2004, allowing more than 1,000 participants—from every continent—to connect and discuss issues facing the world today.

partnerships & outreach



“The advantage of a web-based course lies in its extraordinary reach. I have constantly had to keep pinching myself, to remind myself just how lucky I am to be involved in this global conversation, sharing my ideas and experience with new friends from so many different corners of the world.”

— Online Course Participant, Northern Ireland

Facing History in Action

Rwanda—Helping Rebuild History Education

In June 2004, Facing History and Ourselves, in conjunction with the Human Rights Center at the University of California at Berkeley and officials from the Ministry of Education in Rwanda, held its first workshop in Kigali, Rwanda.

Since the genocide in 1994, Rwanda has had a moratorium on the teaching of history. With such a complicated and painful history—involving ethnic groups that must now live side by side—it was difficult for education officials to know how to approach the past.

Students, teachers, and government representatives attended the workshop in June to reopen a dialogue and find ways to reinstate history in the curriculum. Sessions on such topics as identity and the events leading up to the Holocaust allowed participants a safe space in which to connect that history to their own history.

The workshop was a beginning, and the rebuilding of history education in Rwanda continues. Facing History's work in Rwanda, combined with that of the Facing History/Goldman Sachs International Fellows, is an opportunity to model how schools can teach meaningful history and learn to create other educational opportunities derived from their experience with Facing History.

Facing History/Goldman Sachs International Fellowship Program

In partnership with the Goldman Sachs Foundation, Facing History and Ourselves launched a fellowship that enabled Facing History to work closely with international teachers and scholars. The program began in 2003–2004 and included fellows from South Africa, Colombia, and the Czech Republic.

The primary goals of the fellowship are to strengthen the work of Facing History, deepen its content, and create professional development resources adapted to Facing History's international network of educators. The development of new Internet-based resources will facilitate Facing History's interaction with educators globally, and infuse global issues more thoroughly into the organization's curriculum materials.

Harvard Law School

In 2003, Facing History and Ourselves and the Harvard Law School announced the creation of The Harvard Law School/Facing History and Ourselves Program, established with a gift from Sheldon and Elinor Seevak. Led by Harvard Law Professor and Facing History Board member, Martha Minow, the project builds on Facing History's groundbreaking work on *Choosing to Participate*, which focuses on how students can learn to make a positive difference. As part of this initiative, Facing History is working with Harvard Law students as they research and create case studies of individuals and groups that deepen and enrich an understanding of democracy, political change, and advocacy. Facing History will be piloting some of these case studies with teachers, and will disseminate them through the Internet. In spring 2005, Facing History and Harvard Law School will host a one-day workshop in Boston for educators who are interested in piloting these new civic education materials.

The Sheldon Seevak/Facing History and Ourselves Fund at Harvard Law School also supports a lecture series on the roots, practices, and challenges of international justice. The first lectures are taking place in fall 2004.

Research and Development—A New Resource Book About an Often-Neglected History

Research has always been central to keeping Facing History's resources timely and relevant. Facing History's newest resource book, *Crimes Against Humanity and Civilization: The Genocide of the Armenians*, was published in May 2004 through the support of Tom and Lisa Blumenthal. The book combines the latest scholarship on the Armenian Genocide with Facing History's interdisciplinary approach to history—enabling students and teachers to make the essential connections between history and their own lives.

By placing the Armenian Genocide in the context of World War I, the book focuses on a neglected aspect of that war and the precedent set by the deportation and massacre of the Ottoman Armenians. Throughout, the book emphasizes the moral dilemmas faced by individuals, groups, and nations as they confronted the treatment of the Armenians before, during, and after the genocide. This new resource book also explores questions and issues related to international intervention and humanitarian aid.

Facing History and Ourselves has begun model interdisciplinary educational strategies for using *Crimes Against Humanity and Civilization: The Genocide of the Armenians* in institutes, seminars, and workshops in the United States and abroad.



In May 2004, Facing History and Ourselves published its latest resource book, *Crimes Against Humanity and Civilization: The Genocide of the Armenians*, continuing its commitment to providing new and timely resources for teachers.

research & practice



Becoming American — The Study Guide and Beyond

Facing History and Ourselves created a study guide for the three-part documentary by journalist Bill Moyers, *Becoming American: The Chinese Experience*, with funding from Public Affairs Television for the premiere broadcast in 2003. This documentary raises important questions central to the work of Facing History. How do nations decide who belongs and who does not? How do those decisions shape a nation and its people?

The film and the study guide are being disseminated around the country and have been met with enormous enthusiasm by educators and students. In 2003–2004, Facing History offered a community event with the Metropolitan Art Museum in New York City that was attended by over 800 people. Facing History also held regional workshops and conference presentations, and is working to connect teachers and students around the United States in conversations about the themes raised by this documentary.

The students involved in this program will create written and visual reflections on these themes. These works will be part of a virtual museum exhibit that will be housed on www.facinghistory.org.

Auschwitz: Inside the Nazi State — Working with Public Television

As the world prepares to commemorate the 60th anniversary of the liberation of Auschwitz, recently opened archives are providing scholars and educators with new insights into the people who created the death camp and practiced genocide there.

The Facing History staff has consulted with KCET/Hollywood and the BBC as they co-produced the six-hour documentary series. *Auschwitz: Inside the Nazi State* will air in January 2005 on public television stations across the United States. This series uses the newly accessible archives of the Third Reich to help viewers understand the historical forces and the process of decision-making that resulted in the murder of more

than one million people at Auschwitz. Program staff will be conducting numerous educator workshops across the country in conjunction with the documentary.

The Jewish Education Program

There is an increasing desire on the part of educators from Jewish schools to know and use Facing History's content and pedagogy in their classrooms. The Jewish Education Program was specifically designed to meet this growing need. This year, the program introduced educators to Facing History, and to the resource book, *The Jews of Poland*, at two institutes and three workshops. With support and resources from Facing History program staff, an estimated 600 Jewish day and supplementary school educators are now part of the Facing History network.

A Network of Educators

Facing History program staff members offer professional development and long-standing support to educators in an increasingly diverse network. Through face-to-face and online interactions, Facing History continues to provide teachers with the training and resources they need to help their students connect the lessons of history to their own lives, and to understand that their choices matter at home, at school, in their communities, and in a global society.

The *Choosing to Participate* exhibition continues its tour around the United States, and the **San Francisco Bay Area** will welcome thousands of students, teachers, and community members to its run at the San Francisco Main Library from January to March 2005. Chairman of Hellman & Friedman and Director of The Nasdaq Stock Market, Inc., F. Warren Hellman, and wife Chris Hellman, are the honorary chairs, and JPMorgan Chase is the lead Bay Area funder. Facing History's Bay Area office is also planning two local exhibits to run simultaneously: *pARTicipation: Visions and Voices of Bay Area Students*, a collection of student artwork on the theme of choosing to participate, and *Bay Area Portraits: Everyday Acts of Courage*, which honors those people who make a difference in Bay Area communities.

The Bay Area counts among its most important accomplishments the new partnerships built over the last year. These included relationships with the Center for Comparative Studies in Race and Ethnicity at Stanford University, the World Affairs Council of San Francisco, and the Oakland Museum of California.

Continuing its dedication to the theme of choosing to participate, Facing History helped gather 400 **Cleveland** area students at Beachwood High School for a full-day event that marked the 50th anniversary of the Supreme Court decision, *Brown vs. Board of Education*. The event featured keynote speakers Elizabeth Eckford, one

of the nine students who integrated Central High School in Little Rock, Arkansas in 1957, and Angela Brown, Reebok Human Rights Award-winner and founder and director of the Youth Task Force, a nonprofit human rights organization that seeks to battle environmental injustice. Both women spoke to the students about supporting human rights and social justice. The presentation was broadcast to seven other schools across Ohio.

Through the generous support of the Plough Foundation, more than 200 **Memphis** area students have been meeting on a monthly basis to engage in conversations about the themes of Facing History and Ourselves and the importance of individual choices and civic participation. Twenty-seven students from this group participated in the first Facing History and Ourselves Student Institute in the summer of 2003. These students planned a county-wide Student Symposium at Christian Brothers University in spring 2004 which took a case study approach to examining human rights issues. The symposium featured keynote speakers John Shattuck, acclaimed author and chief human rights official during the Clinton administration, and Mohamed Pa-Momo FoFanh, a Reebok Human Rights Award recipient and one of Sierra Leone's leading advocates of children's rights and a relentless promoter of judicial and legal reform. More than 125 students from city, county, and independent schools attended this symposium.

The **New England** program staff has begun working with the Boston Public Schools' Office of Curriculum and Instructional Practices to create a four to six week eighth-grade civics unit. Using school desegregation in Little Rock, Arkansas in 1957 as a case study, the unit is designed to help eighth graders think about how the choices made by ordinary people—both individually and collectively—shape a society. Facing History is also working with the Boston Public Schools' Office of High School Renewal

and Small School Development on the creation of small schools in the city. Facing History will be continuing to collaborate with and assist the burgeoning small school movement in the city.

Small schools are being developed in many cities throughout the United States, and Facing History is proud to be a part of this movement. In **New York**, the staff is aiding numerous new and upcoming small schools within New York City. With support from the New York City Department of Education, the Bill and Melinda Gates Foundation, and New Visions for Public Schools, Facing History is also the lead partner in a new school that will open in September 2005. This school will infuse Facing History themes and teaching techniques to help its students become active, engaged, and thoughtful participants in their local, national, and international communities. The curriculum will focus on the roles of individuals and institutions in creating, preserving, and expanding democracy and democratic ideals, including freedom of expression, diversity, caring, obligation, justice, and human rights.

As part of Facing History's continuing commitment to engaging the community at large, the **Chicago** regional office, through the generous support of the Allstate Foundation, hosted a series of community conversations about Facing History materials and themes throughout 2003–2004. Events included an evening with author and chief human rights official in the Clinton administration, John Shattuck. In addition, Marco Williams and Whitney Dow spoke to 50 teachers at a workshop and more than 400 students and community members in Oak Park, Illinois about their documentary film, *Two Towns of Jasper*, which explores the effects of the murder of James Byrd, Jr., in Jasper, Texas on the town's white and black citizens.

**Cleveland Chicago International Los Angeles
New England New York North America San**

Facing History and Ourselves now has 20,000 teachers in its network, reaching an estimated 1.5 million students around the world.

ideas & action



The **Los Angeles** office will celebrate its 10th anniversary this year by expanding its work in Southern California. This past summer, Facing History held its first institute in the San Diego. The response was overwhelmingly positive, and Facing History will continue to work with educators in San Diego city schools in the year to come. Through the support of Occidental Petroleum, Facing History has also begun working in partnership with Teach for America to provide professional development opportunities for teachers early in their career. The educators in the Teach for America program in the Los Angeles area will attend institutes and receive follow-up from program staff so that they can bring their Facing History training and resources to classrooms in under-served communities.

The **North America Project** assists teachers in parts of the United States and Canada that do not have access to one of Facing History's regional offices. Participants attend institutes and workshops—both in person and online—and receive follow-up services from Facing History staff. The project has initiated an extended institute, combining online and face-to-face course work for educators around the United States. Over the past year, institutes and workshops were held for educators outside of Facing History's traditional regions in Colorado, Florida, Idaho, Indiana, Kentucky, New Jersey, upstate New York, and Wyoming. Currently, there are teachers in all 50 states and in Canada in the Facing History network. Technology is allowing Facing History to expand its reach still further, providing educators in North America and throughout the world with professional development opportunities and classroom resources.

Facing History conducted its first Czech language workshop in November 2003, and followed that with another in July 2004. This year several schools will pilot Facing History programs, supported by a partner organization, AISIS. In London, England, Facing History held a weeklong introductory seminar for UK teachers, which was hosted by Goldman Sachs. In addition, Facing History held workshops and seminars in Cape Town, South Africa in partnership with Facing the Past, a collaboration with the Cape Town Holocaust Centre and the Western Cape Board of Education. Facing History is also involved in projects in Rwanda, Germany, Northern Ireland, and the Netherlands. **International** community members—including scholars, non-governmental organization representatives, teachers, parents, and students—also played an important role in the online forums held in 2003–2004. Participants from around the globe shared their perspectives on religion, human rights, and the processes of peace-building, as well as the role education plays in rebuilding societies in the aftermath of violence.

Memphis

Francisco Bay Area