

# 4<sup>th</sup> International Conference on Conflict Resolution Education (CRE)

**Building Infrastructures for Change:  
Innovations in Conflict Resolution Education (CRE)**

**June 8 – 13, 2011**

**Cleveland, Ohio, USA**



**June 8 - 9 Pre-Conference Trainings**

**June 10 - 11 Main Conference – Keynotes and Workshops**

**June 12 - 13 U.S. Community College Seminar: Developing Peace and Conflict Studies Programs**

<http://creducation.org/cre/goto/4th>

Cuyahoga Community College (Tri-C), Western Campus  
11000 Pleasant Valley Rd, Parma, Ohio

**Credits offered:** Graduate, Social Work, Counseling, RCH, CEU

*"We don't have to share beliefs, just a planet."*



Ohio Commission on  
Dispute Resolution &  
Conflict Management



*Hosted by Global Issues Resource Center  
Cuyahoga Community College, Cleveland Ohio, USA*



The Global Partnership for the Prevention of Armed Conflict (GPPAC) is a global civil society led network which seeks to build an international consensus on peacebuilding and the prevention of violent conflict. GPPAC is governed by an International Steering Group which consists of representatives from all regions and a number of international NGOs. The Global Secretariat is held by the GPPAC Foundation in the Hague, the Netherlands.

## About GPPAC

*The Global Partnership for the Prevention of Armed Conflict (GPPAC)* is a member-led network of civil society organisations (CSOs) active in the field of conflict prevention and peacebuilding across the world. The network is organised around 15 regional networks of local organisations, each region having its own priorities, character and agenda. Each region is represented in an International Steering Group, which determines joint global priorities and actions. GPPAC was initiated through extensive consultations in 2003-4, and officially launched as part of a global conference in 2005 at the UN headquarters in New York.

As part of its mission to work towards a global shift from reaction to prevention of violent conflict, GPPAC strives towards multi-actor collaboration and local ownership. Together, GPPAC members aim to achieve greater synergy in the field of conflict prevention and peacebuilding by connecting different levels (from national to regional and global), and to strengthen the role of local civil society groups in conflict regions.

GPPAC supports the capacity of the regional networks to interact and act together, and facilitates regional and global exchanges, where members from different parts of the world come together and learn from each others' experiences and develop joint strategies. GPPAC also connects its members with other relevant actors, including the UN, regional intergovernmental organisations, state actors, the media and academia. This has enabled unique initiatives, showing GPPAC's ability to bridge global policy making with local ownership and practice on the ground.

The **GPPAC Strategic Plan 2011-2015** was adopted by the International Steering Group in November 2010. It focuses on the following thematic priorities:

- **Preventive Action:** developing effective tools and operational capacities to mobilise action and enable CSOs to contribute to preventing conflict in collaboration with other key stakeholders
- **Dialogue & Mediation:** building capacity and mobilising the expertise within the network to directly support dialogue and mediation efforts in conflict situations
- **Peace Education:** enhancing methodologies for formal and informal education that foster a culture of dialogue and peaceful handling of conflict, and collaborating with governments to institutionalise such initiatives in educational and local authority systems
- **Human Security:** developing a bottom-up approach to Security, by providing the input of grassroots CSOs in the development and implementation of security strategies including DDR, SSR, measures to address violent extremism, and civil-military interventions.
- **Gender and UNSCR 1325** as a cross-cutting priority for GPPAC themes and strategies.

**For more information, please visit [www.gppac.net](http://www.gppac.net).**

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# Overview

Global Issues Resource Center and Library at Cuyahoga Community College is partnering with colleges and universities, and local, national, and international non-governmental and governmental organizations to host the *4th International Conference on Conflict Resolution Education (CRE)*, *Building Infrastructures for Change: Innovations in Conflict Resolution Education (CRE)* June 8 – 13, 2011, at the Tri-C Western Campus in Parma, Ohio, USA.

Our 2011 conference builds upon prior conferences and meetings in 2007, 2008, 2009 and 2010 which brought together government representatives from among the 50 states, around the globe, and their non-governmental organization partners who have legislation or policies in place to deliver conflict education and related topics such as civics and social and emotional learning at the K-12 level and in colleges and universities. Our annual audience includes college/university educators and students, K-12 educators, public health officials, prevention specialists, and state, local, national, and international policy makers.

The 4th International Conference on CRE is an opportunity to engage in interdisciplinary collaboration and research on issues related to the development of infrastructure in CRE. Presentations focus on innovations in the fields that are making broad impacts in local, state, national, and international communities. Participants will exchange best practices, evaluation methodology, creation of policy implementation structures, consideration of obstacles to success, and new and innovative use of training, resources and technology. Conference participants are drawn from the local, state, national, and international community.


## Additional Conference Related Events

The following is a list of special events designed to strengthen existing collaboration or spearhead the development of new relationships worldwide.

**Network meeting of Ohio Colleges and Universities developing peace and conflict studies programs, (Thursday, June 9, 6:30 p.m. – 9:30 p.m., Crowne Plaza Cleveland Airport Hotel). Pre-registration required.** The reception and working group is hosted by Global Issues Resource Center, Cuyahoga Community College; The Mandel School of Applied Social Sciences, Case Western Reserve University; the National Peace Academy; and College of Education and Human Services, Cleveland State University. The reception builds on the networking session last year for Colleges and Universities in Ohio developing peace and conflict related programming that 13 Ohio Colleges and Universities participated in. This reception will include an opportunity for faculty and administrators to convene and share what they are developing at their respective institutions and provide an opportunity for potential collaboration and exchange.

**Association for Conflict Resolution Education Section Meeting, (Friday, June 10, 12:00 p.m. – 12:45p.m., Cuyahoga Community College, Western Campus, Room WLA B120) All are welcome.**

**Community Colleges Seminar: Developing Peace and Conflict Studies Programs (Sunday, June 12, 9:00 a.m. – 4:00 p.m. and Monday, June 13, 8:30a.m. – 5:00p.m., Crowne Plaza Cleveland Airport Hotel) Pre-registration required.** Co-hosted by United States Institute of Peace and Global Issues Resource Center, Cuyahoga Community College. Open to all community college faculty, staff and administrators. Goals for this meeting include: Teams from United States Community Colleges and International Colleges and Universities, consisting of faculty/staff/administrators will share the work they are doing in course construction and/or capacity building in their colleges. Teams from the colleges will focus on one or more of the three tracks (1) Capacity Building and Sustainability of Programs; (2) Course Development/Integration; (3) Supplemental Programming, as they develop an action plan to further achieve their goals.



**Peacebuilding Peacelearning Intensive**

**July 17-23, 2011**  
Champlain College  
Burlington, Vermont

Application Deadline: June 17

The National Peace Academy's **Peacebuilding Peacelearning Intensive (PPI)** is a one-week learning program for people who wish to create significant, meaningful and sustainable change in their communities.

- Learn **practical knowledge and skills** and develop essential competencies needed to build peace.
- Put learning into **action by designing a practical change initiative** for your **school or community**.

*"The level of ongoing immediate support I have experienced from the NPA surpasses that of any other organization I have dealt with in my nonprofit career."*  
- PPI 2010 participant

For information about fees and to apply:  
[www.nationalpeaceacademy.us](http://www.nationalpeaceacademy.us)  
802.585.1672 [info@nationalpeaceacademy.us](mailto:info@nationalpeaceacademy.us)

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*We don't have to share beliefs – just a planet.*

## Certificate Program in Conflict Management and Peace Studies

Tri-C now offers a certificate in Conflict Management & Peace Studies, coordinated by Global Issues Resource Center and the Faculty and Staff Certificate Advisory. This is the first of its kind at an Ohio community college. Core courses are currently offered at three campuses. These courses fulfill social and behavioral sciences degree requirements which are necessary for any degree. Not only are the classes beneficial in completing degree requirements, but the skills and knowledge learned in these classes are highly valuable in day-to-day life as a student, a community member, an employee, an employer, and at home.



### CERTIFICATE OBJECTIVES:

These courses will allow students to examine definitions and theories of conflict and diverse views of conflict resolution. They will explore contemporary studies of individual behavior and social life as they relate to conflict and its role in violent and peaceful social change. Upon completion of the courses, students will be able to apply theories in the field of conflict resolution to local, regional, national, and international situations across fields, and apply conflict management skills and tools to conflicts that may arise in their personal and professional lives.

<b>East Campus:</b>	POL1040	<b>Introduction to Peace and Conflict Studies,</b> Mon./Wed. 1:00-2:25pm, CRN #87306 (3 credits)
	POL2040	<b>Conflict Resolution Skills,</b> Tues/Thurs. 1:00-2:25pm, CRN #87307 (3 credits)
	POL2140	<b>Implementing Peace Studies and Conflict Management Theories and Practices with Service Learning</b> Mon. 6:00-7:30pm, CRN#87308 (3 credits)
<b>West Campus:</b>	POL1040	<b>Introduction to Peace and Conflict Studies,</b> Mon./Wed. 1:30-3:05pm, CRN#84668 (3 credits)
	POL2040	<b>Conflict Resolution Skills,</b> Sat. 9:00am-12:00pm, CRN#84600 (3 credits)

**Optional Study Abroad available in Costa Rica:** The Social, Historical and Political Implications of Peace (summer session)

**For additional information regarding the certificate and individual conflict management courses, please log on <http://www.tri-c.edu/GIRC>**



# The Conference Planning Committee

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**Laurie Fisher**

*The American Red Cross*

**Marsha Blakeway**

*The Association for Conflict Resolution,  
Education Section*

**Judith Stenta**

*Bellefaire JCB, SAY - Social Advocates  
for Youth*

**Mark Chupp**

*Case Western Reserve University, Mandel  
School of Applied Social Science*

**Carole Close**

*Cleveland Metropolitan School District,  
Winning Against Violent Environment  
Program (WAVE)*

**Diane Corrigan**

*Cleveland State University, College of  
Education and Human Services*

**Brittany Szafranski**

*Cuyahoga Community College, Peace Club*

**Gloria Rhodes**

*Eastern Mennonite University,  
Center for Justice and Peacebuilding*

**Zahid Movlazedeh**

*The Global Partnership for the Prevention  
of Armed Conflict (GPPAC)*

**Barbara Grochal**

*University of Maryland, Center for  
Dispute Resolution*

**Sherrill Hayes**

*University of North Carolina at Greensboro,  
Program in Conflict Studies and  
Dispute Resolution*

**Nancy Riestenberg**

*Minnesota Department of Education*

**Barbara Thorngren**

*Nashua Community College,  
Peace and Justice Studies, New Hampshire*

**Tony Jenkins**

*The National Peace Academy  
Sarah Wallis, Ohio Commission on Dispute  
Resolution and Conflict Management*

**Rebecca Cline**

*Ohio Domestic Violence Network*

**Penny Senyak**

*On-Tasc, Inc.*

**Amy Lazarus**

*Sustained Dialogue Campus Network*

**Rhonda Fitzgerald**

*Sustained Dialogue Campus Network*

**Suzanne MacDonald**

*The University of Akron,  
College of Education*

**David Smith**

*United States Institute of Peace*

**Susan Lohwater**

*Cuyahoga Community College*

**Mary Hovanec**

*Cuyahoga Community College*

**Carol Franklin**

*Cuyahoga Community College*

**Jennifer Batton**

*Cuyahoga Community College*

**Elizabeth Wuerz**

*Cuyahoga Community College*

## Conference Sponsors

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The Planning Committee would like to thank the following organizations for their financial support which made this event possible. The conference was organized with the support of the European Center for Conflict Prevention and the Global Partnership for the Prevention of Armed Conflict.

**Platinum**

Global Partnership for the Prevention of Armed Conflict

**Gold**

International Institute for Sustained Dialogue

**Silver**

University of North Carolina at Greensboro  
Eastern Mennonite University  
United States Institute of Peace  
International Center on Nonviolent Conflict

**Bronze**

American Red Cross  
Conflict Learning Designs

**Copper**

National Peace Academy  
Cuyahoga Community College, Student Activities,  
Western Campus  
Cuyahoga Community College, Evening and  
Weekend Office, Western Campus

## Conference Partners

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American Red Cross  
Association for Conflict Resolution (Education Section)  
Bellefaire JCB  
Beech Brook  
Cleveland Council on World Affairs  
Cleveland Metropolitan School District, Winning Against  
Violent Environment Program (WAVE)  
Cleveland State University  
The Diversity Center of Northeast Ohio  
Kent State University  
National Peace Academy  
Ohio Commission on Dispute Resolution and  
Conflict Management  
Ohio Domestic Violence Network

Ohio University  
Shelby County Educational Service Center  
Sustained Dialogue Campus Network  
University of Maryland School of Law  
University of Akron, College of Education  
University of Akron, Diversity Council  
University of Akron, Office of Multicultural Development  
University of Akron, Phi Delta Kappa  
United States Institute of Peace  
Case Western Reserve University, Mandel School of Applied  
Social Science  
Virginia Tech

# Conference at a Glance

## Main Conference June 10 – 11, 2011

Pre-Conference Trainings (June 8 - 9, 2011)

U.S. Community College Seminar (June 12 - 13, 2011)

All events and workshops will be held at:

Cuyahoga Community College (Tri-C), Western Campus, 11000 Pleasant Valley Road, Parma, Ohio

Or the main conference hotel, the Crowne Plaza Cleveland Airport Hotel, 7230 Engle Road, Middleburg Heights, Ohio as noted below

### Pre-Conference Trainings (June 8 - 9, 2011, 9:00 a.m. – 5 p.m.)

All pre-conference training will be held at: Crowne Plaza Cleveland Airport Hotel

- Sustained Dialogue: Transforming Relationships... Designing Change (June 8 – 9)
- Strategies for Trauma Awareness and Resilience (June 8 – 9)
- Building Campus Community Around Peace and Conflict Studies: Thinking Globally, Acting Locally (June 9)
- Bullying Prevention and Intervention (June 8)

#### SPECIAL EVENTS:

Network Meeting of Colleges and University Developing Peace and Conflict Studies Programs,  
Thursday, June 9, 6:30p.m. – 9:30p.m., Crowne Plaza Cleveland Airport Hotel. Pre-registration required.

## Main Conference (June 10 - 11, 2011)

Cuyahoga Community College (Tri-C), Western Campus, 11000 Pleasant Valley Road, Parma, Ohio

### Friday, June 10 (8:45 a.m. – 5:15 p.m.)

8:00a.m. – 8:45 a.m. Registration, Performing Arts Theatre Lobby

8:45 a.m. – 10:00 a.m. Morning Keynote: *Transforming Racial and Ethnic Conflict through Sustained Dialogue around the Globe and on College Campuses*, Dr. Harold Saunders, former Assistant Secretary of State, a principal drafter of the Camp David Accords (1978) and a mediator of the Egyptian-Israeli Peace Treaty (1979), President of the International Institute for Sustained Dialogue (IISD). Sponsored by IISD

10:15 a.m. – 11:45 a.m. Session 1: 1.5 hour workshops

11:45 a.m. – 12:45 p.m. Lunch (provided)

12:45 p.m. – 1:45 p.m. Afternoon Keynote: *Combating Torture by Educating "Citizen Leaders"*, Brig. Gen. (USA, ret.) Patrick Finnegan, President of Longwood University Sponsored by: American Red Cross

2:00 p.m. – 3:30 p.m. Session 2: 1.5 hour workshops

3:45 p.m. – 5:15 p.m. Session 3: 1.5 hour workshops

**EXHIBITS** – Exhibits: Please take time to visit the exhibit tables in the theatre lobby on June 10 – 11 to obtain free materials and information from local, state, national and international resources to support your work in the field.

**SPECIAL EVENT:** Education Section Meeting: Association for Conflict Resolution, June 10, 11:45 a.m. – 12:45 p.m., Cuyahoga Community College, Western Campus, WLA B120

### Saturday, June 11th (8:30 a.m. – 5:15 p.m.)

8:00 a.m. – 8:30 a.m. Registration, Performing Arts Theatre Lobby

8:30 a.m. – 10a.m. Morning Keynote: *Strategic Peacebuilding: Collaboration between Civil Society and Policymakers in Government and Military*, Dr. Lisa Schirch, Founding Director of 3D Security Initiative, Professor at Eastern Mennonite University (EMU). Sponsored by EMU

10:15 a.m. – 11:45 a.m. Session 1: 1.5 hour workshops

11:45 a.m. – 12:45 p.m. Lunch

12:45p.m. – 1:45 p.m. Afternoon Keynote: *Preventing Teen Dating Violence*, Johanna Orozco, Domestic Violence Center, Panel: Rebecca Cline, Ohio Domestic Violence Network (ODVN), Amanda Suttle, Ohio Department of Health (ODH), Alexander Leslie, Rape Crisis Center. Sponsored by the ODVN/ODH

2:00 p.m. – 3:30 p.m. Session 2: 1.5 hour workshops

3:45 p.m. – 5:15 p.m. Session 3: 1.5 hour workshops

## Community College Seminar:

### Developing Peace and Conflict Studies Programs (June 12 - 13, 2011)

Crowne Plaza Cleveland Airport Hotel, 7230 Engle Road, Middleburg Heights, Ohio

June 12, 2011 (9 a.m. – 4 p.m.) and June 13, 2011 (8:30 a.m. – 5 p.m.)

Teams from Community Colleges will develop action plans during the event as they focus on one or more of the three tracks:

(1) Capacity Building and Sustainability of Programs; (2) Course Development/Integration; (3) Supplemental Programming.

# Pre-Conference Trainings

**June 8 – 9, 2011 9 a.m. – 5 p.m.**

All pre-conference training will be held at: Crowne Plaza Cleveland Airport Hotel, 7230 Engle Road, Middleburg Heights, Ohio  
Pre-registration required.

## Pre-Conference Training #1

### Strategies for Trauma Awareness and Resilience: Breaking Cycles of Violence

(June 8 – 9, 2011)

The STAR workshop is a training designed for persons interested in learning more about and/or working with individuals and communities dealing with violence and trauma caused by human activity, structures/institutions and nature. Trauma affects how we think, feel, and behave; unhealed trauma often leads to more violence as victims act out against others or become self-destructive. At a basic level this workshop combines theory with experiential learning to: Increase awareness of the impact of trauma on the body, mind and spirit of individuals, communities and societies; Suggests tools for addressing trauma and breaking cycles of violence; and Highlights the importance of self-care for the caregiver. The STAR framework draws on the fields of trauma healing, restorative justice, conflict transformation and spirituality for building resilient individuals and communities.

#### SPEAKERS:

**Dr. Gloria Rhodes** is chair of the department of Applied Social Sciences and coordinator for the Peacebuilding and Development undergraduate major. She teaches undergraduate and graduate courses including conflict analysis, mediation, group dynamics and facilitation, and introductory and advanced peacebuilding and conflict transformation theory courses. She served as Administrative Director of the Summer Peacebuilding Institute and worked as Resources and Communication Coordinator for Eastern Mennonite University's (EMU) Conflict Transformation Program. Rhodes holds a Ph.D. from George Mason University's Institute for Conflict Analysis and Resolution.



**Dr. Vernon Jantzi** has extensive experience in international development, particularly in dealing with conflicts generated by the development process and those related to natural resources. Dr. Jantzi frequently serves as a consultant to development programs in Latin America and the Caribbean. He holds a Ph.D. in the sociology of development with concentrations in linguistics and Latin American studies from Cornell University.

## Pre-Conference Training #2

### Sustained Dialogue: Transforming Relationships... Designing Change

(June 8 – 9, 2011)

This training will introduce the change process called Sustained Dialogue—its purpose, how it works, and the thinking behind it. Dialogue is a way of communicating in which parties listen to each other carefully enough to be changed by what they hear. When sustained, dialogue can become a change process. Dialogue is the essence of relationship; relating productively and effectively is the key to democratic political and economic development and to healthy organizations.

Sustained Dialogue differs from many other processes in two ways: (1) it focuses on the relationships that cause conflict, not just on the issues over which people fight; (2) because relationships don't change quickly, Sustained Dialogue works through a thoroughly tested five-stage process and within a carefully defined concept of relationship. The workshop will expose you to this thinking and process, help you think about how you might use it, and open the door to further steps you can take to master its practice.

#### SPEAKERS:



**Dr. Hal Saunders, Former Assistant Secretary of State**, a principal drafter of the Camp David accords (1978) and a mediator of the Egyptian-Israeli Peace Treaty (1979), President of the International Institute for Sustained Dialogue, Director of International Affairs at the Kettering Foundation, author of *The Other Walls: The Arab-Israeli Peace Process in a Global Perspective*; *A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts*; and *Politics Is about Relationship: A Blueprint for the Citizens' Century*.

**Dr. Philip Stewart**, Co-Director Program on Sustained Dialogue in Communities and Organizations, International Institute for Sustained Dialogue, Senior Associate, The Charles F. Kettering Foundation. From 1980 to 2001, he was General Manager for Eastern Europe and Russia for the W.K. Kellogg Company. He served as a Professor of Political Science at The Ohio State University from 1964-1990.



*"We don't have to share beliefs, just a planet."*

## Pre-Conference Training #3

### Building Campus Community Partnerships around Peace and Conflict Studies: Thinking Globally, Acting Locally

(June 9, 2011)

This day-long workshop examines the opportunities for developing partnerships with city government, public schools, non-profit agencies, and across the higher education community to examine and address social issues using the perspectives and techniques of conflict and peace studies. The presenters will explore techniques, strategies, and best practice models to help build one-time projects into longer-term partnerships through personal experiences, case examples, and research about developing, building, and maintaining partnerships. Topics include: program development/consultation; community based research; integrating service-learning across the curriculum; and direct service. Developing partnerships outside the university is essential for providing hands-on learning experiences and career opportunities for students, developing practice relevant scholarship, providing access to continuing education for practitioners, and engaging practitioners as co-creators of knowledge and co-educators of students. All of these interrelated elements can be achieved by appropriately engaging and sustaining relationships with community partners. The presentation is relevant to both higher education faculty and any practitioners/community organizations who may partner with higher education to develop their practices or services.

#### SPEAKERS:



**Sherrill W. Hayes, Ph.D., Assistant Professor**, received his Ph.D. in Social Policy from Newcastle University (UK) in 2005 and both a BS and MS from University North Carolina Greensboro (UNCG) in Human Development and Family Studies. Sherrill has practiced family mediation in both the US court system (NC) and in England. He continues to research and practice different forms of dispute resolution including mediation and parenting coordination. He is also interested in program development and evaluation, dispute systems design, and community engaged scholarship



**Tom Matyók, Ph.D., Assistant Professor**, in the conflict studies and dispute resolution program at UNCG. He has been professionally involved in conflict resolution for over 35 years as a mediator, negotiator, facilitator, trainer, executive and conflict coach, dispute systems designer, researcher, and professor. He has consulted for private, civic, religious, and community organizations. He has been interviewed on radio and television regarding international conflicts and national security issues.



**Cathryne Schmitz, Ph.D., Professor**, holds a joint appointment in Conflict Studies and for the Department of Social Work at UNCG. She is an affiliate faculty member in the Women & Gender Studies Program and a Research Fellow for the Center for New North Carolinians. She has extensive experience in the fields of leadership, community building, and macro practice. Much of her scholarship focuses on organizational and community

change, critical multiculturalism, privilege/oppression, leadership, interdisciplinary education and practice, global engagement, and environmental sustainability. She is actively engaged in global education and the evaluation of the impact of global education, research on workplace violence, and evaluation of the environment and programs at the Newcomers School.



**Cathie J. Witty, MPA, Ph.D., Program Director**, received her Ph.D. from UC Berkeley in Anthropology in 1975, an MPA in Public Administration from Harvard University in 1976, and an MFT from Nova Southeastern in 2001. She served as Director of Research at the University of San Francisco's Institute for Nonprofit

Management and Chair of the Conflict Resolution and Analysis Program at Nova Southeastern University from 1995-1998. She earned an additional master's in Marriage and Family Therapy in 2001 and maintained a clinical practice with HIV/AIDS clients and child abuse survivors in Florida. After two years in Kosovo working with Doctors of the World, USA who were engaged in community building and advocacy work with families and disabled children, she moved to North Carolina in 2004 to create the Conflict Studies program.



### BRINGING THE WORLD TO YOU! The Earth Trek Program & Earth Awareness Portable Classroom ("Earth Balloon")

This inflatable classroom measures 22 feet in diameter and 22 feet high. Visitors enter inside the globe through a zippered entrance at the International Dateline and then can view a high detailed model of the planet. It is one of only a dozen such models in existence. The Earth Trek curriculum has been aligned with proficiency objectives and the state standards in the core content areas of Science, Math and Social Studies.

"For a person of any age, the experience of being inside the earth offers a powerful and intimate moment to realize his/her place in the greater world...it's a wonderful teaching tool."

*Peg Ames, K-8 Science Teacher*

The program is available in a ½ day, single day, or residency format. For more information about Earth Balloon, or to schedule an onsite presentation at your school, call 216-987-2224.

[www.tri-c.edu/GIRC](http://www.tri-c.edu/GIRC)

Get A World View @ the Global Issues Resource Center & Library



## Pre-Conference Training #4

### Bullying Prevention and Intervention

(June 8, 2011)

School districts across the country are increasingly struggling with problems related to bullying. The Center for Disease Control reports that 10% of students regularly miss school because of fear from unsafe learning environments. The National Center for Education Statistics reports that, in 2005, 24% of public schools described bullying as a daily or weekly problem and 28% of students ages 12-14 reported that they had been bullied at school. During the 2003-2004 school year, 10% of teachers in city schools reported that they had been threatened with injury or had been physically attacked. Recently, several high profile cases of suicide among school aged children have brought the issue of bullying to the forefront of education, highlighting the dire consequences of failing to address bullying in an effective and sustained manner. This one-day session will provide information regarding schools' accountability and legal responsibilities in addressing bullying, discuss characteristics of bullying, including cyberbullying, and offer research-based strategies for both preventing and intervening in bullying situations.

#### SPEAKERS:



**Diane Corrigan** is an Associate Clinical Professor in the department of Curriculum & Foundations at Cleveland State University (CSU). She teaches and supervises students in the Master of Urban Secondary Teaching (MUST) program which prepares students to teach successfully in urban districts while earning a Master of Education degree and Ohio teaching license.

Ms. Corrigan is the coordinator of the site team for the Conflict Resolution Education in Teacher Education (CRETE) program at CSU and has provided instruction in Conflict Resolution Education (CRE) to university faculty, supervisors of student interns, teachers in local school districts and pre-service teachers.

**Margo Kernen** is a member of the clinical faculty of the College of Education at The University of Akron. She received her B.S. and M.S. in education from The University of Akron. She is a trainer for the CRETE (Conflict Resolution Education in Teacher Education) project, providing training to student and mentor teachers in the greater Akron area.

She has taught Classroom Management and Content Reading in Secondary Schools and currently teaches Educational Implementation to students in all licensure areas. She is trained as a Pathwise Mentor and a Praxis III Assessor, and is pursuing a Ph.D. in Curricular and Instructional Studies with a research focus on conflict resolution education.



## Opening Fall 2011

### Global Peacebuilding Center

#### *Featuring*

- Multimedia exhibits and educational programs for middle school and high school students
- A new curriculum for educators focused on core peacebuilding skills
- A new website offering resources and activities for young people
- Opportunities to engage and connect as part of a community of peacebuilders

We welcome student, educator, and public groups to visit our new headquarters for briefings about our work and to experience the Global Peacebuilding Center.

For more information, contact David J. Smith, National Educational Outreach Officer at 202.429.4709 or [dsmith@usip.org](mailto:dsmith@usip.org)

#### UNITED STATES INSTITUTE OF PEACE

2301 Constitution Ave., NW • Washington, D.C. • [www.usip.org](http://www.usip.org) • 202.457.1700

# Keynote Presentations

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**Friday, June 10, 2011 (8:45 AM – 10:00 AM)**

***Transforming Racial and Ethnic Conflict through Sustained Dialogue Around the Globe and on College Campuses***

Dr. Hal Saunders, former Assistant Secretary of State, will share lessons from his experience as a principal drafter of the Camp David Accords (1978) as a mediator of the Egyptian-Israeli Peace Treaty (1979), and as President of the International Institute for Sustained Dialogue, Director of International Affairs at the Kettering Foundation. He will then examine how, out of this international work, the process of Sustained Dialogue was developed and how it has turned into a local process used at colleges and universities, as well as in communities and organizations to address issues of social identity. Dr. Saunders is the author of *Other Walls: The Arab-Israeli Peace Process in a Global Perspective*; *A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts*; and *Politics is About Relationship: A Blueprint for Citizens' Century*.

**ABOUT THE SPEAKER:**

**Dr. Hal Saunders, former Assistant Secretary of State**, a principal drafter of the Camp David accords (1978) and a mediator of the Egyptian-Israeli Peace Treaty (1979), President of the International Institute for Sustained Dialogue, Director of International Affairs at the Kettering Foundation, author of *The Other Walls: The Arab-Israeli Peace Process in a Global Perspective*; *A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts*; and *Politics Is about Relationship: A Blueprint for the Citizens' Century*.



**Friday, June 10, 2011 (12:45 PM – 1:45 PM)**

***Combating Torture by Educating "Citizen Leaders"***

Students today must adapt to resolve problems they have not confronted before. Their education must produce flexible thinkers, able to cope with an uncertain world, "citizen leaders" willing to contribute to the common good. Brig. Gen. Patrick Finnegan, the new president of Longwood University and former professor and Academic Dean of West Point observes "I've been a soldier, a lawyer, an educator, and a leader, and I've experienced the difference that education makes in the world in settings as varied as the courtroom, the classroom, humanitarian operations in the United States and abroad, and even in war." During his keynote remarks, Brig. Gen. Finnegan will look at some of the most challenging global issues facing students and educators, including the use of torture, explore how these issues contribute to a cycle of violence and eroding values, and address the role of education in bringing about meaningful change. Drawing on years of experience at the United States Military Academy at West Point, Brig. Gen. Finnegan will explain how an increased awareness of international humanitarian law can build capacity in peace and conflict studies programs.

**ABOUT THE SPEAKER:**

**Brig. Gen. (USA, ret.) Patrick Finnegan** was born in Fukuoka, Japan and was appointed to the United States Military Academy in 1967. After graduating from West Point and being commissioned a second lieutenant in 1971, he attended the Kennedy School of Government at Harvard University and earned a Master of Public Administration degree in 1973. After completing graduate school, Brigadier General Finnegan was assigned as Battalion Adjutant, 3/39th Infantry, 9th Infantry Division, at Fort Lewis, Washington, from 1973-74 and then Headquarters Company Commander, US Army Security Agency Material Support Command, Vint Hill Farms Station, Virginia, from 1975-76. Brigadier General Finnegan received his Juris Doctor from the University of Virginia Law School in 1979. While attending law school, he was a member and editor of the *Law Review* and was elected to the Order of the Coif. Brigadier General Finnegan's impressive military career includes a JAG Corps tour at the 8th Infantry Division in Bad Kreuznach, Germany, where he served as Trial Counsel (1979-80), Chief of Administrative Law (1980-81), and Chief of Military Justice (1981-82); Chief of Administrative and Civil Law (1988-89) and Deputy Staff Judge Advocate (1989-91) of the XVIII Airborne Corps, Fort Bragg, North Carolina; and Legal Advisor for the United States European Command, Stuttgart, Germany, from July 1996 to July 1998, and was the USMA Staff Judge Advocate from August 1998 until he was appointed as Professor and Head of the Department of Law in July 1999. He is currently the president of Longwood University.



**Saturday, June 11, 2011 (8:30 AM – 10:00 AM)**

***Strategic Peacebuilding: Collaboration between civil society and policymakers in government and military***

Building a just peace with human security for all requires the combined efforts and understanding of civil society, government and military actors. Too often, these groups disagree about the causes of conflict. Their efforts conflict rather than complement each other. Building a "whole of society" or "comprehensive approach" to security requires a more basic understanding and agreement on what drives conflict and builds peace. It also requires budgeting for development and diplomacy as preventive "first resort" efforts to address conflict rather than over-relying on "defense" as a first and last resort. Drawing on strategic peacebuilding efforts in Afghanistan and based on her work with Congress, the State Department, and the Defense Department, Dr. Schirch will describe the tensions and opportunities for developing a joint understanding of strategic peacebuilding.

*"We don't have to share beliefs, just a planet."*

### ABOUT THE SPEAKER:

**Dr. Lisa Schirch** is the founding director of the 3D Security Initiative and a professor of peacebuilding at Eastern Mennonite University's graduate Center for Justice and Peacebuilding. The 3D Security Initiative is a policy voice for civil society to foster peacebuilding through more extensive diplomatic initiatives, smarter development strategies, and human security-oriented defense strategies. 3D aims to build reliance upon the whole of community "first resort" strategies of development and diplomacy so as to prevent the "last resort" strategies of military action. 3D facilitates civil-military conversations related to conflict prevention, peacebuilding, and population-centric security building on her extensive network of relationships with global civil society leaders, military personnel, and policymakers. A former Fulbright Fellow in East and West Africa, Schirch has worked in Afghanistan, Lebanon, Iraq, Taiwan, Ghana, Kenya, Brazil, and 15 other countries. Schirch is the author of 5 books on peacebuilding and conflict prevention. Schirch holds a B.A. in International Relations from the University of Waterloo, Canada, and an M.S. and Ph.D. in Conflict Analysis and Resolution from George Mason University.



**Saturday, June 11, 2011 (12:45 PM – 1:45 PM)**

### **Preventing Dating Violence in Schools**

Teen dating violence is on the rise and can easily cycle out of control. What may start out as minor warning signs can, if allowed to continue, escalate to physical violence. New laws in the state of Ohio now mandate that all Ohio schools address dating violence in their policies, and provide education and awareness training to their staff and to their students in grades 7 – 12. The keynote speaker will share her personal experience with dating violence. The panel will then provide supporting information about how different agencies in the state are approaching the new law's requirements and how to engage schools and communities to prevent teen relationship violence and promote healthy relationships.

### ABOUT THE SPEAKER:

**Johanna Orozco** is a Teen Educator for the Domestic Violence Center of Greater Cleveland as well as part of the Speaker's Bureau for Operation Keepsake, Inc. Jo has turned tragedy into triumph. After being in an abusive relationship for two years, she had the courage to leave her abuser – a decision that almost took her life. Shortly after leaving him, her former boyfriend sexually assaulted her and later, shot her in the face with a sawed-off shotgun. Johanna shares her compelling story with schools, community organizations, parents, and concerned citizens to educate them about dating violence. Jo focuses on self-respect, confidence and what signs to look for in an unhealthy relationship. Johanna has been featured in *The Cleveland Plain Dealer* and has appeared on 20/20 as well as on Oprah Winfrey. Currently, Johanna is pursuing a degree in Psychology at a local college in Cleveland, Ohio.



### PANELISTS:

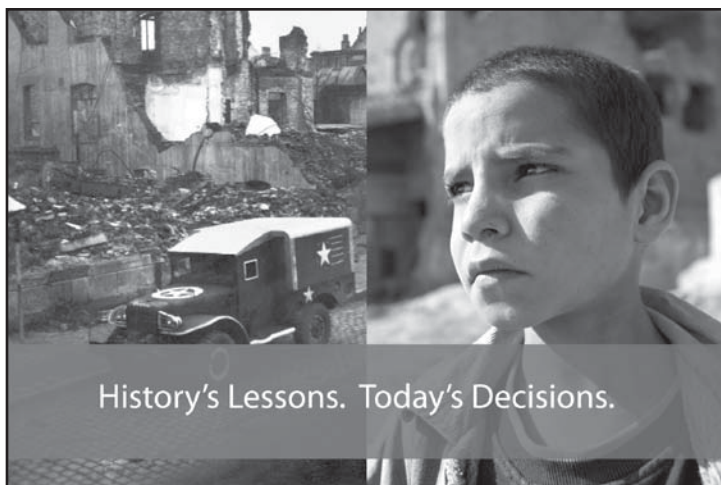
**Rebecca Cline** is the Prevention Programs Director for the Ohio Domestic Violence Network (ODVN) and is directly responsible for management of the Domestic Violence Prevention Enhancement and Leadership Through Alliances Program (DELTA), a local, statewide and national primary prevention initiative funded by the Centers for Disease Control. Ms. Cline oversees the activities of ODVN's Prevention Team and provides training and technical assistance about domestic violence and its prevention to Ohio communities, allied organizations, and interested individuals. She also supervises Project Connect a national demonstration project funded by the Family Violence Prevention Fund aimed at building a better system of domestic and sexual violence intervention and prevention through public and adolescent health services.

**Alexander Leslie** is a Prevention Specialist with the Cleveland Rape Crisis Center, where he has been employed for more than four years. His work there emphasizes the primary prevention of sexual violence and targets youth, especially boys. He has coordinated efforts for Men of Strength Clubs across Cleveland, and the State of Ohio through the support of the ODVN; a nationally-based (created by the organization Men Can Stop Rape) program designed to promote healthy masculinity and help create allies out of teenage boys. He has also trained members of the armed forces abroad about the connection between hyper-masculinity and gender-based violence and also provided training programs for Georgia's Network for Ending Sexual Assault (GNESA), Georgia's sexual assault coalition. Alex also continues to engage college students in becoming allies to prevent violence and runs a self-created leadership-activist training program for youth in Cleveland called Youth 360. He has a BA in Religious Studies from the College of William & Mary and an MBA from the Weatherhead School of Business at Case Western Reserve University.



**Amanda Suttle** has been employed with the Ohio Department of Health since January 2005, first as a Quality Management Coordinator in HIV Care Services and then as a Rape Prevention Coordinator in the Violence and Injury Prevention Program. In both positions, she worked with the development, implementation and evaluation of program-specific surveys and needs assessments. Ms. Suttle's participation in collaborative efforts have helped bring forth a state strategic prevention plan, Pathways in Prevention: A Roadmap for Change, Ohio's Plan for Sexual and Intimate Partner Violence as well as numerous products related and unrelated to the goals and outcomes of this endeavor. Ms. Suttle has worked to connect collaborative efforts to Ohio's education community in response to new legislative mandates that require teen dating violence prevention education in Ohio middle and high schools. In addition, Ms. Suttle has led quality improvement efforts of Ohio's prevention system by assisting with creation of webinars and an on-line toolkit for evaluation of prevention programs.

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Exploring Humanitarian Law  
A Guide for Educators



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AT A TIME.

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# Conference Workshop Descriptions

Conference workshops, panels and round table discussions will be led by distinguished experts from around the globe and across the 50 states. These international experts bring the most current updates of innovative models that advance Conflict Resolution Education (CRE). They will brief attendees on their local, state, national or international best practices in building the structures needed for K-12, higher education and community success. This global perspective will inspire new collaborations among nations, states and individuals to further their educational mission.

To meet professional needs, there will be diverse workshops to choose from during each time slot. There

are multiple options for higher education staff, students, K-12, educators, public health officials, youth serving professionals, prevention specialists, probation officers, juvenile detention officers, and local, state, national and international policy makers. International presenters represent: Ukraine, Australia, Trinidad and Tobago, South Korea, Kenya, Ghana, Philippines, Mexico, and more.

**Please note:** There may be changes or substitutions in the presentations. Please check the conference website for any changes: <http://creducation.org/cre/goto/4th>

## WORKSHOP KEY:



K-12



HIGHER EDUCATION



COMMUNITY



INTERNATIONAL

**Friday, June 10, 2011**

**Session 1 Workshops 10:15 a.m. – 11:45 a.m.**

K-12

### **(Uganda/Mongolia) Teacher Education for Peace and Conflict Resolution through Deeper Understanding of Cultural Competence**

Nowhere is the demand to reflect upon one's own cultural beliefs and biases more relevant than in teacher education programs. In an attempt to establish authentic experiences for our students two Otterbein faculty are building partnerships with schools in Uganda and Mongolia. Program development will be described as the audience explores students' experiences in classrooms in Uganda and Mongolia through photographs, journal entries and activities.

**Presenters:** Adele Weiss and Diane Ross, Otterbein University

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### **Panel: Mediation Methodology**

#### **A) Deconstructing Ageism: Best Practices from Elder Mediation Training**

Impartial mediation requires a mediator to self-examine and identify unconscious biases that can affect the mediation process. For Elder Mediation training, self-examination delves into aging and disability-related biases and perceptions, assumptions about capacity, and judgments about the mental and physical effects of aging. This workshop will present information about 1) how to uncover bias in oneself, 2) the most common age-based biases held and why we have them, and 3) will discuss some creative ways that elder mediation training helps mediators self-assess and bring the unconscious to the surface for thoughtful examination.

**Presenter:** Rachel Monaco-Wilcox, Mount May College

#### **B) Insight Mediation – Learning through Conflict**

Insight Mediation, incorporates how we come to know, by experience, by understanding, by verification and by judgment. The other concept highlighted is the concept of insights which are elusive understandings. Insight Mediation, developed at the Centre for Conflict and Education Research, Carleton University, Ottawa, Canada, is a form of mediation through which the mediator listens attentively and probes with the purpose of creating uncertainty, then generates curiosity which leads to insights, resulting in a deeper understanding of the other and of oneself.

**Presenters:** Alison Goss, Carleton University, Canada

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### **How and Why Civil Resistance Works**

Nonviolent civil resistance is a powerful way for ordinary people to win rights, freedom, justice, good governance and achieve other causes. Time and again, in all parts of the globe, civil resisters have defied the odds and successfully engaged in diverse tactics – such as strikes, boycotts, demonstrations, the establishment of parallel institutions, and a wide variety of other actions – in order to gain leverage against oppressors and hold power holders accountable. Learn how civil resistance works and why. Learn how unarmed grassroots resistance coerced powerful adversaries to change their behavior and more during this session.

**Presenters:** Hardy Merriman, International Center on Nonviolent Conflict

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## **Sustained Dialogue Campus Network (SDCN) Pilot at Tri-C: Experiences and Lessons Learned**

Cuyahoga Community College (Tri-C) students will share their experience with SD over the past semester. SD is a process of weekly meetings that provide students a forum for engaging with critical issues of intercultural communication, diversity, and other issues of social division. Through the process, relationships among students are transformed and strategies are developed to improve campus climate. Tri-C is the first community college to pilot SDCN. Students will highlight the training they received, personal insights experienced during the process, topics they addressed, and sample proposals submitted to the college to address these issues. Students will offer personal insights into lessons learned for community college application of SDCN.

**Presenters:** Richard Summers, Mirit Balkan, Sarah Davis, Elizabeth Wuerz, Sustained Dialogue Campus Network, Cuyahoga Community College; Amy Lazarus, Sustained Dialogue Campus Network

K-12

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## **Panel: Conflict Resolution through the Arts – Storytelling and Oral Histories**

### **A) Innovations in the Classroom: Examining the Interaction of Self, Culture, and Environment through Storytelling**

This multi-media presentation will examine how manipulatives and toy models are used to teach about conflict. Qualitative and quantitative research data gathered at the Center for Applied Conflict Management, Kent State University will be presented, including a case study evaluating the use of model houses and figures representative of diverse world settings to teach about culture and cross cultural conflict management. Methods for applying these techniques to a variety of classroom and therapeutic settings will be discussed along with the impact of manipulatives on student engagement and learning.

**Presenter:** Jennifer Maxwell, Kent State University

### **B) (Northern Ireland) Oral History and Conflict Resolution in an Intergenerational Art Project**

In 2008, an intergenerational group of twelve Protestants and Catholics in Portadown, Northern Ireland collaborated on a conflict resolution, oral history and visual art project, revisiting the violent conflict known as the Troubles. During the project, everyone participated in conflict resolution workshops. The older generation reflected on their experiences of violence and the younger generation explored ways of interpreting the elders' memories and feelings in visual form. This workshop will share the results of doctoral fieldwork on the development of empathy and humanizing *the other*, the roles of generational bias, memory, and the role of the arts and oral history in facilitating reconciliation in a post-violent-conflict society.

**Presenter:** Jill Strauss, John Jay College of Criminal Justice CUNY

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## **(Australia) Building Intercultural Competence, Social Cohesion and Global Perspectives in the Classroom**

The strategy, *Education for Global and Multicultural Citizenship: A Strategy for Victorian Government Schools*, provides tools and resources for the inclusion of multicultural and global perspectives in primary and secondary schools throughout the state of Victoria, Australia. This interactive workshop will provide an overview of implementation from classroom practice and pedagogy to whole school and systems change. Current approaches to human rights education, including indigenous perspectives and conflict resolution education, will be included.

**Presenter:** Gary Shaw, Department of Education and Early Childhood Development, Victoria, Australia

K-12

## **Preventing Bullying and Harassment: Strategies from Trauma and Brain Research**

Bullying, harassment, and the imposition of power plays affect relationships from preschools to the work place. In order to design a prevention program, the root causes have to be addressed. Richard Kagan suggests that when students who bully see fear in the eyes of their target, they sense relief from their own fears. This session is designed to generate strategies that permit schools to provide that relief without creating new victims. Classroom activities will be provided.

**Presenter:** Barbara Oehlberg, Education and Child Trauma Consultant

K-12

## **Creative Response to Conflict: A Model for Teaching Conflict Resolution in the Elementary Classroom**

This experiential workshop will acquaint participants with an effective framework for teaching conflict resolution in the PK – Grade 5 classrooms. Activities represent the themes of Creative Response to Conflict: Communication skills, Cooperation skills, Affirmation, Conflict resolution principles, Creative problem-solving skills, Bias awareness, Mediation, and Creative responses to bullying. This framework supports children's learning of nonviolent conflict resolution and how they can develop positive relationships in the elementary classroom.

**Presenters:** Priscilla Prutzman, Creative Response to Conflict, and Marsha Blakeway, George Mason University

**Friday, June 10, 2011**

**Session 2 Workshops 2:00 p.m. – 3:30 p.m.**

K-12

## **What International Humanitarian Law Contributes to Reconciliation and Forgiveness in the Context of Torture, Abuse and Bullying**

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This workshop offers strategies and activities to implement healing change. Focused on the field of International Humanitarian Law (IHL) – the law applied during times of armed conflict – a brief history of IHL in relation to the torture and treatment of prisoners of war will be shared. Aspects of victims needs and consequence assessments will be investigated as well as the enforcement of regulations mechanisms, processes for redress of grievances, reconciliation of perpetrators and victims, and how the ultimate act of forgiveness are played-out in the world as well as at the local level. Materials are free and downloadable from the American Red Cross.

**Presenters:** James Lane and Paul Frankmann, American Red Cross

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## **Strategies for Trauma Awareness and Resilience: Breaking Cycles of Violence**

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This workshop is a follow up from the Pre-Conference two-day training. For additional information, please see the description of the pre-conference.

**Presenter:** Gloria Rhodes, Eastern Mennonite University

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## **Liberation Tech? The Impact of the Internet and Digital Activism on Nonviolent Resistance**

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The emerging role of digital tools and new media are impacting the way people around the world struggle nonviolently for human rights, justice, and democratic self-rule. In addition, these communication technologies are being used as tools of repression by the very governments and structures these movements oppose. Examples of contemporary struggles for rights waged with the help of online, social media platforms such as Twitter, Facebook, YouTube and technologies such as cell phones, and digital cameras that advance the utility of these platforms will be shared.

**Presenter:** Daryn Cambridge, International Center on Nonviolent Conflict

K-12

## **Engaging the Community through CRE, SEL and Diversity efforts**

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Join the 28-year-old Winning Against Violent Environments (WAVE) Conflict Resolution Program for a discussion about taking conflict resolution education and peer mediation programming and skills training to parents and the community. This workshop will focus on working with non-traditional populations and creating new partnerships. Learn how youth can be organized and empowered to impact the agenda of candidates and governmental officials to prevent youth violence. The workshop will provide a forum for practitioners coordinating school-based peer mediations program to meet, exchange ideas and network.

**Presenters:** Carole Close, Marvin Foster, Brianne Otey, Cleveland Metropolitan School District's WAVE

K-12

## **(Trinidad and Tobago) Conflict Management Education**

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Conflict Management Education is a pre-requisite for fostering Democratic Education and Democratic Practices in all sectors of a democratic society. The Ministry of Education and the Ministry of Local Government have been partnering to foster a peaceful society through workshops in Conflict Resolution Education and Youth Governance and Youth Engagement, with training in part provided by Global Issues Resource Center, Cuyahoga Community College. This workshop will focus on what has been done re: training, policy formulation, implementation of strategies and involvement of youth in the process of promoting peace. It shall also highlight some of the challenges encountered.

**Presenters:** The Honorable Minister Mr. Clifton DeCoteau, Michelline Nunes-Mitchell, Gabriel Cumbermack, Zena Ramatali, Ministry of Education, Trinidad and Tobago

K-12

## **Utilizing Conflict Resolution Education (CRE) Skills to Create Peaceable Classrooms**

Participants will learn various approaches to using CRE skills within a classroom and learn strategies to better assist in teaching skills to students. Participants will have an opportunity to create lessons based on templates and learn the fundamental principles in teaching CRE. Bibliographies containing cross-curricular books will be available. Data will be shared of a school-wide program.

**Presenter:** Alexis Hayden, Larkmoor Elementary School

*Friday, June 10th*

K-12

## **(West Africa) Institutionalizing non-violence and peace education in formal and informal education sectors**

The West African Network for Peacebuilding's (WANEP) Peace Education program was designed to provide a forum for the cultivation of a culture of peace, non-violence and social responsibility among young people as well as to institutionalize non-violence and peace education in formal and non-formal educational sectors. WANEP will share their experiences on the methodologies and strategies used to institutionalize peace education in the schools and how they continue to lobby Government/Ministries of Education in supporting WANEP's effort in youth non-violence and peace activism in West Africa.

**Presenter:** Francis Acquah, West African Network for Peacebuilding

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### **Panel: Strategies for Enhanced Community Engagement**

#### **A) Productive Conflict for a Democratic Community**

This workshop focuses on reflective practice, on intentionally evaluating and reflecting on our experiences in conflict resolution/peace-building/transformation, and will explore best practices- what concepts and tools work well in engaging communities. Common obstacles and how to overcome them including the use of group dynamics and team building, working with challenging participants, and the science of effectively sequencing will be covered.

**Presenter:** Malka Haya Fenyvesi, New Ground: A Muslim Jewish Partnership for Change

#### **B) Reflective Practices – Learning from our Experiences and Each Other to Transform Conflicts**

The US was founded on the democratic community, in which citizens joined together for the benefit of all, yet communities like this are becoming rare. Conflict, which should be seen as healthy, escalates destroying lives and reputations. When citizens come together in democratic community, they are empowered to reach mutual goals, and to begin to view their actions in terms of the greater good. This session will tell the story of a group of citizens who used the six Principles of Democratic Deliberation, as named by Mathews (2006) to form and maintain a park district with no public funding. The Principles are explained and illustrated.

**Presenter:** Louise Conn Fleming, Ashland University

**Friday, June 10, 2011**

**Session 3 Workshops 3:45 p.m. – 5:15 p.m.**

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### **Civil Resistance and Democratic Transitions**

Civil Resistance is a powerful democratization force. Countries that experience popular political upheavals spearheaded by civic nonviolent movements have a much better chance of more peaceful and successful democratic transition than states where the regimes fall as a result of top-down pressure of reformist-minded power holders, outside intervention or violent insurrection. The talk will explore some of the mechanisms by which broad-based nonviolent movements facilitate democratization and will look at specific attributes of nonviolent movements that can generate important and positive residual effects on democratic transition and consolidation.

**Presenter:** Maciej Bartowski, International Center on Nonviolent Conflict

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### **Panel: Service Learning and Civic Engagement**

#### **A) Teaching for Peace: Integrative Learning, Citizenship and Education**

Engaged scholarship is about merging the academy and broader civic community. Students inform scholarship through civic action. But, increasingly, students are entering and departing the academy unprepared for civic engagement; a process that is best integrated throughout students' education process. The focus of engaged-scholarship in higher education at the end of the formal learning continuum is not enough. A model of integrative learning is explored with discussion regarding the role of the academy as a leader in the change process.

**Presenters:** Tom Matyok, Cathryne Schmitz, University of North Carolina at Greensboro

#### **B) Getting the Most Out of Service Learning: Maximizing Student, University and Community Impact**

Service learning is a popular approach at secondary and higher education institutions to enhance learning for students by involving them in community service as a part of their educational experience. Despite the vast number of service learning efforts at universities across the nation, there is often little attention to the intended and actual results. Some programs may actually reinforce negative or counterproductive attitudes among students. Most efforts fall short of maximizing the potential social change impact of the activity. This session will review and compare ways that the impact of service learning has been measured in the literature.

**Presenter:** Mark Chupp, Case Western Reserve University



K-12

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## **The Use of Restorative Justice in Baltimore's Inner City Schools**

For the past 13 years, the Community Conferencing Center has been demonstrating the effectiveness of Restorative Practices in not only resolving serious harm, but in providing students, teachers and administrators with ways to treat and support each other better. Many Baltimore schools have shifted not only to a culture of cooperation, but to one where adversaries truly learn how to resolve serious incidents with respect, and to be in positive relationship with each other in service of better learning and healthier lives. The Community Conferencing juvenile court diversion work, resulting in significant reductions in recidivism, will also be shared.

**Presenter:** Nicole Glass-Brice, Community Conferencing Center

K-12

## **Panel: Celebrating and Appreciating Diversity in the Classroom**

### **A) Creating Inclusive Classrooms: Appreciating Diversity**

Gain skills and discover resources to teach in a manner that is unbiased and non-prejudicial, and receive tools to create an inclusive classroom learning experience for all learners. The program will incorporate: interactive learning and teaching; diverse facilitators and presenters; new and enduring theories of diversity awareness and social justice education; and historical and social perspectives of diversity issues.

**Presenter:** Shemariah Arki, The Diversity Center of Northeast Ohio

### **B) Respect Everyone Despite Odds: Middle and High Schools Celebrating Diversity**

Stand for Peace are a group of high school and middle school students committed to creating a non-violent culture in their communities and schools. Learn about their biggest project, Re-Do (Respect Everyone Despite Odds) Day, an in-school character education workshop that provides students with activities that reveal the potential for connectedness, peace, and equality in their lives through the celebration of diversity, truth, and free expression.

**Presenters:** Sharon Richardson, Lori Burton-Cluxton, Abuse and Rape Crisis Shelter of Warren County

K-12

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## **Conflict Resolution (CR) and Peace Education (PE): Evaluation "How To's"**

This panel and roundtable discussion will provide an opportunity to hear about the experiences of panelists and others in evaluating CR and PE projects. The "how-to's" of international PE evaluation and information on developing terms of reference for evaluation, using theories of change, and how to choose an evaluator for your project will be shared. Information on planning an "in-house" monitoring and evaluation project for projects that do not have funding for outside evaluation and resources for research and evaluation of CR and PE projects will be presented.

**Presenters:** Marsha Blakeway, George Mason University; Carolyne Ashton, Search for Common Ground

K-12

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## **(Ukraine) Training Teachers to Work with Parents in Peace Education (PE) Programs: Methodology and Challenges**

Do your students use the same PE and Conflict Resolution Education (CRE) skills when they are home? Do parents support your school's PE and CRE program and take part in it? Do you want your PE/CRE program to be helpful not only for your students but also to adults in your community as well? These challenges are faced not only in the U.S., but also in the Crimea. The training system for PE work with parents for teachers will be presented and its applicability in various contexts will be discussed.

**Presenter:** Iryna Brunova-Kalisetska, Tavrida National Vernadsky University

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## **Creating Peace (Studies) in Community Colleges**

This workshop will focus on creating and implementing a Peace Studies course or program in a community college (C.C.) setting. While Peace Studies and CR courses have been in universities since the 1960's, these courses are still often considered new in two-year colleges yet, that is where they are needed the most. C.C.'s have the most diversity of all avenues of higher education, as places where we train our first responders. Resources provided include: materials for approaching administration, sample syllabi, textbook and film suggestions, transfer possibilities, examples of assignments, opportunities for receiving training, and ideas for raising campus awareness.

**Presenter:** Ellen B. Lindeen, Waubesa Community College

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## **(Mexico) Working on Peace and Conflict Resolution Education in Mexico: Lessons Learned**

This panel shares the experience of two organizations working on Peace and Conflict Resolution Education in Mexico, for more than 15 years. Lessons learned and challenges encountered in a highly multicultural, conflictive and complex context will be presented, both within and outside the formal education system. As strategies are developed intercultural challenges as well as conflicts within and without institutions are important to consider.

**Presenters:** Lic. Migueal Alvarez Gandara, Services and Consulting for Peace (SERAPAZ) and Thomas Zapf, International Service for Peace (SIPAZ)

**Saturday, June 11, 2011**

**Session 1 Workshops 10:15 a.m. – 11:45 a.m.**

HE

## **Strategic Peacebuilding: Collaboration between Civil Society and Policymakers in Government and Military**

This workshop is a follow up from the Keynote speaker, Lisa Schirch. For additional information, please see Keynote description.

**Presenter:** Lisa Schirch, Eastern Mennonite University

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K-12

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## **Fostering Peacebuilding and Conflict Management Careers with Students and Youth**

This session will explore careers in the field, and how educators and employers can promote new opportunities for youth considering employment. Examined will be jobs that promote peace and conflict management in both direct ways (i.e., mediators, domestic violence workers, etc.) and more indirect ways (i.e., law enforcement, military, education, social services, etc.) The discussion will focus on both “careers” and “skills” that are developed through education that can be applied in a range of workplaces.

**Presenters:** David Smith, United States Institute of Peace; Tony Jenkins, National Peace Academy; Sarah Wallis, Ohio Commission; Barbara Thorngren, Nashua Community College

K-12

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## **Panel: College Students Serving the Community**

### **A) College Students Implementing a Conflict Resolution (CR) Program in Schools, Homeless Shelters and Juvenile Correction Facilities**

The Take Ten CR curriculum, developed at the University of Notre Dame, is implemented at local schools and community sites in South Bend. Trained college students teach it in local schools, a homeless center and a juvenile correctional facility. Workshop participants will learn the essential elements of developing and implementing a CRE curriculum that work in a variety of settings. The foundational elements of this effective program will be presented in an interactive format allowing participants to engage in exercises and interact with one another to process how real change occurs when learning the needed skills to resolve conflicts peacefully.

**Presenter:** Ellen Kyes, Take Ten

### **B) Cross-Cultural Conflict Transformation at a Local School for Immigrants and Refugees**

Faculty and students from the university are actively engaged in evaluation and interdisciplinary practice at a public school serving immigrant and refugee children ages 9-20. Within this context, an assessment of faculty's beliefs and strategies concerning diversity were evaluated. The findings included several reoccurring themes around diversity. This information will be presented with recommendations for organizations to encourage diversity while pointing out its benefits.

**Presenters:** Rebecca Curtis, Cathryne Schmitz, University of North Carolina at Greensboro

K-12

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## **(Kenya) State and Non-State Actor Collaboration for Conflict Prevention in Schools and the Community**

In 2009, the National Steering Committee (NSC) on Peacebuilding and Conflict Management in Kenya, including, Civil Society, released the final draft of the national policy on Peacebuilding and Conflict Management. The vision of this policy is “A peaceful and stable Kenya” while the mission is “To Promote sustainable peace through a collaborative institutional framework between state and non-state actors”. Such collaboration in Kenya includes The Peace Education (PE) Conference co-organized by Nairobi Peace Initiative-Africa (NPI-A), a peace resource non-governmental with the Ministry of Education and GPPAC. Best practices in PE were discussed as a way to promote a culture of peace through education. This workshop will examine effective collaboration among civil society and government to monitor and report imminent conflict and ensure preventive action prior to and during the referendum on the new constitution of August 2010.

**Presenter:** Caroline Owegi-Ndhlovu, Nairobi Peace Initiative

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## **(Northeast Asia) Restorative Justice Applied by Northeast Asia Regional Peacebuilding Institute to Regional and Local Initiatives**

The process of the establishment of the Northeast Asia Regional Peacebuilding Institute (NARPI), will be reviewed as well as plans for its first summer training program in August in South Korea. Restorative justice as a means of reconciling historical conflict in Northeast Asia, a region still dominated by the Cold War structure and mindset, will be shared. How NARPI can support local efforts to build peacebuilding infrastructure in Northeast Asia, with a specific focus on the Korean context will be explored. The story of the birth of restorative justice practice for schools, churches and communities in Korea will be covered, along with reflections on the experience and the use of victim-offender mediator for juvenile cases.

**Presenter:** Jae Young Lee, Northeast Asia Regional Peacebuilding Institute

K-12

HE

## Exploring Children's Literature as a Vehicle for Improving Conflict Resolution Education

In an effort to develop sound conflict resolution education, many educators fail to plan and implement learning experiences that build on the fundamental tenants of effective education curricula. Of particular importance is the conflict resolution instruction designed for elementary and intermediate students. Educators are wise to invest time in preparing effective conflict resolution instruction for young learners. Fortunately, evidence-based guidelines, including the *Health Education Curriculum Assessment Tool (HECAT)*, are available to assist with the development of sound learning experiences. In context of the characteristics of effective health education, attendees will examine the fundamental concepts of children's literature in context of conflict resolution strategies. In addition, applied learning activities in this session will enable participants to analyze children's literature as a means to improve conflict resolution instruction.

**Presenters:** Angela Backus, Renee Axiotis, Cynthia Symons, Kent State University

**Saturday, June 11, 2011**

**Session 2 Workshops 2:00 p.m. – 3:30 p.m.**

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## Linking Theory to Practice: Conflict Analysis and Resolution Pedagogy in Undergraduate Classrooms

This multi-year, FIPSE-funded project, is building the capacity of the interdisciplinary field of Conflict Analysis and Resolution (CAR) to play a key role in improving undergraduates' ability to apply theory to practice in CAR courses, in general education, and beyond the classroom. The project is focused on curricular innovation in experiential and service learning, specifically the development, testing, and dissemination of new approaches and materials. Workshop presenters will offer lessons learned from the ongoing project, and share best practices for using experiential and service learning activities in undergraduate conflict resolution education.

**Presenters:** Gina Cerasani, Ethan Finley, Kristin Moriarty, George Mason University

HE

## Launching a Community College Certificate in Conflict Management and Peace Studies: Strategies, Successes and Lessons Learned

Cuyahoga Community College recently launched a certificate in Conflict Management and Peace Studies. The certificate is the first of its kind at an Ohio community college. The certificate provides a background in the core theory of conflict management and peace studies, the skills of conflict management, and a capstone opportunity to apply knowledge and skills in a community setting through service learning. Faculty and staff involved in the development of the certificate will share successes, challenges and lessons learned.

**Presenters:** Kathleen Catanese, Jennifer Batton, Angela Ugran, Emily Weglian, Cuyahoga Community College

K-12

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## Bullying in Schools: Tips for Supporting Schools and Teachers in Minimizing Issues Related to Bullying

Conflict Resolution Education in Teacher Education (CRETE) is a grant-funded project designed to provide training to pre-service and in-service teachers in CRE and to enhance new teachers' CRE and classroom management skills. An important component of the CRETE training is its focus on bullying prevention and intervention, an issue which has come to the forefront of education in recent years. This session will provide information regarding characteristics of bullying, including cyberbullying, and offer research-based strategies for creating environments that minimize the potential for bullying to occur, as well as offering comprehensive methods for understanding and intervening on incidents of bullying.

**Presenters:** Margo Kernan, Anne Varian, University of Akron; Diane Corrigan, Cleveland State University

K-12

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## How to Keep Kids in School: Truancy Mediation in Ohio and Maryland

This panel provides an examination of truancy mediation models in Ohio and Maryland that address the critical problem of student attendance in elementary and middle schools. An overview of the issues nationally will be shared as well as various truancy models and details regarding the evolution of best practices tailored to match the needs and resources in the local community. Program implementation including challenges, evaluation and results, and associated costs as well as funding sources will be reviewed.

**Presenters:** Barbara Grochal, University of Maryland; Tammy Kosier, Ashtabula County Court of Common Pleas; Anastasia Smith, University of Maryland; Sarah Wallis, Ohio Commission on Dispute Resolution and Conflict Management

K-12

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## (Philippines) Promoting Peace Education in Strategic Ways

Initiatives undertaken, mainly by the Center for Peace Education, in cooperation with the Global Partnership for the Prevention of Armed Conflict (GPPAC) and the Global Campaign for Peace Education, towards promoting and mainstreaming peace education in the Philippines will be shared along with practices and projects that may be useful to other contexts. A hopeful sign, the presence of an Executive Order calling for the "Institutionalization of Peace Education in Basic Education and Teacher Education" will be reviewed along with the initial progress on implementing the Executive Order.

**Presenter:** Loreta Navarro-Castro, Miriam College, Philippines

**C**

## **(Brazil) “Maria de Penha”: the Pivotal Case for Gender Based Violence Prevention Laws**

The Inter-American System of Human Rights plays a significant role in CRE, assisting countries that have violated basic human rights norms to review and implement changes. Maria da Penha is a leading case in both the Inter-American Court of Human Rights and in Brazil, where significant alterations as a result of the case took place in Brazilian society in order to stop gender based violence as a result of the condemnation of The Court of the Americas, obliging Brazil to adopt public policies to prevent this gender based violence. Many structural changes were made and are implemented by local authorities. The policies used to address such problems will be shared as well as strategies leading to this change.

**Presenter:** Tatiana de Almeida Freitas Rodrigues Cardoso, University of Toronto

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## **Using the United States Institute of Peace Certificates of Conflict Analysis in Introductory Courses at a Community College**

This workshop will include an overview of various pedagogical methods of incorporating USIP certificates into introductory courses at the community college level. Workshop participants will receive materials, examples, and hear student experiences from using the materials. Participants will have an opportunity to experience part of the USIP courses. Each participant will leave the workshop with a draft activity using USIP certificate courses.

**Presenter:** Katherine Rowell, Sinclair Community College

**K-12****HE**

## **Teaching Tolerance: A Service-Learning and Action Research Project**

Faculty and students at Virginia Tech have been involved in a service-learning and participatory action research project with a middle school to develop a peace education (PE) curriculum. The presentation will cover major themes and ideas emerging from middle school student questionnaires used to develop a middle school PE program.

**Presenter:** Sophia Teie, Virginia Tech

**Saturday, June 11, 2011**

**Session 3 Workshops 3:45 p.m. – 5:15 p.m.**

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## **Panel: Gender Based Violence Prevention**

### **A) Bullying Awareness and Violence Prevention in a Juvenile Justice Setting: Overcoming Multiple Risk Factors**

The results of a group program designed to present awareness of bullying and violence prevention practices to female juvenile offenders will be shared. The program considers challenges facing participants: prior experiences of violence; adult modeling of violence; family distress and fragmentation; poverty; academic challenges; gender issues; and community violence. Early observations find that despite multiple risk factors, girls in the juvenile justice system are resilient, creative, and learn to survive. Through engaged, appropriate adult involvement and modeling, juvenile offenders can develop a framework where bullying behaviors and violence are not the only choice.

**Presenter:** Franklin Ard, University of North Carolina at Greensboro

### **B) (Eastern Congo) Searching for Happiness: A Gender Based Violence Prevention Program**

Almost seventeen years since the Rwandan genocide, having fled from their country, members of the Hutu rebel group FDLR (the Democratic Liberation Forces of Rwanda in English) in the eastern Congo region are still fighting against the Rwandan government. Although the governments of Congo and Rwanda are trying to stop these rebels, civilians are targeted for attacks. Women in nearby villages are victims of rape. Gender based violence prevention programs have been founded, yet have been unsuccessful. This session will examine different successful gender based violence prevention programs in Africa and other regions. By exploring foundations of successful programs, a framework for a gender based violence prevention program for women in eastern Congo is presented.

**Presenter:** Chizuru Asahina, George Washington University

**HE**

## **Use of Simulations: Teaching Global Negotiations and Model European Union (E.U.)**

Jamestown Community College (JCC) is a leader in the use of simulations to teach international negotiations: an online negotiation for community college students and a face to face European Union (EU) simulation, which JCC founded, and in which JCC is the only community college participating. This workshop will look at the online simulation in detail and explain the Model EU simulation-the first, oldest, and only transatlantic EU simulation in existence.

**Presenter:** Gregory Rabb, Jamestown Community College



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## U.S. Institute of Peace's Permanent Home on the National Mall: An Address for Peace

This session will focus on recent developments related to the move of USIP to the northwest corner of the National Mall. The session will focus on the implications of move, as well as the plans for the Global Peacebuilding Center which will be launched in September.

**Presenter:** David Smith, United States Institute of Peace

K-12

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## Are there Rules of War? Overview of International Humanitarian Law (IHL) and How it Functions in the Real World

Guidelines and restrictions on warfare have been developed and applied by the international community. The necessity of IHL will be traced to its ever-increasing contemporary involvement. Since inception, the purpose has been twofold: 1) to reduce the devastation caused by war and 2) to protect the dignity of man. The Geneva Conventions and the International Committee of the Red Cross were established to wrestle with the above-listed concerns. How materials and exercises in the free American Red Cross curriculum can also be applied to situations of inter-personal conflict, gang issues, and harmful social defiance will also be shared.

**Presenters:** James Lane and Paul Frankmann, American Red Cross

K-12

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## Sports, Games and Conflict Resolution Education (CRE): Strategies for Dialogue and Action

This workshop will examine the potential of sports, live action role playing (LARP), and table top games as a mechanism to engage students in difficult topics through reflection on shared experiences and developing a shared narrative in a competitive, but semi-structured and non-threatening environment. An overview of existing theory and practice in this area and some case examples of projects and curricula developed for K-12 schools and refugee communities will be shared. Sports and gaming provide a unique enjoyable forum for children, youth, and young adults to practice and reflect on CRE and peace building skills.

**Presenters:** Sherrill Hayes, Joseph Borawski, University of North Carolina at Greensboro; Narayan Khadka, Senior Resources of Guilford

K-12

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## Panel: Conflict Resolution and Peace Education

### A) (Bosnia and Herzegovina) Beyond Peace Education (PE) : Educational Initiatives for Youth

Unraveling how the principles of PE and human rights education play out in practice in the context in Bosnia and Herzegovina, (post-conflict, post-Cold War, communist to open market economy) this workshop will share how education can lead to greater reconciliation, tolerance and peace-seeking, as well as *viable* paths for youth and their communities

**Presenter:** Jennifer Lauren, American University of Paris

### B) Cultivating an Actively-caring Culture in Schools

This field study evaluated prevention efforts in bullying among elementary-school students by promoting pro-social behavior. Teachers of fourth, fifth, and sixth grade students, promoted "actively caring" (AC) behavior in their students. The study results will be shared and their impact on interpersonal bullying, victimization, and observed bullying which decreased significantly, indicating the effectiveness of a positive approach to undesirable behavior.

**Presenter:** Shane McCarty, Virginia Tech

### C) Best Practices and Recommendations for Establishing Conflict Resolution Education (CRE) Programs in K-12 Settings

Using three existing CRE programs in separate K-12 settings, a case study methodology was used to understand how the programs were designed, implemented, evaluated, and sustained. How and why CRE is important, how it can be adapted to other institutions and expanded throughout the education sector, both domestically and globally will be shared.

**Presenters:** Timothy Kennedy, George Mason University

HE

## Getting to Know the Other: Conflict Resolution in the Foreign/Second Language Classroom

Learning another language: embedded in this challenging and compelling task is a desire for knowing the Other, communicating with another of difference, bridging cultural gaps and differing values, and gaining local and/or global literacy. Since the early 1990s, scholars and teachers in both Peace Studies and Second Language Studies (SLS) or English as a Second Language (ESL) have been calling for more overt approaches to addressing peace issues in the language classroom. An overview of best practices in classrooms in multicultural Hawaii and Japan will be explored along with possible stimulating and engaging topics in language learning that can promote resolution of conflict in various communities.

**Presenter:** Barbara Leigh Cooney, University of Hawai'i at Manoa

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### **WHAT DO WE DO?**

Acting as a catalyst to stimulate interest in nonviolent conflict, the International Center on Nonviolent Conflict (ICNC) collaborates with likeminded educational institutions and nongovernmental organizations around the world to develop and disseminate a variety of educational products, programs, and initiatives.

### **WHAT IS NONVIOLENT CONFLICT?**

Nonviolent conflict is produced by the organized action of ordinary people to defy oppression, obtain human rights, establish justice or achieve democracy. This action involves the use of tactics such as strikes, boycotts, mass protests, and civil disobedience. These disruptive acts undermine the capacity of rulers or institutions to control people through fear and to deprive them of rights or freedom.

For more information and details, please visit our website at <http://nonviolent-conflict.org/>, the Web's leading resource on Nonviolent Conflict and Civil Resistance. There you can find Nonviolent Conflict Summaries, related video clips, recommended readings as well as recent updates on educational initiatives and events.

# 4<sup>th</sup> International Conference on Conflict Resolution Education (CRE)

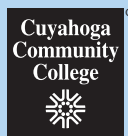


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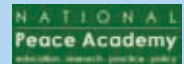
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don't have  
to share beliefs,  
just a  
planet.”*



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