

# 6th International Summit on Conflict Resolution Education (CRE)

*Bridging Cultures: Education for Global Citizenship and Civic Engagement*

**June 12 - 17, 2013**

**Cleveland, Ohio, USA**



**June 12 - 13 Pre-Conference Trainings**

**June 14 - 15 Main Conference – Keynotes and Workshops**

**June 16 - 17 U.S. Community College Seminar: Developing Peace and  
Conflict Studies Programs**

**Conference Registration: <http://creducation.org/cre/goto/6th>**

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

**Graduate Credits offered: from the University of Akron.**

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**American Red Cross**



**Global Issues Resource Center**

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**Ohio | Campus Compact**



**Pulitzer Center  
ON CRISIS REPORTING**

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



**GLOBAL  
PARTNERSHIP  
FOR THE  
PREVENTION  
OF ARMED  
CONFLICT**

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. It 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 after extensive consultations in 2003-4, which led to the official launch of its Global Action Agenda at a global conference at the UN headquarters in New York in 2005.

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

GPPAC supports the capacity of its regional networks to interact and to take action together, facilitating 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 relevant external actors, including the UN, regional intergovernmental organisations, state actors, the media and academia. This has enabled unique initiatives, showing its ability to bridge global policy making with local ownership and practice on the ground.

Some achievements of GPPAC so far have included:

- greater access and direct involvement of local civil society in global initiatives such as the UN Peacebuilding Commission and the Geneva Declaration on Armed Violence and Development;
- mobilisation of the global network - through tools, advice, contacts, political leverage or international civil society delegations - in support of local CSOs working to prevent or constrain violence in times of crisis or political change, as seen during the 2008 post-election crisis in Kenya, the political transition in Guinea Conakry 2009, and the 2010 clashes in Kyrgyzstan;
- the development of a Preventive Action framework to enable CSOs to engage from the stage of conflict assessment to the implementation and monitoring of conflict prevention strategies;
- promotion of networks and dialogue initiatives (Track II diplomacy) in the Caucasus, Latin America and politically sensitive regions such as South Asia and Northeast Asia;
- initiation of a dialogue and collaboration between CSOs and regional organisations such as the OAS, ECOWAS, SAARC and ASEAN on security issues, notably through the first learning event bringing these actors together at the Strengthening Global Peace and Security for Development global conference in Madrid (in collaboration with the OAS, November 2011)
- increased capacity of CSOs to work together in reaching out to the media and policy makers through 'Media Focal Points', quiet diplomacy workshops and policy liaison functions;
- setting up of the Peace Portal, an online platform custom-built for interaction, information-sharing and joint action of actors and initiatives in conflict prevention and peacebuilding;
- a global mapping of expertise and initiatives within the GPPAC network related to the UN Security Council Resolution 1325 on Women, Peace and Security.

**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 (Tri-C®) is partnering with colleges and universities, and local, national and international non-governmental and governmental organizations to host the *6th International Conference on Conflict Resolution Education (CRE), Bridging Cultures: Education for Global Citizenship and Civic Engagement* June 12-17, 2013, at the Tri-C Western Campus in Parma, Ohio, USA.

Our 2013 conference builds upon prior conferences and meetings in 2007 through 2012, which brought together government representatives from among the 50 states and around the globe and their non-governmental organization partners who have legislation or policies in place on topics such as conflict management, civics education, global and multi-cultural education, and social and emotional learning at the K-12 level and in colleges and universities. The 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 6th International Conference on CRE is an opportunity to engage in interdisciplinary collaboration and research. 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 uses of training, resources and technology. Conference participants are drawn from the local, state, national and international community.

The University of Akron is offering one (1) or two (2) graduate credit hours at a cost of \$150/hour for attendance at the conference. A representative from the University of Akron will be at the conference to answer questions and provide additional paperwork.

**Costs and registration information are available on-line at:**

**<http://creducation.org/cre/goto/6th>**



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## Additional Conference Related Events

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

### **Network Meeting of Colleges and Universities Developing Peace and Conflict Studies Programs**

**Thursday, June 13**

**6:30 – 9 p.m.**

**Crowne Plaza Cleveland Airport Hotel**

*Pre-registration required, \$5.*

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; College of Education and Human Services, Cleveland State University; and the Center for Dispute Resolution, University of Maryland King Carey School of Law. The reception builds on networking sessions held in 2012 and 2011 for colleges and universities developing peace and conflict-related programming. This networking meeting 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 collaboration and exchange.

### **Networking Reception and Tour of Exhibit Cleveland Museum of Art**

**Friday, June 14**

**4:30 – 9 p.m.**

*Pre-registration required, \$30.*

This networking reception is open to all conference participants. Transportation between the museum and conference hotel will be provided. This will be a fun networking opportunity for conference attendees to meet and engage with our guests from 16 countries, followed by a tour of the world renowned art collection. Appetizers and beverages will be provided. The museum, founded in 1913, is one of the world's most distinguished comprehensive art museums and one of Northeast Ohio's principal civic and cultural institutions.

### **Community Colleges Seminar: Developing Peace and Conflict Studies Programs**

**Sunday, June 16 - Monday, June 17**

**9 a.m. – 5 p.m.**

**Crowne Plaza Cleveland Airport Hotel**

*Pre-registration required, \$150 before 4/12/2013.*

Hosted by Global Issues Resource Center, Cuyahoga Community College. This two-day working group meeting is open to all college and university faculty, staff and administrators. Teams from colleges and universities 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.

## **Optional Cultural Activities**

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### **Lolly the Trolley Historical and Cultural Tour of Cleveland**

**Saturday, June 15**

**4:30 – 6:30 p.m.**

*Pre-registration required, \$25.*

Enjoy a private chartered tour of the cultural highlights of Cleveland! The trolley will pick up and drop off participants at the conference hotel. More than 20 miles of facts and fun are covered in Trolley Tours' well known City Sightseeing Tour. The comprehensive two-hour narrated tour includes The Flats, a river port where the Cuyahoga River meets Lake Erie; Cleveland's North Coast Harbor featuring the world's only Rock & Roll Hall of Fame and Museum; Downtown Cleveland, with its mix of historic and modern architecture; The Warehouse District with restaurants & galleries in downtown's oldest and newest "neighborhood"; Ohio City, with Victorian homes renovated by "urban homesteaders" and the West Side Market; the Gateway Sports complex; PlayhouseSquare, the nation's largest theater restoration project; The Cleveland Clinic, one of America's premier medical centers, University Circle, a focal point for our cultural, educational and medical institutions and a drive through the historic Cultural Gardens, saluting the ethnic groups who have built our community. The tour concludes with a brief stop at the Rockefeller Greenhouse.

### **Cleveland Cultural Gardens Tour**

**Saturday, June 15**

**4:30 – 6:30 p.m.**

*Pre-registration required, \$15.*

Transportation will be provided between the conference hotel and the cultural gardens. The gardens reveal the history of immigration to, and migration within, the United States. The gardens share the stories of the major conflicts that gave shape to the 20th century and provide insight into the large social, economic, political and cultural upheavals that effected through the nation. The tour will be led by a Cultural Gardens Federation volunteer.

# The Conference Planning Committee

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**Jennifer Batton**  
*Cuyahoga Community College*

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

**Rebecca Cline**  
*Ohio Domestic Violence Network*

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

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

**Laurie Fisher**  
*American Red Cross*

**Rhonda Fitzgerald**  
*Sustained Dialogue Campus Network*

**Carol Franklin (Ret.)**  
*Cuyahoga Community College*

**Sherrill Hayes**  
*Kennesaw State University, Master of Science in Conflict Management Program*

**Erika Jefferson**  
*Cuyahoga Community College*

**Romina Kasman**  
*Organization of American States, Department of Education and Culture*

**Shirin Khosropour**  
*Austin Community College*

**Susan King**  
*Ohio Campus Compact*

**Eileen Kunkler**  
*Ohio State University, Center for Slavic and East European Studies*

**Amy Lazarus**  
*Sustained Dialogue Campus Network*

**Susan Lohwater**  
*Cuyahoga Community College*

**Suzanne MacDonald**  
*University of Akron, College of Education*

**Jordan Peters**  
*Ohio State University, Center for Slavic and East European Studies*

**Bill Pfohl**  
*International School Psychology Association*

**Deborale Richardson - Bouie**  
*Cuyahoga Community College*

**Bernie Ronan**  
*Democracy Commitment*

**Barbara Sugarman Grochal**  
*University of Maryland King Carey School of Law, Center for Dispute Resolution*

**Janice Taylor Heard**  
*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.

### Platinum

Global Partnership for the Prevention of Armed Conflict

### Gold

International Institute for Sustained Dialogue

### Silver

Ohio Campus Compact  
Pulitzer Center for Crisis Reporting

### Bronze

American Red Cross  
Association for Conflict Resolution: Education Section  
Conflict Learning Designs  
Cuyahoga Community College, Government Affairs and Community Outreach  
Cuyahoga Community College, Campus President's Office, Western Campus  
Cuyahoga Community College, Campus President's Office, Eastern Campus  
International Center on Nonviolent Conflict

International School Psychology Association  
John Carroll University  
The Ohio State University, Center for Slavic and East European Studies

### Copper

Earlham School of Religion  
The Tyrian Network  
University of Akron, College of Education, Office of Outreach and Professional Learning

## Conference Partners

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Akron International Friendship  
Antioch University Midwest  
Ashland Center for Nonviolence at Ashland University  
Bellefaire JCB  
Beech Brook  
Peace and Conflict Studies Program, Bowling Green State University  
Mandel School of Applied Social Science, Case Western Reserve University  
The Central Kentucky Council for Peace & Justice (CKCPJ)  
Cleveland Council on World Affairs  
Cleveland Metropolitan School District, Winning Against Violent Environment Program (WAVE)  
School of Communication, Cleveland State University  
Council of International Programs, USA  
Creative Response to Conflict  
Council of International Programs, USA  
The Diversity Center of Northeast Ohio  
Center for Justice and Peacebuilding at Eastern Mennonite University  
The Federal Mediation and Conciliation Service

School for Conflict Analysis and Resolution, George Mason University  
InterReligious Task Force on Central America  
Center for Applied Conflict Management, Kent State University  
Mediation Association of Northeast Ohio (MANO)  
National Peace Academy  
Department of Conflict Analysis and Resolution (DCAR), Nova Southeastern University  
Ohio Domestic Violence Network  
The Gladys W. and David H. Patton College of Education, Ohio University  
PeacePlayers International  
Shelby County Educational Service Center Summit County Educational Service Center  
Summit County Educational Service Center  
College of Education, Office of Outreach and Professional Learning, University of Akron  
Center for Dispute Resolution, University of Maryland Francis King Carey School of Law  
Center for Peace Studies and Violence Prevention at Virginia Tech

# Conference at a Glance

## Main Conference June 14 - 15, 2013

Pre-Conference Trainings (June 12 - 13)

U.S. Community College Seminar (June 16 - 17)

All events and workshops will be held at:

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

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

### Pre-Conference Trainings (June 12 - 13, 2013, 9 a.m. – 5 p.m.)

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

- *Integrating Core Theories of Conflict Resolution Across Disciplines*, **Kent State University, Center for Applied Conflict Management** (June 12)
- *Collaborative Negotiations: Strategies, Skills and Techniques*, **Federal Mediation & Conciliation Service** (June 12)
- *Toward a Healthier Campus Community Through Sustained Dialogue*, **Sustained Dialogue Campus Network** (June 12-13)
- *Teaching International Humanitarian Law in the Humanities and Social Sciences*, **American Red Cross** (June 13)
- *People, Power and Pedagogy: Methods for Teaching About Nonviolent Struggle*, **International Center on Nonviolent Conflict** (June 13)
- *Let's Talk About Child Rights!* **International School Psychology Association** (June 13)
- *Integrating Service Learning and Opportunities for Civic Engagement into Courses*, **Ohio Campus Compact** (June 13)

**SPECIAL EVENTS:** Network Meeting of Colleges and Universities Developing Peace and Conflict Studies Programs, Thursday, June 13, 6:30-9:30 p.m., Crowne Plaza Cleveland Airport Hotel. Pre-registration required, \$5.

## Main Conference (June 14 - 15, 2013)

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

### Friday, June 14 (8:45 a.m. – 3:30 p.m.)

8 – 8:30 a.m.	Registration, Performing Arts Theatre Lobby	<b>EXHIBITS</b> – Please take time to visit the exhibit tables in the theater lobby on June 14 - 15 to obtain free materials and information from local, state, national and international organizations to support your work in the field.
8:45 – 10 a.m.	Keynote Address: <i>The Organization of American States: 100 Years of Building Bridges in the Americas</i> , Organization of American States	
10:15 – 11:45 a.m.	Session 1: 1.5-hour workshops	
11:45 a.m. – 12:45 p.m.	Lunch (provided)	
12:45 – 1:45 p.m.	Afternoon Keynote: <i>Telling Better Stories: Promoting a Sense of Global Citizenship and Shared Understanding With Pulitzer Center Journalism</i> , Pulitzer Center on Crisis Reporting	
2 – 3:30 p.m.	Session 2: 1.5-hour workshops	
4:30 – 9 p.m.	Networking Reception and Explore the Cleveland Museum of Art ( <a href="http://www.clevelandart.org/">http://www.clevelandart.org/</a> ). Pre-registration required, \$30.	

### Saturday, June 15 (9 a.m. – 4 p.m.)

8:15 – 8:45 a.m.	Registration, Performing Arts Theatre Lobby
9 – 10 a.m.	Morning Keynote: <i>Inter-cultural Conflict Resolution, Political Processes and Impacts on Minority Groups Including Migrants and Immigrants</i> , Global Partnership for the Prevention of Armed Conflict
10:15 – 11:45 a.m.	Session 1: 1.5-hour workshops
11:45 a.m. – 12:45 p.m.	Lunch (provided)
12:45 – 2:15 p.m.	Afternoon Plenary: <i>Peacebuilding in Colleges and Universities: The Road Traveled, the Road Ahead</i> , George Mason University, School for Conflict Analysis and Resolution
	or
	Session 2: 1.5-hour workshops
2:30 – 4 p.m.	Session 3: 1.5-hour workshops
4:30 – 6:30 p.m.	Option 1: Guided Trolley Tour of Cleveland ( <a href="http://www.lollytrolley.com/city.htm">http://www.lollytrolley.com/city.htm</a> ) Pre-registration required, \$25.
	Option 2: Tour of Cleveland Cultural Gardens ( <a href="http://www.culturalgardens.org/">http://www.culturalgardens.org/</a> ) Pre-registration required, \$15.

## Community College Seminar: Developing Peace and Conflict Studies Programs (June 16 - 17, 2013)

Crowne Plaza Cleveland Airport Hotel, 7230 Engle Rd., Middleburg Heights, Ohio  
(9 a.m. – 5 p.m.)

Teams from colleges and universities 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

**Wednesday, June 12 – Thursday, June 13, 2013 (9 a.m. – 5 p.m.)**

All pre-conference training will be at Crowne Plaza Cleveland Airport Hotel. Pre-registration required.

## Pre-Conference Training #1

### ***Integrating Core Theories of Conflict Resolution Across Disciplines***

**(June 12, 2013)**

One-day intensive seminar for core faculty on the foundational theories of conflict resolution, utilizing historical examples and cases from the United States and around the globe. During this session, professors will be introduced to pedagogical tools that can enhance student learning; sample assignments will be shared that lead to enhanced application of the theories to practice; and sample methods of evaluation/assessment of the students' understanding and ability to apply these core theories will be covered.

#### **PRESENTER:**

**Landon Hancock, Ph.D.**, associate professor, teaches courses for both the Center for Applied Conflict Management and the Department of Political Science at Kent State University. Recent publications include articles in *Ethnopolitics*, *Peace & Change*, *Irish Political Studies*, *Peace and Conflict Studies*, *Conflict Resolution Quarterly*, and *Journal of Peace Education*.

He is co-editor (with Christopher Mitchell) of two volumes, *Zones of Peace* (2007) and *Local Peacebuilding and National Peace* (2012). His research is focused on identity-driven conflict, from the reasons for its inception and outbreak to its resolution and to periods of post-conflict peacebuilding and transitional justice.



## Pre-Conference Training #2

### ***Collaborative Negotiations: Strategies, Skills and Techniques***

**(June 12, 2013)**

Negotiations are a fact of life, whether in business, government, education or within a family. This interactive workshop introduces participants to a collaborative form of negotiating called Interest Based Negotiations (IBN). Instead of negotiating from hard and fast positions, IBN focuses on identifying and discussing the interests that underlie issues. Participants attending this session will come away with an understanding of the differences between traditional and collaborative bargaining, and of the Interest Based Problem Solving (IBPS) process. Attendees will gain experience in problem identification, identifying interests, brainstorming, evaluating options and consensus decision making. The session reinforces active listening and open communication, and includes individual group exercises and activities to help ensure maximum participation.

#### **PRESENTER:**

**Timothy J. Viskocil** is a commissioner with the Federal Mediation and Conciliation Service (FMCS) in the Cleveland, Ohio, Field Office. Prior to joining FMCS, Viskocil held management positions in human resources and labor relations in the private and public sectors. He has extensive experience mediating disputes and has taught basic and advanced negotiation and mediation courses. Viskocil received a bachelor's degree in Labor-Management Relations from Cleveland State University and a juris doctorate from Cleveland-Marshall College of Law and is a member of the Ohio Bar Association.

The University of Akron  
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**An inter-spiritual network  
created to awaken  
the artist, healer,  
and peacemaker  
in each of us.**



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

## Pre-Conference Trainings (Cont'd)

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### Pre-Conference Training #3

#### ***Toward a Healthier Campus Community Through Sustained Dialogue: A Training for Community Advocates, Administrators and Advanced Students*** (June 12 – 13, 2013)

This two-day workshop will serve as an introductory training in a dialogue-to-action process that students, faculty and administrators are using around the world to solve problems in their community. Sustained Dialogue (SD) gives those most invested in improving the campus climate the skills and space to generate community solutions to questions such as educational access, the political divide, incivility and retention. This workshop will provide a unique space where participants will gain facilitation skills, learn to lead classroom and co-curricular activities and brainstorm with other committed change agents to solve real problems in diversity and inclusion in fun and unique ways. Participants will leave with plans for improving their campus communities and knowledge of how to bring SD to their campus.

Based on 40 years of international diplomacy work by Hal Saunders, SD works through a thoroughly tested five-stage system and within a carefully defined concept of relationship that is being applied in the United States in 20 colleges and abroad.

#### **PRESENTERS:**



**Amy Lazarus** is the first executive director of Sustained Dialogue Campus Network. Previously, Lazarus worked at ICF International, consulting with federal agencies on leadership development and human capital. She was a Coro fellow in Public Affairs and earned a Master of Science in Public Policy and Management at Carnegie Mellon. At Duke University, Amy co-founded the student-run Center for Race Relations and Common Ground. Amy lives in Washington, D.C., and serves on the board of Operation Understanding DC. Recent awards include World Economic Forum Global Shaper, USA Networks Characters Unite Award, Facing History's Upstander Award, and the American Express NGen Leadership Fellowship through Independent Sector.

**Rhonda Fitzgerald**, program director at SDCN, focuses on shaping the student experience of SD. She has developed leadership and training materials, provided students with evaluation tools, and inspired students to organize and moderate SD since joining the SDCN team. She became involved in SD during her freshman year at Princeton University, where she majored in sociology. She is helping to support the formation of a student-led SD initiative in Addis Ababa, Ethiopia.



### Pre-Conference Training #4

#### ***Teaching International Humanitarian Law in the Humanities and Social Sciences*** (June 13, 2013)

This workshop for college faculty and secondary teachers will introduce the subject of international humanitarian law (IHL) – rules and principles that limit the means and methods of violent conflict – including topics such as human dignity, historical and contemporary development, human rights, conflict status, child soldiers, civilians, combatants, protection, enforcement, war crimes and international criminal justice mechanisms, refugees and internally displaced persons. IHL helps teach global competencies essential for today's workforce and the global economy.

The workshop will share tools and resources from the free Exploring Humanitarian Law (EHL) program and other sources, and highlight current practices by educators to integrate IHL into existing courses and subjects. Engaging primary source materials including news accounts, photos, videos, letters and hands-on activities help connect multicultural issues and current and historical events. IHL is a cross-disciplinary subject that intersects with humanities, social sciences, peace and conflict studies, behavioral sciences, veterans' programs, criminal justice and other programs/courses.

#### **PRESENTERS:**



**Dr. Cindy Epperson** is a professor of sociology at St. Louis Community College – Meramec. Epperson teaches Introduction to Sociology, Criminology and Deviance, Evil and the Human Condition, and Universal Human Rights. She is board secretary of the Midwest Institute for International and Intercultural Education, is an international humanitarian law teaching fellow for the American Red Cross, and serves on the Global Council of the Center for the Global Advancement of Community Colleges in Washington, D.C.

**James W. Lane** was a high school social studies teacher for 35 years in Ohio and was an adjunct professor at John Carroll University. As a recipient of two Fulbright study grants, Lane studied in India, Thailand, Hong Kong, China, Japan, Cambodia, Vietnam and Singapore. Through additional awards, Lane taught in Lithuania for two summers and studied the cultures of Germany and Korea. He received the Ohio's Best Social Studies Teacher award. He has provided training in the ICRC's Exploring Humanitarian Law curriculum in the United States, Cambodia and Trinidad and Tobago.



### Pre-Conference Training #4 (cont'd)



**Laurie Fisher** is the senior associate for international humanitarian law education for the American Red Cross International Services Department in Washington, D.C. She is a member of the national team that supports initiatives to promote teaching international humanitarian law and whose current efforts include collaboration with community colleges, universities and law schools. She recently contributed to the development of a new publication by the United States Institute of Peace: *Teaching About Peace and Global Conflict in Democracy's Colleges – A Resource for Community Colleges*, *Teaching About Human Rights and Humanitarian Law* (2013).

### Pre-Conference Training #5

#### **People Power and Pedagogy: Methods for Teaching About Nonviolent Struggle** (June 13, 2013)

Nonviolent movements are an increasingly powerful force in global and national affairs. From the Arab Spring to movements including expanding civil rights, nonviolent action has gained widespread recognition as a potent means for fighting and overcoming oppression. Concurrently, interest in nonviolent action has risen among students, scholars, practitioners and others. This participatory workshop aims to provide up-to-date thinking, frameworks and pedagogical techniques to educators who want to more deeply engage their students in the rich history and dynamic strategies of nonviolent struggle. Activities will explore such themes as nonviolent conflict analysis, strategic and tactical decision making by nonviolent movements, and history construction and its role in shaping students' conceptions of power. Learning and teaching resources (DVDs, books and computer game) will be shared, along with lesson plans.

#### **PRESENTERS:**



**Hardy Merriman**, a senior adviser to the International Center on Nonviolent Conflict (ICNC), has worked in the field of strategic nonviolent conflict since 2002. He was director of programs and research at ICNC from 2005 to 2007. Prior to this, he worked at the Albert Einstein Institution. Merriman writes and presents about nonviolent conflict, contributing to works such as *Waging Nonviolent Struggle: 20th Century Practice and 21st Century Potential* (2005) by Gene Sharp. You can learn more about his work at <http://hardymerriman.com>.

**Daryn Cambridge** is director for Knowledge & Digital Strategies at the International Center on Nonviolent Conflict and an adjunct professor at American University in Washington, D.C., where he teaches two courses: Peace Pedagogy and Education for International Development. He is also an independent, experiential education and training consultant, working with organizations, schools, and teachers to design and facilitate engaging peace education, nonviolence and conflict resolution workshops. You can learn more about his work at <http://daryncambridge.com>.



### Pre-Conference Training #6

#### **Let's Talk About Child Rights!: A Train-the-Trainer Workshop** (June 13, 2013)

Aimed towards those who work in educational settings, this workshop will equip participants with the skills they need to talk about, promote and train others on children's rights. This will be a Train-the-Trainer workshop using the International School Psychology Association (ISPA) curriculum. Throughout the world, children and young people continue to experience abuse, neglect and exploitation, conflict and other factors that affect their physical and mental health. It is the responsibility of adults in society to protect and promote the rights of children the world over. The United Nations Convention on the Rights of the Child is one way we can begin to talk about the promotion and protection of children's rights. Come, learn and become an advocate for the rights of all children.

#### **PRESENTERS:**



**William Pfohl, Ph.D.** is the immediate past president of the International School Psychology Association (ISPA). He is also chair of the National Emergency Assistance Team (NEAT) sponsored by the National Association of School Psychologists (NASP). He trains school psychologists internationally in crisis response and safe school procedures. He has been a school psychologist trainer at Western Kentucky University in Bowling Green, Ky., for 33 years.

**Shereen Naser** is a school psychology graduate student at Tulane University. Her work centers on understanding children's reactions to trauma and creating school systems that help build child resilience. Naser is part of the Tulane University Child Rights Team and has traveled to many conferences to promote a curriculum for school-based mental health professionals concerning the U.N. Convention on the Rights of the Child.



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## Pre-Conference Trainings (Cont'd)

### Pre-Conference Training #7

#### ***Integrating Service Learning and Opportunities for Civic Engagement into Courses***

**(June 13, 2013)**

This workshop is designed for people interested in developing and/or enhancing service-learning experiences in a campus setting. Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities. This interactive workshop will draw upon theory but provide participants with real tools and resources to enhance service-learning practice. Topics will include: (1) Defining service learning and exploring common misconceptions; (2) Highlighting the impact of service-learning experiences on campus and in the community; (3) Linking theory to practice through a deeper understanding of service-learning models including the P.A.R.E. model and different models of reflection; (4) Understanding campus examples and “best practices”; (5) Working with community partners for and finding projects to meet both learning objectives and needs of the community; (6) Leveraging existing campus resources to build service-learning experiences; (7) Utilizing technology and social media to enhance practice; and (8) Finding real dollars for creating, enhancing and sustaining service-learning initiatives.

#### **PRESENTERS:**



**Susan Studer King** is Ohio Campus Compact's program director for Outreach & Engagement. In this capacity, she is responsible for coordinating professional development training for college community service directors as well as organizing regional meetings and workshops for member campuses and AmeriCorps VISTA alumni.

**Richard Kinsley** has been executive director of Ohio Campus Compact since 1997. He has more than 25 years of experience as a faculty member, curriculum specialist, trainer and administrator in the field of service learning and experiential education. Ohio Campus Compact engages and supports its members in public and community service that builds sustainable campus/community partnerships, educates for active citizenship and improves the social and economic well being of communities. Under Kinsley's leadership, Ohio Campus Compact has expanded its membership to 46 Ohio colleges and universities.



## Save the Date! ACR 2013 ANNUAL CONFERENCE

October 9–12, 2013  
Minneapolis, MN



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# Keynote Presentations

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**Friday, June 14, 2013 (8:45 – 10 a.m.)**

## ***The Organization of American States: 100 Years of Building Bridges in the Americas***

This presentation aims to describe the achievements of the Organization of American States (OAS) in terms of its contribution to strengthen the efforts being undertaken by the OAS member states in the development of a democratic culture in the Americas. This presentation will also include information on the strategies, programs and initiatives being carried out by the OAS to foster cooperation among different types of institutions from member states in this field.

Cooperation among different types of institutions not only allows creating more democratic environments that encourage the formation of civic values and practices, but also creates spaces and mechanisms that promote social cohesion and integration. This is key for stimulating active citizenship and committed participation in the building of collective action that has incidence in public and social decision making processes.

### **ABOUT THE SPEAKERS:**



**Pablo Zúñiga** is a senior specialist in the Department for Sustainable Democracy and Special Missions of the OAS with experience in democracy promotion and inter-American political affairs. He has worked for the OAS for more than 20 years, designing and coordinating training programs for young leaders and educators aimed at fostering a greater understanding and commitment to democracy. He supported the creation of the OAS Inter-American Program on Education for Democratic Values and Practices. Zúñiga has also served as adviser to the secretary for Political Affairs, deputy director in the Department for Effective Public Management (2009-2012), director in the Department for State Modernization and Governance (2008-2009), and senior specialist in the Office and Unit for the Promotion of Democracy (1995-2008).

**Romina Giselle Kasman** is an education consultant at the Organization of American States (OAS), where she serves as the coordinator of the Inter-American Program on Education for Democratic Values and Practices. Romina has a bachelor's degree in Political Science (Universidad del Salvador, Argentina) and has been working for more than 10 years on the design and implementation of educational projects, programs and initiatives geared toward promoting education for democratic citizenship, in particular strengthening children and youth political participation. She also served for 11 years as professor in charge and adjunct professor in public and private universities of Argentina.



**Marcia Bebianno Simoes** is senior specialist in migration, in the Department of Social Development and Employment of the Executive Secretariat for Integral Development at the OAS. She holds a Ph.D in American Studies and a master's in Applied Anthropology from the University of Maryland (CP). Her prior work experience includes Research and Evaluation Manager at Casa of Maryland and later at Identity Inc., both National Governmental Organizations operating in the state of Maryland dedicated to tending to the needs of the Latino immigrant community in the area; and researcher and instructor at the Latin American Studies Center at UMD, among others.

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**Friday, June 14, 2013 (12:45 – 1:45 p.m.)**

## ***Telling Better Stories: Promoting a Sense of Global Citizenship and Shared Understanding with Pulitzer Center Journalism***

Drawing specific examples from a deep pool of journalism resources, the Pulitzer Center on Crisis Reporting will show attendees how to integrate fresh and compelling international reporting into the curriculum to promote a global awareness that reaches far beyond basic geographic literacy. The Pulitzer Center, which seeks out under-told stories that put a human face on large-scale global crises, provides content that can also be used effectively in the classroom to further both conflict resolution studies and democratic and civic engagement. Examinations of women and children in crisis, government accountability, fragile states and population pressures, with an emphasis on local connections to global issues, are all fundamental to the Pulitzer Center model. Migration and immigration themes are also interwoven with much of our reporting, particularly in a multi-year project, through a decorated journalist's walk out of the horn of Africa, across Asia and finishing at the tip of South America.

### **ABOUT THE SPEAKER:**

**Mark Schulte**, National Education Coordinator at the Pulitzer Center on Crisis Reporting, works to fulfill the center's mission to educate middle, high school and university students on systemic global issues by connecting them to journalist grantees through classroom visits, Skype chats and other online forms of engagement. Before joining the center, Schulte spent a decade teaching global issues journalism at Washington International School in Washington, D.C., where he developed an online student news collaborative that brought students from 50 countries together to report on conflicts and crises in their communities for a global audience. Schulte's undergraduate degree is from Oberlin College and his master's degree in Interactive Journalism is from American University.



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

## Keynote Presentations (Cont'd)

**Saturday, June 15, 2013 (9 – 10 a.m.)**

### ***Inter-cultural Conflict Resolution, Political Processes and Impacts on Minority Groups Including Migrants and Immigrants***

Drawing on extensive cross-cultural experience from Canada, Cuba, Vietnam, Kyrgyzstan and Mexico, lessons learned regarding methods to understanding conflict in diverse contexts and the links between conflict resolution education and active citizenship will be presented. The speakers will share a framework for positive conflict transformation, including the use of local mediation, dialogue and negotiation to address local and regional challenges in Mexico.

#### **ABOUT THE SPEAKERS:**



**Miguel Alvarez Gandara**, is pursuing a master's in sociology, political science and education from the National Autonomous University of Mexico. Since 2008, he has been the president of Services and Consulting for Peace (SERAPAZ) in Mexico. SERAPAZ opened a "Peace School" that aims to strengthen social actors in their abilities and attitudes in conflict transformation towards social change. Previously, he was the executive secretary of the National Intermediation Commission (CONAI), where he worked as a mediator and adviser to civil and religious networks in Mexico and Latin America on topics related to peace building, mediation and conflict transformation.

**Rena Ramkay** co-chairs the Conflict Prevention Working Group at Peacebuild through which she represents Canada on the Global Partnership for the Prevention of Armed Conflict (GPPAC). She also teaches in the graduate program in conflict resolution at the Department of Law, Carleton University, where she is a board member at the Centre for Conflict Education and Research.



**Saturday, June 15, 2013 (12:45 – 2:15 p.m.)**

### ***Peacebuilding in Colleges and Universities: The Road Traveled, the Road Ahead***

Recently there has been a renewed emphasis in higher education on teaching about peacebuilding. But what does "teaching about peacebuilding" actually constitute? Traditionally, institutions focused on specific programmatic approaches including peace studies and conflict resolution. Today, an array of strategies that extend beyond coursework are being used in higher

education to advance peace building. Smith's talk will introduce the audience to innovative ways that are being promoted today. In particular, he will focus on the efforts of community colleges, an often overlooked sector of higher education, but one that represents nearly 50 percent of American undergraduates. Taking from his recent book, *Peacebuilding in Community Colleges: A Teaching Resource*, he will outline future challenges and opportunities for "democracy's colleges."

#### **ABOUT THE SPEAKER:**

**David J. Smith** teaches at the School for Conflict Analysis and Resolution at George Mason University and in the Program on Justice and Peace at Georgetown University. At the United States Institute of Peace, he was a senior program officer and the senior manager for educational outreach from 2005-2012. Smith was a Fulbright scholar, teaching at the University of Tartu (Tartu, Estonia). He has also taught at Harford Community College, Goucher College, Towson University and Stevenson University. Smith holds a B.A. in political science and urban affairs from American University's School of Public Affairs, an M.S. from George Mason University's School for Conflict Analysis and Resolution and a J.D. from the University of Baltimore School of Law.



The Ohio State University Center for Slavic and East European Studies (CSEES) promotes the study of Russia, Eastern Europe, and Eurasia.

#### **CSEES:**

- Administers an interdisciplinary Slavic and East European studies Masters of Arts program
- Supports the teaching of less commonly taught languages (Bosnian/Croatian/Serbian, Modern Greek, Polish, Romanian, Russian, Turkish and Uzbek)
- Collaborates with community and technical colleges throughout Ohio
- Conducts outreach to P-12 schools across Ohio and hosts an annual teacher training workshop



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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 capacity 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 faculty, staff and students in higher education, K-12 educators, youth serving professionals, and local, state, national and international policy makers. International presenters represent Argentina, Australia, Canada, Georgia, Ghana, Japan, Kenya, Kyrgyzstan, Mexico, Montenegro, Philippines, South Korea, Trinidad and Tobago, Ukraine, United Arab Emirates and more.

**Please note:** There may be changes or substitutions in the presentations. Please check the conference website for details at: <http://creducation.org/cre/goto/6th>

## WORKSHOP KEY:



K-12



HIGHER EDUCATION



COMMUNITY



INTERNATIONAL

**Friday, June 14, 2013**

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

K-12

### ***Civic Engagement Initiatives – Effectiveness, Challenges and Opportunities***

Participants will be encouraged to reflect on challenges and opportunities for the development of Education for Democratic Citizenship projects, including the role of project participants in needs assessments, activities and evaluation. Lessons learned by Conciencia (CSO-Argentina | [www.conciencia.org](http://www.conciencia.org)) in the implementation of three existing projects aimed at fostering dialogue in highly polarized contexts will be shared, promoting civic engagement through public policy project development, and conflict management skills by means of recreational methodologies. Participants will discuss their projects' challenges and opportunities.

**Presenters:** Romina Kasman, Organization of American States; Alexis Estevez, Asociacion Conciencia

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### ***A Global Movement Cultivating a Culture of Peace: Applying Psychological Science with Practical Strategies in Homes, Schools and the Workplace***

The research-based Actively Caring for People (AC4P) approach promotes compassion and prevents bullying in educational settings K-12. Participants will gain an understanding of the evidence-based principles guiding AC4P approaches to help create a more compassionate peaceful world. Participants will brainstorm practical strategies after learning the principles and develop action plans to cultivate an actively caring culture in their schools and communities. Ideally, each participant will leave with the knowledge, skills, and ability to actively care more effectively and frequently to improve individuals, classrooms, schools and communities worldwide.

**Presenters:** Jenna McCutchen, Elise Cabrisses and Jessica Cea, Virginia Tech

C

### ***Collaborative Negotiations: Strategies, Skills and Techniques***

This interactive workshop introduces participants to a collaborative form of negotiating called Interest Based Negotiations (IBN). At its most fundamental level, IBN can be defined as an alternative to the traditional style of negotiating. Instead of negotiating from hard and fast positions, IBN focuses on identifying and discussing the interests that underlie issues. Participants attending this session will come away with an understanding of the differences between traditional and collaborative bargaining, and of the Interest Based Problem Solving (IBPS) process. Participants will gain experience in problem identification, identifying interests, brainstorming, evaluating options and consensus decision making.

**Presenter:** Timothy Viskocil, Federal Mediation and Conciliation Services

K-12

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### ***USIP's Global Peacebuilding Center: A Vital Resource for Educators***

This workshop will focus on introducing participants to the United States Institute of Peace's (USIP) Global Peacebuilding Center. The program will cover (1) the objectives of the center; (2) the programmatic work of the center; (3) resources and activities that can be found on the center's website; and (4) engagement in one or more activities that have been developed through the Global Peacebuilding Center. In addition, there will be screening of several Witnesses to Peacebuilding stories from the website.

**Presenter:** Staff, United States Institute of Peace

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K-12

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## **Panel: Restorative Justice (RJ)**

### **A. Using Circles for Motivation and Community Building**

The facilitator will convene a circle in a format used in motivational circles in Baltimore homeless shelters over the last three years. Attendees will gain the experience of participating in a values-based circle and then have a chance to share and hear from others in the circle about ways others have harnessed the power of circles. Attendees will gain new ideas of ways they too can introduce circles in their communities and in schools. (For those new or experienced in use of RJ)

### **B. A Restorative Justice Discipline System in the Classroom**

Participants will be introduced to the theory, skills and strategies of Discipline That Restores (DTR), a plan for implementing RJ in the place of a punitive discipline system. DTR blends Conflict Resolution Education, Peacemaking, and RJ. DTR is a practical step-by-step system guided by an unconditional commitment to be constructive. Teachers and administrators will be invited to consider their goals for their school and classroom discipline system and compare/contrast DTR with other discipline models. DTR supports the positive behavior of students who come to school ready to learn (all students help create a classroom respect agreement) and increases their constructive problem-solving skills.

**Presenters:** Barbara Sugarman Grochal, Center for Dispute Resolution, University of Maryland King Carey School of Law; Ron Claassen and Roxanne Claassen, Center for Peacemaking and Conflict Studies, Fresno Pacific University

K-12

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## **Panel: County-wide Models of Conflict Management in Diverse Communities Through Education and Social Programs**

### **A. Multilingual Education as a Tool of Social Integration in Kyrgyzstan**

After the bloody interethnic clashes in 2010 between Kyrgyz and Uzbek ethnic groups, Kyrgyzstan faced extremely high levels of social tension. A lot of this tension was caused by the language division within society. In post-conflict situations within Uzbek communities, the demand for training in official languages has increased dramatically. The Center for Social Integration Policy conducted policy research to combine opinions and positions of various stakeholders, including children, parents, and state and local officials. The results led to a focus on developing new educational policies on language instruction. Many citizens want to obtain a command of the official languages in addition to their mother tongue, and multilingual education may help address this need. The design and practice of current policy creation and implementation will be presented at the conference.

### **B. The International Organization for Migration: Addressing the Needs of Conflict-affected Migrant Populations**

Looking at targeted diverse migrant groups (such as internally displaced persons, returned migrants – Georgian nationals, foreign migrant students, asylum-seekers, trafficked migrants and foreign migrant detainees), this workshop will share findings from a survey implemented by the International Organization for Migration (IOM) in collaboration with the National Center for Disease Control and Public Health (NCDC), which emphasizes the need to support the overall well-being of conflict- and migration-affected populations. The workshop presentation will include analysis of the survey findings, outline respective recommendations and emphasize the need for comprehensive interventions.

**Presenters:** Nina Bagdasarova, American University in Central Asia; Marina Glushkova, The Ministry of Education of Kyrgyzstan; Nino Shushania, International Organization for Migration

HE

## **On a Quest for Intercultural Competence**

Travel or study abroad can be a transformative experience for students if the immersion is complete, but not all experiences provide the optimal opportunity to cross a cultural border. In looking at Bennett's Developmental Model of Cultural Sensitivity, a variety of interventions that educators can use on campus will be shared as well as ways to make the study program abroad more robust for increasing one's knowledge of cultural sensitivity. The Intercultural Development Inventory (IDI) as a means of measuring intercultural competence and as a tool for helping students understand the cultural continuum and set goals to move toward ethno-relativity will be discussed. The presenters will share stories of individuals who gained greater cultural knowledge, share student-produced artifacts, provide examples of educational units, share case studies and the results of the IDI to demonstrate how the instrument can be used to optimize cultural learning.

**Presenters:** Susan Coleville-Hall, Suzanne MacDonald, Maria Adamowicz-Hariasz, The University of Akron

## Friday, June 14, 2013 Session 2 Workshop 2 – 3:30 p.m.

K-12

### ***Telling Better Stories: Promoting a Sense of Global Citizenship and Shared Understanding with Pulitzer Center Journalism (This workshop is a continuation of the keynote.)***

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**Presenter:** Mark Schulte, Pulitzer Center on Crisis Reporting

K-12

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### ***The Impact of Peace Education (PE) on School-related Gender-based Violence in Fragile States***

A substantial body of literature promotes peace education (PE), and organizations such as UNESCO have officially made PE one of their priorities. Theoretically, formal programs that include conflict resolution and human rights education are expected to have a positive impact on school violence. While these programs help reduce certain types of violence in schools in fragile states, there is a lack of empirical studies that assess their impact on gender-based violence in schools. This type of violence represents one of the greatest barriers to girls' education and consequently to the third Millennium Development Goal (i.e. "promote gender equality and empower women"). By examining secondary schools in Burundi, the presenter will examine conditions that should help educational programs reduce school-related gender-based violence.

**Presenter:** Tina Robioli-Moul, The Fletcher School of Law and Diplomacy, Tufts University

K-12

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### ***Peacebuilding Training and Restorative Justice Initiatives in Northeast Asia***

The Northeast Asia Regional Peacebuilding Institute (NARPI) aims to provide peace training for Northeast Asian people, including China, Japan, South and North Korea, Taiwan, Mongolia and Far East Russia. This presentation will share how NARPI contributes to a new identity for the region as a Northeast Asia Peace Community through its annual summer peacebuilding trainings since 2011. It will also share how NARPI supports local efforts to establish peacebuilding infrastructure in Northeast Asia, with specific focus on the Korean context. Examples of the use of restorative justice in schools, communities and the court system in Korea will be presented along with ideas on how a restorative justice framework can address historical conflict in the region.

**Presenters:** Jae Young Lee, Kathy Matsui, Northeast Asia Regional Peacebuilding Institute (NARPI) & Korea Peacebuilding Institute (KOPI)

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### ***Technology: Possibilities for Broadening Civic Engagement***

Innovative use of technology holds much promise for broadening civic engagement work across the country. Presenters will discuss a recent event in Arizona that linked communities across the state for a deliberative forum on controversial ballot initiatives. Communities, separated by hundreds of miles, were linked together through the use of an in-studio panel and live Internet streaming. This event was coordinated through Project Civil Discourse – a collaborative of agencies from across the state of Arizona engaged in the work of civic engagement/civil discourse. Presenters will discuss the model for civic engagement and dialogue represented by Project Civil Discourse and specifics of the 2012 Ballot Proposition Forum that utilized innovative technology to link communities across the state.

**Presenter:** Deanna Villanueva-Saucedo, Maricopa Community College and Mesa Public Schools

K-12

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### ***Bringing Peace Metrics into the Classroom***

This workshop will introduce multi-media classroom resources that bring the study of peace into the high school and university classroom. The Institute for Economics and Peace (IEP) has developed a body of innovative, fact-based research that quantifies peace and its social and economic benefits. IEP's Global Peace Index, the leading measure of national peacefulness, is an annual ranking of 158 countries on their levels of internal and external peacefulness. IEP's indices, which are accompanied by interactive maps and lesson plans, offer unique resources that allow students to investigate relative levels of peace and the factors that influence a country's peacefulness.

**Presenter:** Michelle Breslauer, Institute for Economics and Peace

K-12

### ***Using Technology in the Social Studies for Global Citizenship Education***

This study investigated how participation in a digitally mediated cross-cultural learning module in social studies related to three research-based dimensions of engaged global citizenship. These dimensions of engaged global citizenship include being able to: 1. Understand global events, issues and perspectives, 2. Participate in global networks to communicate and collaborate with global audiences and 3. Make local to global connections that yield advocacy. Recommendations for digitally mediated global citizenship education activities are offered, with a discussion on implications for future research.

**Presenter:** Brad Maguth, Samantha Schlegel, The University of Akron

K-12

## **Listening to What Youth Have to Say: Using Poetry and Spoken Word to Bring Youth Voice into the Conversation and Community**

Lake Erie Ink workshop facilitators will illustrate how poetry and other forms of creative expression can engage youth in meaningful discussions. This workshop will show participants how to utilize creative writing activities to explore different perspectives and build empathy. Writing, reading and sharing poetry encourages honest and authentic dialogue between youth. Using our creative ideas and voices, we can clarify our own experiences and build our connections to one another and our community.

**Presenter:** Amy Rosenbluth, Cynthia Larsen, Lake Erie Ink

**Saturday, June 15, 2013**

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

K-12

## **Peace Education Highlights from Around the World**

The panel of presenters, from four diverse continents, will share the latest peace education developments in their countries and/or regions. The presentations will address the following questions: How have political, economic and/or socio-cultural contexts affected our peace education work? What new positive strategies and effective modes have emerged across countries and regions?

**Presenters:** Gary Shaw, Australia; Francis Acquah-Aikins Jnr, Ghana; Ivana Gajovic, Montenegro; Loreta Castro, Philippines

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K-12

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## **Bullying: A Multicultural Phenomena. Bridging the Culture Gap**

Bullying is a pervasive and insidious problem that has taken a huge toll not only in school systems across the U.S., but worldwide. The reality is there will always be bullies. The difference exists in how we react and respond to this behavior. This workshop will examine definitions of bullying, how it is perceived in different cultures around the world and how it is handled. Additionally, we will examine several of the more pervasive forms of bullying, including cyberbullying and “being intentionally left out” and how this can affect the individual and how they react to their world around them.

**Presenter:** David Nardecchia, Cuyahoga Community College

K-12

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## **Panel: Innovative Methods for Engaging Students**

### **A. iLead: Avenues for Civic Engagement**

The iLead 21 program is a step-by-step approach to leadership development for youth in conflict zones through problem-based learning. The workshop will highlight the progressive Ignitus Sites and their best practices. A key factor in the success of Ignitus Worldwide and affiliate sites is the global network and the virtual connections created. This network features a closed ning site that allows for affiliates to share and connect with one another. The workshop will highlight innovations in use of media and technology by exploring and explaining our global network.

### **B. Engaging Students Through Focus Group Methodology**

Focus group studies can be used to gain a better understanding of conflict dynamics. This workshop will begin with a description of a focus group research exercise conducted in undergraduate conflict courses at George Mason University. Panelists will discuss how the focus group exercise can augment an instructor’s course agenda with a positive ratio of preparation to outcome. An undergraduate will describe how she used it to assess conflict experienced by youth at a Job Corps Center. A mock focus group resembling the classroom focus group exercises will be conducted using a topic related to the CRE conference theme of bridging cultures.

**Presenters:** Steven Edwards, Ignitus Worldwide; Susan Hirsch, Julie Minde, Mindy Matthews, School for Conflict Analysis and Resolution, George Mason University

HE

## **Sustained Dialogue Campus Network (SDCN) 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 facilitated group discussions that provide students a forum for engaging in critical issues of intercultural communication, diversity and other issues of social division. Through the process, relationships among students are transformed and practical strategies are developed to improve campus climate by engaging stakeholders College-wide. 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.

**Presenters:** Students, Sustained Dialogue Campus Network, Cuyahoga Community College

## HE **Book Presentation: Peacebuilding in Community Colleges: A Teaching Resource**

This workshop will focus on the development and content of the book *Peacebuilding in Community Colleges*. The presentation will focus on the justification for the book, the growth and direction of teaching peacebuilding in community colleges, and lessons from the book's authors.

**Presenters:** David Smith, George Mason University; Jennifer Batton, Cuyahoga Community College; Jeff Dykhuizen, Delta College; Cindy Epperson, St. Louis Community College

## K-12 HE **Lessons Learned: Experiential Learning and Conflict Resolution in Community Colleges**

This workshop will share how Experiential Learning Activities (ELAs) are being adapted for use in community colleges and other university settings. For the past two years, the Undergraduate Experiential Learning Project (UELP) has focused on contributing to innovative conflict resolution curriculum through the design, evaluation and dissemination of several ELAs. The UELP has developed partnerships with community colleges and universities in order to share the ELAs and also develop best practices for experiential learning in the conflict field, including in faculty development.

**Presenters:** Alison Castel, Dharendra Nalbo, Sarah Rose-Jensen, School of Conflict Analysis and Resolution, George Mason University

**Saturday, June 15, 2013**

**Session 2 Workshop 12:45 – 2:15 p.m.**

## K-12 **Using Restorative Practices as a Foundation for School Culture**

Building a classroom and school culture that involves students in the use of problem solving and critical thinking to learn strategies for healthy social interaction and develop a sense of community serves to enhance their facility with problem solving in every aspect of their school experience, while also providing them with valuable life skills. Restorative Practices offers schools a way to engage students in developing and maintaining a positive school culture on a fundamental level. This presentation will discuss the experiences of implementing Restorative Practices in this innovative school during its first year.

**Presenters:** Margaret Kernen, William Lyons, Stephanie Lammlein, Timothy Sisson, The University of Akron

## K-12 C **Conflict, Creativity and Capacity Building Through Digital Storytelling**

This workshop introduces participants to digital storytelling, creating a bridge between personal voice and macro-level capacity building. Conference participants occupy diverse roles as global citizens—from college students to educators, to social workers and policy makers and more. Examples of digital stories that transform stereotypes, build relationships, and empower individuals and communities will be shared. Participants will learn ways of framing digital storytelling in the context of democratic education and civic engagement and explore storytelling first-hand, leaving with ideas for working with this medium in your own context.

**Presenter:** Candace Walworth, Naropa University

## K-12 I **Peace Education for Peaceful and Harmonious Co-existence in a Multi-ethnic Country**

Differences in Kenya, with close to 40 million people across 42 ethnic groups with different socio-cultural practices, have played a significant part in the conflicts in the country. This led to a greater need to establish systems and policies that can enhance cohesion in the country. Education in itself has not been a unifying factor of the different communities. The period between the 2007 general elections whose disputed presidential results led to violent conflict and later unrests in schools and the envisaged 2013 elections has seen several efforts to entrench Peace Education in both formal and non-formal education systems. Participants will discuss and compare initiatives/actions taken, challenges and success, as well as draw from participants' possible best practices for the future from which many countries can benefit.

**Presenter:** Caroline Owegi-Ndhlovu, Nairobi Peace Initiative – Africa (NPI-Africa)

## K-12 **District-wide Conflict Resolution, Peer Mediation and Bullying Prevention Model: 30 Years of Impact**

Why did the Winning Against Violent Environments (WAVE) Program succeed as a district-wide program over the 30 years it has existed given the many obstacles that faced other programs? Information will be provided concerning sustainability, the WAVE training model, cultural diversity, social justice, student empowerment, community connections and civic engagement. There will be a focus on how WAVE evolved in the school district working with parents, staff development, curriculum infusion, and antiviolence/bullying programs. Current WAVE staff, student and alumni mediators, the retired director and the professor who researched the program will present.

**Presenters:** Carole Close, Antonio Sanford, Marvin Foster, Brianne Otey, Winning Against Violent Environments (WAVE) Conflict Resolution, Cleveland Metropolitan School District; Kathy Bickmore, University of Toronto

**C**

## **Sustained Community Intervention and the Effects on Crime when Billion-Dollar Social Programs have Failed in Trinidad and Tobago**

In recent years, crime and violence in Trinidad and Tobago was increasing steadily despite massive government spending. In an effort to combat these issues, the government embarked upon a Citizen Security Program partially financed by the Inter-American Development Bank (IDB), a direct social intervention to reduce levels of crime and violence. The program includes: 1) Community Action; 2) Support for the Trinidad and Tobago Police Service; and 3) Institutional strengthening of the Ministry of National Security. The program has shown statistical evidence of crime reduction.

**Presenter:** Cristal Harry, Ministry of National Security, Citizen Security Program, Trinidad and Tobago

**K-12**

## **Panel: Lessons Learned: Crossing Cultural Borders in Education**

### **A. Lessons Learned in Civic Education, Human Rights Education and Conflict Resolution Education in Tajikistan, Kyrgyzstan, Pakistan and the United Arab Emirates**

Participants will reflect critically upon the current practices of conflict resolution and their root causes. Conflict resolution and human rights issues in Pakistan, Tajikistan, Kyrgyzstan and United Arab Emirates will be presented. The significance of teaching conflict resolution skills through home and school education will be discussed along with different conflict resolution methodologies. Role playing and simulations will be shared.

### **B. Crossing Borders – the Intercultural Experiences of Chinese Language Teachers in the United States**

This session will examine how college English teachers from China understand intercultural competence based on their experiences in America and how their understanding is integrated into their English courses in China. Most Chinese college English teachers realized the importance of intercultural competence in professional development in a modern society; however, the language teaching in Chinese colleges focuses on linguistics rather than intercultural competence. New perspectives in integrating intercultural competence in foreign language learning, and further studies on professional development of English teachers in intercultural competence will be discussed.

**Presenters:** Rubina Amin Qureshi, Abu Dhabi University; Liangtao Ni, Kent State University

**Saturday, June 15, 2013**

**Session 3 Workshop 2:30 – 4 p.m.**

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

## **State Violence, Social Media and an Artistic Response**

Social media sites have become increasingly important sources of information concerning war and state violence. Most American news networks have cut their foreign bureaus and shifted their focus from in-depth international reporting due to high costs. Sites such as YouTube have filled the information void with 72 hours of video uploaded every minute. The YouTube archive holds thousands of hours of amateur footage of state violence. This presentation will examine the cultural function of war imagery on YouTube, addressing questions such as who is uploading the footage, whose stories are told, whose stories are left out, and what is the social media community's reaction?

**Presenter:** Coriana Close, University of Memphis

**K-12****C**

## **Promoting Intercultural Understanding Through Classroom Practice, Professional Learning and Practitioner-led Research**

Findings from a national Australian research project currently in primary and secondary schools examining factors that impede or facilitate intercultural understanding in schools will be shared. A key focus of the research has been on efforts to redesign schools to improve classroom practice and teacher professional learning. The workshop will provide practical examples of what is happening in research schools and an examination of different approaches that are showing promise. Reference will also be made to recent *Global and Multicultural Citizenship Education* initiatives used in Victoria to promote safe and inclusive schools, particularly teaching materials and assessment tools.

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

**K-12**

## **Haven: Safe Schools Social Network**

Western Justice Center and ENCOMPASS will present Haven, a social network for high school students working to make their campuses safer and more welcoming. Students trained in skills for increasing safety and inclusion at school can connect with and support each other. Through video uploads, chats, message boards and comments, they can share learning experiences. Workshop participants will learn how to 1) have their trained youth sign up as members of Haven, 2) use the network to enhance the work of their students, 3) participate in creation of content for the network and 4) provide feedback on how Haven can best meet their needs.

**Presenter:** Emily Linnemeier, Western Justice Center

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## **Conflict Resolution into and out of Africa: The Alternatives to Violence Program (AVP) in Kenya**

The Alternatives to Violence Program was developed by Quakers for use in prisons in the United States. In addition to a growing presence in U.S. prisons, AVP is now used in community conflict efforts. With the post-election violence in Kenya, Quakers in the United States joined with Quakers in Kenya to introduce AVP. The introduction of AVP in Kenya was preceded by other conflict resolution efforts within Kenyan culture and the Quaker Church. Also, peace education is used in Kenyan public schools, often using peace curriculum developed by Quakers. This workshop will evaluate some of the successes and challenges facing those working to resolve conflict in Kenya.

**Presenter:** Lonnie Valentine, Earlham School of Religion

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## **Panel: Assessing What Works for Youth Peacebuilding and Developing Global Citizens**

### **A. Cultivating Global Citizenship: The Pedagogy and Ethics of Global Citizenship Practica**

The efficacy of global citizenship programs will be examined – experiential and international in nature – at high school and university levels. The presenter will share experiences and findings from facilitating global citizenship practica, developing global citizenship curricula and from his recently completed Ph.D. dissertation entitled *Remembering Costa Rica 2003: Exploring the Influence of a High School Global Citizenship Practicum Through the Memories, Meanings and Lives of its Participants Eight Years Later*.

### **B. Building Peace? Evaluating the Mechanisms and Effects of Transfer in Youth Peacebuilding**

This research focuses on a summer peacebuilding program for international youth, many from conflict zones. The program was explored to see how it became one anchor point for a lifetime of engagement with peacebuilding and related work. Those who seemed to benefit most from the program were those who attended in subsequent years when there was funding for follow up programs when participants returned home. This has implications for program design, funding and policy-making. Best practices will be proposed.

**Presenters:** Lloyd Kornelsen, University of Winnipeg; Sarah Rose-Jensen, George Mason University

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## **Panel: Cross-Cultural Communication for Conflict Resolution and Mutual Understanding**

### **A. The Intersection of Language, Culture and Dialogue**

In this session, participants will learn about a collaboration between George Mason University's Department of Conflict Analysis and Resolution and the English Language Institute (ELI) to develop and implement an experiential learning opportunity in cross-cultural communication and dialogue. Participants in this interactive session will explore the intersection of language and dialogue, learn techniques for creating dialogue that bridges cultural differences, and understand how to use drama and art techniques in environments that include multiple cultures and a range of language abilities. Various dialogue and cross-cultural exploration techniques will be demonstrated and sample materials will be provided.

### **B. Exchange 2.0 – Connecting Youth Across Divides**

Over the last eight years, Soliya, an international nonprofit organization, has developed an online cross-cultural education program, the Connect Program, enabling students at more than 100 universities worldwide to experience meaningful intercultural dialogue and receive expert training in facilitation and conflict resolution. Over the course of a semester, students meet on a video conferencing platform and engage in constructive conversations on a variety of issues around the relationship between the “West” and “Predominantly Muslim Societies” guided by two highly trained facilitators. The presentation will feature a comprehensive overview of the Connect Program and its results, information on participation and implementation, testimonials from professors and students, and sample activities and exercises.

**Presenters:** Leila Peterson, Michael Smith, George Mason University; Claudia Maffettone, Soliya Inc.

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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 two campuses. These courses fulfill social and behavioral sciences degree requirements which are necessary for any degree. Not only are the classes

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### **FALL 2013 EAST AND WEST CAMPUS**

POL1040	<b>Introduction to Peace and Conflict Studies</b> , (3 credits)
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**Optional Study Abroad available in Costa Rica:** The Social, Historical and Political Implications of Peace (June 2013)

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

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## **International Center on Nonviolent Conflict**

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.

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## **Ohio | Campus Compact**

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The International Institute for Sustained Dialogue congratulates all those involved in the 6<sup>th</sup> Annual International Conference on Conflict Resolution Education. Thank you for your efforts to make this a more peaceful and engaged world.

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don't have  
to share beliefs,  
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