

# 5th International Summit on Conflict Resolution Education (CRE)

*Developing Global Citizens in Schools, Higher Education, and the Community*

**March 14 - 19, 2012**

**Cleveland, Ohio, USA**



**March 14 - 15** Pre-Conference Trainings

**March 16 - 17** Main Conference – Keynotes and Workshops

**March 18 - 19** U.S. Community College Seminar: Developing Peace and Conflict Studies Programs

**Conference Registration:** <http://creducation.org/cre/goto/5th>

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

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

*“We don’t have to share beliefs, just a planet.”*



The Program in Conflict and Peace Studies



Ohio | Campus Compact



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



*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.

### **FALL 2012 EAST AND WEST CAMPUS**

POL1040	<b>Introduction to Peace and Conflict Studies</b> , (3 credits)
POL2040	<b>Conflict Resolution Skills</b> , (3 credits)
POL2140	<b>Implementing Peace Studies and Conflict Management Theories and Practices with Service Learning</b> (3 credits)

Please visit our website April 2012 for days and times  
(day and evening classes available)

**Optional Study Abroad available in Costa Rica:** The Social, Historical and Political Implications of Peace (June 2012 and 2013)

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

# Overview

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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 *5th International Conference on Conflict Resolution Education (CRE), Developing Global Citizens in Schools, Higher Education and the Community* March 14 - 19, 2012, at the Tri-C Western Campus in Parma, Ohio, USA.

Our 2012 conference builds upon prior conferences and meetings in 2007, 2008, 2009, 2010 and 2011 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 of approximately 300 attendees includes college/university educators and students, K-12 educators, public health officials, prevention specialists, and state, local, national, and international policy makers.

The 5th 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.

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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 relationships worldwide.

**Network meeting of Colleges and Universities developing peace and conflict studies programs, (Thursday, March 15, 6:30 – 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; College of Education and Human Services, Cleveland State University; Program in Conflict and Peace Studies, University of North Carolina at Greensboro; Peace and Justice Studies Association; and the Center for Dispute Resolution, University of Maryland King Carey School of Law. The reception builds on networking sessions held in 2011 and 2010 for 45 participating Colleges and Universities developing peace and conflict related programming. 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, March 16, Noon – 12:45 p.m., Cuyahoga Community College, Western Campus, Room WLA B120)** All are welcome.

**Community Colleges Seminar: Developing Peace and Conflict Studies Programs (Sunday, March 18, 9 a.m. – 5 p.m. and Monday, March 19, 9 a.m. – 5 p.m., Crowne Plaza Cleveland Airport Hotel) Pre-registration required.** Hosted by 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.

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# The Conference Planning Committee

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Cuyahoga Community College

**Marsha Blakeway**  
The Association for Conflict Resolution,  
Education Section

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

**Rebecca Cline**  
The 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**  
The American Red Cross

**Rhonda Fitzgerald**  
Sustained Dialogue Campus Network

**Kristen Fox**  
Ohio Campus Compact

**Carol Franklin**  
Cuyahoga Community College

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

**Sherrill Hayes**  
University of North Carolina at Greensboro,  
Program in Conflict and Peace Studies

**Tony Jenkins**  
The National Peace Academy

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College of Education

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International School  
Psychology Association

**Nancy Riestenberg**  
Minnesota Department of Education

**Bernie Ronan**  
Democracy Commitment

**Judith Stenta**  
Bellefairs JCB, SAY - Social Advocates  
for Youth

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

**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.

### Gold

International Center on Nonviolent Conflict  
James Madison University, Office of Judicial Affairs

### Silver

Center for Peace Studies and Violence Prevention/Center  
for Applied Behavior Systems, Virginia Tech  
Cleveland Teachers Union  
Cuyahoga Community College, Office of Diversity  
and Inclusion  
Ohio Campus Compact  
Pulitzer Center on Crisis Reporting

### Bronze

Conflict and Peace Studies, University of North Carolina  
at Greensboro  
Conflict Learning Designs  
International School Psychology Association  
Mandel School of Applied Social Sciences, Case Western  
Reserve University  
Maricopa Community College

## Conference Partners

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American Red Cross  
Antioch University Midwest  
Association for Conflict Resolution (Education Section)  
Bellefairs JCB  
Beech Brook  
Bluffton University  
Cleveland Council on World Affairs  
Cleveland Metropolitan School District, Winning Against  
Violent Environment Program (WAVE)  
Cleveland State University  
Council of International Programs, USA  
Creative Response to Conflict  
The Diversity Center of Northeast Ohio  
Eastern Mennonite University  
Facing History and Ourselves  
School for Conflict Analysis and Resolution, George  
Mason University  
InterReligious Task Force on Central America

Center for Applied Conflict Management, Kent State University  
National Peace Academy  
Ohio Domestic Violence Network  
Ohio University  
Center for Slavic and East European Studies, Ohio  
State University  
Shelby County Educational Service Center  
Sustained Dialogue Campus Network  
Mandel School of Applied Social Science, Case Western  
Reserve University  
Center for Dispute Resolution, University of Maryland King  
Carey School of Law  
Mediation Association of Northeast Ohio  
Program in Conflict and Peace Studies, University of North  
Carolina at Greensboro  
University of Akron, College of Education  
University of Akron, Diversity Council  
University of Akron, Phi Delta Kappa

# Conference at a Glance

## Main Conference March 16 - 17, 2012

Pre-Conference Trainings (March 14 -15)

U.S. Community College Seminar (March 18 - 19, 2012)

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 (March 14 - 15, 2012, 9 a.m. - 5 p.m.)

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

- More than Volunteering: How to Effectively Develop a Service Learning Experience, **Ohio Campus Compact** (March 14)
- How to Promote and Protect Child Rights (K-12), **International School Psychology Association** (March 15)
- Intercultural Communication: Perception, Self-Reflection, and Change, **University of North Carolina at Greensboro** (March 14- 15)
- Actively Caring for People: Preventing Bullying by Improving Individuals, Classrooms, Schools, and Communities, **Virginia Tech, University of Akron** (March 15)
- Introduction to Restorative Justice, **James Madison University** (March 14)
- Applying Restorative Justice in a Higher Education Setting, **James Madison University** (March 15)

**SPECIAL EVENTS:** Network Meeting of Colleges and Universities Developing Peace and Conflict Studies Programs, Thursday, March 15, 6:30 - 9 p.m., Crowne Plaza Cleveland Airport Hotel. Pre-registration required.

### Main Conference (March 16 - 17, 2012)

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

#### Friday, March 16 (8:45 a.m. - 5:15 p.m.)

8 - 8:30 a.m.	Registration, Performing Arts Theatre Lobby
8:45 - 10 a.m.	Welcome by Dr. the Honourable Tim Gopeesingh, Minister of Education, Ministry of Education, Republic of Trinidad and Tobago Morning Keynote: <i>Empowering Youth as Democratic Citizens in the Community and the Classroom</i> , Romina Kasman, Organization of American States, Juanita Uribe, Armando Paz, Marva Ribeiro and Paula Mark, Trinidad and Tobago. Sponsored by the 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>Conflict Resolution Through the Lens of International Journalism and Education: The Pulitzer Model</i> , Mark Schulte and Nathalie Applewhite, Pulitzer Center on Crisis Reporting. Sponsored by Pulitzer Center on Crisis Reporting.
2 - 3:30 p.m.	Session 2: 1.5 hour workshops
3:45 - 5:15 p.m.	Session 3: 1.5 hour workshops

**EXHIBITS** - Please take time to visit the exhibit tables in the theater lobby on March 16 - 17 to obtain free materials and information from local, state, national and international resources to support your work in the field.

**SPECIAL EVENTS:** Education Section Meeting: Association for Conflict Resolution, March 16, 11:45 a.m. - 12:45 p.m., Cuyahoga Community College, Western Campus

#### Saturday, March 17 (9 a.m. - 5:15 p.m.)

8:15 - 8:45 a.m.	Registration, Performing Arts Theatre Lobby
9 - 10 a.m.	Morning Keynote: <i>Empowering Students to be Active Global Citizens</i> , Bernie Ronan, Maricopa Community College. Sponsored by The Democracy Commitment.
10:15 - 11:45 a.m.	Session 1: 1.5 hour workshops
11:45 a.m. - 12:45 p.m.	Lunch
12:45 - 1:45 p.m.	Afternoon Keynote: <i>The Two Faces of Social Media in Conflict</i> , Nada Alwadi, co-founder of Bahrain Press Association BPA, Ahmed Salah, co-founder of <i>Kifaya</i> , Youth For Change (Egypt) Sponsored by International Center on Nonviolent Conflict.
2 - 3:30 p.m.	Session 2: 1.5 hour workshops
3:45 - 5:15 p.m.	Session 3: 1.5 hour workshops

### Community College Seminar: Developing Peace and Conflict Studies Programs (March 18 - 19, 2012)

Crowne Plaza Cleveland Airport Hotel, 7230 Engle Rd., Middleburg Heights, Ohio

March 18, 2012 (9 a.m. - 5 p.m.) and March 19, 2012 (9 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

**March 14 - 15, 2012 (9 a.m. - 5 p.m.)**

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

## Pre-Conference Training #1

### **More than Volunteering: How to Effectively Develop a Service Learning Experience (March 14, 2012)**

This workshop is designed for persons 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. Experienced staff from Ohio Campus Compact will address the importance of service-learning on campus, in the classroom, and in the community. 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** serves as 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 over 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 Mr. Kinsley’s leadership, Ohio Campus Compact has expanded its membership to 46 Ohio colleges and universities, expanded its grant programs for faculty, students, and community organizations, expanded its technical assistance and training services, and developed a nationally recognized college student philanthropy program.

## Pre-Conference Training #2

### **Intercultural Communication: Perception, Self-Reflection, and Change (March 14 - 15, 2012)**

This two-day, highly interactive workshop, focuses on providing participants with an in-depth understanding of intercultural communication and its significance in conflict resolution education. During the workshop, participants will be introduced to, and participate in, the use of the Intercultural Development Inventory (IDI) and Intercultural Conflict Style Inventory (ICS). The IDI is a cross-cultural tool for assessing intercultural competence at the individual, group and organizational level. With the IDI and the ICS, individuals will identify strategies for resolving conflict across cultural and ethnic differences, identify personal approaches to resolving cross cultural difference, and assess the strengths and weaknesses of each intercultural conflict style.

Participants will have the chance to reflect on their current level of cultural communication and conflict competency. Each member of the workshop will have the opportunity to create an individualized plan for personal and professional growth. Individuals will also investigate and identify ways of integrating the IDI and ICS into conflict resolution education. As part of the workshop, individuals will have access to two follow-up telephone coaching sessions to assist them as they implement their individualized cultural competency improvement plan.

#### **PRESENTERS:**



**Tom Matyók, Ph.D., Assistant Professor, Program in Conflict and Peace Studies, University of North Carolina at Greensboro.** Tom Matyók is an assistant professor in the conflict and peace studies program at The University of North Carolina at Greensboro. 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.

**Cathryne Schmitz, Ph.D., Professor, Program in Conflict and Peace Studies, University of North Carolina at Greensboro.** Holds a joint appointment in Conflict Studies and the Department of Social Work at UNCG is an affiliate faculty member in the Women & Gender



Studies Program and a Research Fellow for the Center for New North Carolinians. Much of her scholarship focuses on organizational and community change, critical multiculturalism, privilege/oppression, leadership, interdisciplinary education and practice, global engagement, and environmental sustainability.

*“We don’t have to share beliefs, just a planet.”*

### Pre-Conference Training #3 & 4

#### Introduction to Restorative Justice (Day 1) and Applying Restorative Justice in a Higher Education Setting (Day 2)

(March 14 and 15, 2012)

**(Day 1)** Restorative Justice is an approach to justice that focuses on the needs of victims and offenders, instead of simply working with the offender. Ideally, a Restorative Justice process involves victims, offenders, and people from the community joining together in dialogue. The conversation provides opportunities to ask and answer questions, express feelings, tell stories, express regret, and hopefully help foster a better understanding of the event and of the others involved in the incident. Participants will gain familiarity with the history and principles of restorative justice. Participants will also get hands on experience with some of the processes associated with restorative justice.

**(Day 2)** The application of restorative justice theory to practice has resulted in the development of a variety of restorative practices across numerous fields over the last few decades. The Office of Judicial Affairs at James Madison University has begun employing restorative justice processes into its campus conduct procedures, and offers one model of how to apply restorative justice principles into an existing system. Examples from other JMU departments will also be shared. Participants will gain insight into implementing restorative justice principles and/or programs into their own office or workplace. Note: Participants should come to this session with a solid understanding of restorative justice principles as an overview of restorative justice itself is not included in this session. **Those interested in the workshop who do not have this background should attend the "Introduction to Restorative Justice" pre-conference workshop on March 14.**

#### PRESENTERS:



**Chris Ehrhart** is the Coordinator of Restorative Practice in the Office of Judicial Affairs at James Madison. Chris holds an M.A. in Conflict Transformation from Eastern Mennonite University. Chris manages the restorative practices case load, participates as a hearing officer for discipline cases, and has been working on further developing restorative practices in the office.

**Greg Meyer** is the Assistant Director for Civic Learning in the Office of Judicial Affairs at James Madison University where he received his M.Ed. in College Student Personnel Administration. In addition to serving as an administrative hearing officer, Greg coordinates a number of sanctioned programs and supervises the coordinator for restorative practices.



### Pre-Conference Training #5

#### How to Promote and Protect Child Rights (K-12)

(March 15, 2012)

The purpose of the workshop is to prepare educators and other personnel in child serving agencies in promoting and protecting children's rights, consistent with the UN Convention on the Rights of the Child (CRC). The workshop is based on a child rights curriculum developed by the International School Psychology Association's (ISPA) in collaboration with other organizations. The workshop covers the Articles of the UN Convention on the Rights of the Child and a conceptual framework for promoting and protecting child rights within school contexts. Participants will engage in activities related to applying CRC in the context of their roles in schools and community organizations. They will also have opportunities to examine their personal beliefs and practice related to child rights and to develop plans for promoting and protecting child rights in everyday practice.

#### PRESENTERS:



**Bonnie Kaul Nastasi, Ph.D.** is an Associate Professor in the Department of Psychology, School of Science and Engineering, at Tulane University. Dr. Nastasi's research focuses on the use of mixed methods designs to develop and evaluate culturally appropriate assessment and intervention approaches for promoting mental health within the US and internationally. She has worked in Sri Lanka since 1995 on development of school-based programs to promote psychological well-being and is currently directing a multi-country study of psychological well-being of children and adolescents with research partners in 12 countries. Dr. Nastasi is a past-president for Division 16 (School Psychology)

of the American Psychological Association.

**Rosa Maria Mulser** is a doctoral candidate at Tulane University. Her research interests include risk and protective factors impacting the mental health of African American adolescents. She is active in the promotion of child rights and social justice within the profession of school psychology.



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

## Pre-Conference Trainings (Cont'd)

### Pre-Conference Training #6

#### Actively Caring for People: Preventing Bullying by Improving Individuals, Classrooms, Schools, and Communities

(March 15, 2012)

In the aftermath of the April 16, 2007 tragedy, Virginia Tech students and a Psychology Professor E. Scott Geller initiated a movement, Actively Caring for People (AC4P), designed to build community and reduce bullying. In the wake of the VT tragedy, one question lingered: "How did this happen?" While many factors were involved, it has been well-documented the shooter was bullied and individuals lacked the courage to actively care. In fall 2009, the first AC4P program to promote peace and reduce bullying was piloted at an elementary school in Northern Virginia. Since then, the AC4P movement has spread to educational settings across the nation, from K-12 to universities.

This one-day workshop will provide participants with information about bullying, the framework for an AC4P culture shift, the success of the elementary and middle school programs (e.g., 50% reduction in bullying behavior after seven weeks), the perspectives on AC4P from various stakeholders (i.e., administrators, teachers, parents, students, and community members), and the implications for paradigm-shifting principles and practical strategies to improve individuals, classrooms, schools, and communities.

#### PRESENTERS:



**Shane M. McCarty** is a Ph.D. student in Industrial and Organizational Psychology at Virginia Tech, leading research on actively caring and bullying prevention in schools. He serves as a Research Assistant in the Center for Applied Behavior Systems (CABS) and Center for Peace Studies and Violence Prevention (CPSVP) at Virginia Tech. He received his B.S. in Marketing from Virginia Tech in 2011.

**Sophia Yolanda Teie** is a Research Assistant in the Center for Applied Behavior Systems (CABS) and the Center for Peace Studies and Violence Prevention (CPSVP) at Virginia Tech. Since 2009, she has researched the dynamics of interpersonal relations in the classroom setting, as well as curriculum development in areas of peace and social justice. Teie received a B.S. in Psychology from Virginia Tech, and is working towards a Master's degree in Sociology.



**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 is pursuing a Ph.D. in Curricular and Instructional Studies with a research focus on conflict resolution education.

## ACTIVELY CARING FOR PEOPLE

### Can we create a more compassionate culture?

We already have.

When given the choice to change their own culture, students chose to actively care. They reduced bullying by 56% in 5 weeks.

**Join the movement. Visit us at [AC4P.org](http://AC4P.org).**

*Sponsored by the Center for Applied Behavior Systems and  
Center for Peace Studies and Violence Prevention at Virginia Tech*



# Keynote Presentations

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**Friday, March 16, 2012 (8:45 – 10 a.m.)**

## ***Empowering Youth as Democratic Citizens in the Community and the Classroom***

One of the main challenges of education for democratic citizenship is the development of spaces both inside and outside the schools that allow young people to strengthen and practice citizenship competencies. The development of these spaces provides young people not only with the opportunity to channel their voice but also to strengthen their social ties and increase their integration into the community. The purpose of this address is to highlight the importance of working in the formal and non-formal education sectors in order to ensure that young people have opportunities to learn citizenship competencies inside the classroom and in the community. During this presentation, experiences and lessons learned will be shared from two of the projects that the Inter-American Program on Education for Democratic Values and Practices [www.educadem.oas.org](http://www.educadem.oas.org) (Office of Education and Culture, Organization of American States).

### **ABOUT THE SPEAKERS:**



**Romina Giselle Kasman** is an education consultant at the Organization of American States (OAS) and 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 ten years, on the design and implementation of educational projects, programs and initiatives geared towards promoting education for democratic citizenship, in particular strengthening children and youth political participation. She has also served for eleven years as Professor in Charge and Adjunct Professor in different public and private universities of Argentina.

**Juanita Uribe** is an international consultant specialized in communication, youth and social policy strategies. She is currently a consultant for the Organization of American States (OAS), as project manager for “Building a Culture of Peace among Central American Youth through the Arts, Media, and Social Dialogue”, a USAID-funded project in five Central American countries. She has worked as a United Nations Development Programme (UNDP) consultant for Guatemala’s Tax Administration Superintency (SAT) and served as communications and youth programs advisor for the Office of the Vice President of Colombia. Prior to becoming a consultant, Uribe worked as a journalist and editor for some of the most influential publications in Latin America, including Revista Gatopardo (regional), Semana (Colombia), Grupo Intereconomía (Spain) and El Espectador (Colombia).”



**Paula Mark B. Sc., Dip. Ed., M.A., M.Ed. Ed. D.** has an extensive record of service in education in Trinidad and Tobago and the wider Caribbean. With foundational teaching experience spanning the primary, secondary, and tertiary levels, she has worked as a Teacher Education Consultant on projects for the Ministries of Education, in Grenada, Guyana and Trinidad and Tobago. She was the Caribbean sub-region’s Consultant for the Teacher Education Hemispheric Project (2004-2009). She was member of the steering committee for the inauguration of the OAS Inter-American Teacher Educators Network.



**Dr. Marva Ribeiro** is a Director of the Consulting Firm “Futureserve Ltd: Consultants in the Service of Education”. She served in education for the past 40 years at all levels of the education system. Her leadership in the Ministry of Education, in particular as Programme Director of the International Cooperation Initiatives Unit, while serving on the Executive of the Inter-American Committee on Education. Dr. Ribeiro holds a Ph.D. in Education, post-graduate Dip. Ed., an MEd. and a BSc Degree from the University of the West Indies. She also holds a Dip. Sp. Ed. from the University of Sheffield.

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**Friday, March 16, 2012 (12:45 – 1:45 p.m.)**

## ***Conflict Resolution Through the Lens of International Journalism and Education: The Pulitzer Center Model***

At a time when cutbacks and budget constraints have made serious global journalism an increasingly rare commodity in major news outlets, there is also more need than ever for citizens to understand the interconnectedness of systemic global issues such as food insecurity, population pressures, global epidemics, and environmental problems, which cross borders and impact the lives of billions. Using an innovative, multi-pronged approach, the Pulitzer Center on Crisis Reporting supports multimedia journalism on under-told stories, and uses this reporting in classrooms across the US to educate students from grade school through university, and to encourage them to become responsible, informed global citizens.

The Pulitzer Center promotes in-depth engagement with global affairs through its sponsorship of quality international journalism across all media platforms and an innovative program of outreach and education.

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

## Keynote Presentations (Cont'd)

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### ABOUT THE SPEAKERS:



**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. Before joining the Center, Mark 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. Mark received his undergraduate degree from Oberlin College and holds a master's degree in Interactive Journalism from American University.

**Nathalie Applewhite**, is the Managing Director of the Pulitzer Center. She has played a key role in the development of the Center's model and approach towards international journalism initiatives and educational outreach. Prior to her work at the Center, she worked as a consultant for the United Nations and as a project manager for the University of Pennsylvania. Her film *Picture Me an Enemy* (2002), about two young women from the former Yugoslavia, received a Leeway Harmony grant for work that promotes racial, ethnic, and religious tolerance. And while pursuing her Master's degree from the School of International and Public Affairs (SIPA) at Columbia University, she focused largely on the role of media (as education) in war and its potential in conflict prevention, resolution and peace-building. During that time, she also served as a delegate on the Center for International Conflict Resolution's US-Syria Citizen's Exchange program.



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### Saturday, March 17, 2012 (9 – 10 a.m.)

#### ***Empowering Students to be Active Global Citizens***

The Democracy Commitment (TDC) is a new and rapidly-growing national consortium of over 70 community colleges committed to engaging all of their students in robust forms of civic learning and democratic practice. TDC seeks to create a national platform for community colleges to collaboratively pursue their commitment to three goals: faculty and staff development in civic learning and democratic practice; the expansion of democracy-enhancing curricula; and the creation of a national clearinghouse of program and curricular designs. Cuyahoga Community College will share examples of how they are operationalizing these goals for students and faculty through Sustained Dialogue Campus Network, mediation, service learning, international faculty development and creation of cross-discipline learning modules for courses, and their Certificate Program on Conflict Resolution and Peace Studies.

### ABOUT THE SPEAKER:

**Dr. Bernie Ronan** is the Associate Vice Chancellor for Public Affairs of the Maricopa Community Colleges. He oversees the Division of Public Affairs, which includes government relations, marketing, media relations, communications, as well as the Center for Civic Participation. He has been an administrator in the Maricopa Colleges for the past 20 years, including serving as the Acting President of Mesa Community College in 2007-8. Prior to his service in the Maricopa Colleges, he was Deputy Associate Superintendent of the Arizona Department of Education. Over his career as a public administrator, he has developed numerous community partnerships and has done research and analysis on public policy issues.



**Jennifer Batton**, M.A., Director, Global Issues Resource Center, Cuyahoga Community College, coordinates the college's certificate program in Conflict Resolution and Peace Studies, coordinated the development of an on-line national How to Manual for Community Colleges Developing Peace and Conflict Studies Programs, and coordinated the development of a student study abroad and faculty development program in Peace and Conflict Studies in Costa Rica. Batton is the former director of education programs for the state government office, the Ohio Commission on Dispute Resolution and Conflict Management in Columbus, Ohio, USA. As the Education Director, she was responsible for strategic planning to meet the needs of all of Ohio's schools (approximately 3,500) and universities (approximately 52 teacher training colleges).

**Denise McCory** is the Interim Dean of Student Affairs at the Metropolitan Campus of Cuyahoga Community College. Denise has worked at Tri-C since 2001 in various capacities, including managing a NASA sponsored K-12 program. She advises the Sustained Dialogue Campus Network at Metro Campus, coordinates the mentoring program for first year students and chairs the Black Caucus Enrollment Committee. She also leads the Metropolitan Campus in student enrollment and retention initiatives.



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

**Saturday, March 17, 2012 (12:45 – 1:45 p.m.)**

**The Two Faces of Social Media in Conflict**

This keynote will address how social media is being used to facilitate self-organization, independent media, and effective nonviolent civil resistance against oppression and injustice with first hand examples from Bahrain and Egypt. It will also address the other side of social media, looking at how oppressive structures and regimes can and have used it to further their own purposes, spy on activists, spread their own propaganda, and control information. The dynamics of conflict in which grassroots movements and their adversaries can use social media, as well as the limits of the use of social media by grassroots movements, will be discussed.

**ABOUT THE SPEAKERS:**



**Nada Alwadi** is a Bahraini journalist, writer and researcher. Since 2003 she has been covering politics and human rights issues in Bahrain and the Middle East. Alwadi covered the recent crackdown in Bahrain for several international media outlets including USA Today. In 2011, she was one of the recipients for the first James Lawson Award for Nonviolent Achievement by the International Center on Nonviolent Conflict. Alwadi co-founded the Bahraini Press Association with other prominent Bahraini journalists last year. This Association focuses on freedom of expression in Bahrain, as well as defending local and international journalists who have been attacked or targeted by the Bahraini authorities due to their journalism work. She holds a Masters degree in Mass Communication with an emphasis on women's political empowerment in the media.

**Ahmed Salah** was the executive director of The House of New Future Center for Legal and Human Rights Studies in Egypt. Most notably, Salah was one of the co-founders of the Kifaya Movement (the Egyptian Movement for Change) in 2004 and remained a member of the Coordinators Council of Kifaya until mid 2008. He led the first, and only, youth movement in Egypt during the years 2005-2006, called Youth For Change. In addition, he is also the co-founder, strategist, ideologist, and foreign affairs representative of the April 6 Youth Movement, which launched in August 2008 until November 2010. In these capacities, Salah was able to coordinate political activists to stand in opposition to the Mubarak regime and served as a principle organizer for the January 25th revolution. At present, he is working hard to create democratic representation from across Egypt.



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**The Earth Trek Program & Earth Awareness Portable Classroom ("Earth Balloon")**

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*Peg Ames, K-8 Science Teacher*

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

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

# 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: Australia, Armenia, Argentina, Belize, Canada, Trinidad and Tobago, Mexico, Nepal 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/5th>

## WORKSHOP KEY:



K-12



HIGHER EDUCATION



COMMUNITY

**Friday, March 16, 2012**

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

K-12

### **Empowering Youth as Democratic Citizens in the Community and the Classroom**

This workshop is a continuation of the keynote and provides more detailed information about the two projects that the Inter-American Program on Education for Democratic Values and Practices (Office of Education and Culture, Organization of American States) – [www.educadem.oas.org](http://www.educadem.oas.org) - is currently carrying out.

**Presenter:** Romina Kasman, Organization of American States

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K-12

### **“What Would You Do?” A Social Justice Activity**

In this workshop, The WAVE Conflict Resolution Program will utilize video clips from the ABC series, “What Would You Do?” to engage students in learning about social justice. This workshop is designed to help empower students and teach them ways to become more active in the face of injustice in their school and community. This workshop will also discuss the reasons why people keep quiet and what conflict resolution skills can be used to create a culture where that is not acceptable.

**Presenter:** Winning Against Violent Environments Programs, Cleveland Metropolitan School District: Antonio Sanford, Marvin Foster, Brianne Otey, Carole Close

HE

K-12

### **PBS Film *Against Mexico: The Making of Heroes and Enemies***

*Against Mexico* explores the intersection of myth and history, its influence on perceptions of ‘heroes’ and ‘enemies’ and its implications in current debates about who is entitled to claim the mantle of ‘American.’ Through camp-side conversations we explore why U.S. born Latino men suit up to play the Mexican ‘bad guy.’ What inspires white men to fight them now, nearly two centuries later? The men explain their personal quests behind recreating history, recreating war, and the experience of standing in the shoes of the ‘enemy.’ Their reflections reveal the powerful effect of myth and historical narrative in forming a man’s ideals, prejudices and dreams and the function of an ‘enemy’ in recapturing glory.

**Presenter:** Michelle Garcia, Director /Producer of Film for PBS

HE

K-12

### **Panel: Best Practices in Conflict Resolution Education**

#### **A. Evaluating Long-term Impact in Peace Education: The Case of Seeds of Peace**

This presentation will provide an overview of peacebuilding activity of more than 800 Israeli and Palestinian graduates of the Seeds of Peace (SOP) program. The Middle East peacebuilding activity of all graduates during the program’s first decade of operation (1993-2003) will be examined along with research on the activism, educational, military and professional paths of more than 200 adult graduates. This research tells the stories of a pivotal generation: Israelis and Palestinians who entered adolescence at the dawn of the Oslo process, to emerge as adults amidst the second *intifada*.

HE

## **B. Recommendations for Establishing Conflict Resolution Education programs in K-12 Settings**

Three existing conflict resolution education programs in separate K-12 settings are reviewed including how they were designed, implemented, evaluated, and sustained. The workshop will be tailored to provide policymakers, educators, and practitioners working in the field of CRE with a set of best practices and recommendations for designing, implementing, evaluating, and sustaining CRE and Peer Mediation programs.

## **C. (Trinidad and Tobago) Conflict Resolution: Is Research the Missing Link?**

This presentation will draw on the findings of research conducted by graduate students of the Department of Behavioral Sciences, The University of the West Indies, St. Augustine Campus, and Trinidad as it relates to managing conflict within the home, the school, the church or within organizations.

**Presenters:** George Mason University: Ned Lazarus, Timothy G. Kennedy, George Mason University, Anne-Marie Bissessar, Indira Rampersad, University of the West Indies, Trinidad and Tobago

K-12

## **Strategies for Creating a Safe School Environment**

This workshop will focus on the essential elements of a safe school environment. Research has shown that a safe school environment enhances academic and social-emotional learning for all students. Most schools have focused on making schools physically safe but have neglected the fact that the psychological atmosphere is also important. Students and teachers must feel it is safe for optimum learning to occur. This workshop will illustrate “best practices” in safe schools research and outline the necessary steps for creating this environment.

**Presenter:** William Pfohl, Western Kentucky University; Bonnie Nastasi, Tulane University

HE

K-12

## **Resilient Families: University-Community Partnership for Social Justice**

The Resilient Families Project provides educational experiences for children and families living at Wayside Christian Mission’s (WCM) Hotel Louisville and Homeless Shelter. This project involves a three-part program. First, is a one-hour parent-child learning session. Second, is a two-hour child and adolescent learning/enrichment session. Third, is a two-hour parenting session, an evidence-based program developed for high-risk families. A final component of the project involves work at WCM’s Homeless Shelter Childcare Center.

**Presenter:** University of Louisville: Barbara M. Burns, Lora Haynes

HE

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K-12

## **The Peace Table and the United Nations International School**

The United Nations International School is an independent school which services the diplomatic and international community of children in New York City. It has a unique student population from more than 120 different countries with over 90 languages spoken. The school is committed to the spirit of the United Nations Charter and has a strong emphasis on the understanding and respect of different cultures. The Peace Table is a process taught to every Junior School student to help develop proactive skills on conflict resolution.

**Presenter:** Melaine Descamps, United Nations International School

**Friday, March 16, 2012**

**Session 2 Workshop 2 – 3:30 p.m.**

K-12

## **Conflict Resolution Through the Lens of International Journalism and Education: The Pulitzer Center Model**

(This workshop is a continuation of the keynote.)

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

HE

K-12

## **Safer Campuses: Prevention and Response to Sexual and Intimate Partner Violence and Stalking**

Presenters will provide an assessment tool that many Ohio colleges and universities are using, Ohio’s *A Safer Campus: A Guidebook for Prevention and Response to Sexual and Intimate Partner Violence and Stalking for Ohio Campuses*. Practical strategies for putting prevention theory into practice beyond traditional programs centered on awareness and preventing legal liabilities will be covered. Learn how to engage bystanders to challenge traditional campus assumptions about sexual assault, dating violence and stalking and about a program that engages young men to become leaders in violence prevention. Participants will leave the workshop with resources related to prevention and response in order to ensure school and campus safety.

**Presenter:** Diane Docis, University of Toledo; Katie Hanna, Ohio Alliance to End Sexual Violence; Alex Leslie, Cleveland Rape Crisis Center; Beth Malchus, Ohio Department of Health

HE

K-12

## **Tools and Techniques for Bringing Peacebuilding into the Classroom**

Learn how to teach about international conflict management and strategies of how to engage students in conversations around challenging issues related to conflict and peacebuilding around the world. Participants will listen to first-hand video testimonials from peace-builders, participate in activities from the United State Institute for Peace's materials for educators, and consider how technology can be used to teach peacebuilding by exploring interactive exercises online. Participants will explore three core themes in international conflict management using videos and educational activities.

**Presenter:** United States Institute of Peace: Alison Milofsky

HE

K-12

## **The Actively Caring for People Movement: From Psychological Science to Educational Practice**

Student and faculty initiatives at Virginia Tech will be shared from the underlying psychological science to practical applications in elementary and middle schools, and colleges to effectively prevent interpersonal bullying and increase the occurrence of actively caring. In the aftermath of the April 16, 2007 tragedy at Virginia Tech, the *Actively Caring for People* (AC4P) movement was designed to create a shared legacy of compassion, inclusion, and action for a better world. An overview of a systematic approach to reducing interpersonal bullying among elementary school students, and an approach to facilitate positive interpersonal connections among college students will be covered.

**Presenter:** Virginia Tech: Shane McCarty, Sophia Teie, Andrea Langston

HE

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K-12

## **Panel: Special Education and Conflict Resolution - Applications in Trinidad and Tobago**

### **A. Policy in Action: Special Education Needs and Violence in Schools in Trinidad and Tobago**

This presentation will discuss how school violence contributes to the data on special educational needs and exclusion of students and suggests that an integrated approach to the management of conflict followed by several research-based strategies for a number of individual problems will bring about a solution to the intense growing crime situation in the schools and the country in the long term. It will cover the effects of policy and legislation that have been developed to guide decisions on these issues.

### **B. A Study of "Hidden" Conflicts within Families of Developmentally Disabled Children**

There are many Conventions and Policies that seek to redress the profound social disadvantages of persons/children with disabilities; however, many still occupy an inferior status in society and continue to be disadvantaged socially, economically and educationally. This presentation explores a world where conflict can be constructively confronted and engaged to assist and empower persons who are locked in "invisible" conflict situations, resulting from discrimination, marginalization and exclusion.

**Presenters:** Dr. the Honourable Tim Gopeesingh, Minister of Education, Ministry of Education, Republic of Trinidad and Tobago, Esther Inniss, Marva Ribeiro

C

K-12

## **Reducing Conflict through Global Education in After School Programs and the Arts**

This presentation demonstrates how education for active, global citizenship can reduce conflict including teaching open-mindedness, multiple perspectives, and empathy. Two models, after-school and arts based community engagement will be shared. The work done through the after-school programs cultivated a sense of local and global responsibility among the students. The arts-based community engagement project brought together college and high school students in order to contemplate the role of the justice-oriented citizen through collaborative art-making.

**Presenter:** The Ohio State University: Tami Augustine, Kate Collins, Brooke Harris Garad, Jason R. Harshman

HE

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K-12

## **Global Citizenship: Developing Internationally Minded and Globally Engaged Students and Educators**

This presentation will define the compelling need for nurturing global citizens in K- Higher Education. Presenters will provide an update on Global Education in Northeast Ohio and the State of Ohio, present model programs implemented in Northeast Ohio, and present resources available to educators to assist in their efforts to develop internationally minded and globally engaged students.

**Presenters:** Linda Robertson, Kent State University; Richard Crepage, Cleveland Council on World Affairs; Michelle Wilson, Akron International Friendship

HE

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HE

## **Neighbor Circles as a Tool for Building Community**

Neighbor Circles is a process based on the concept that building community begins with one-on-one relationships. Come learn how Neighborhood Connections is using Neighbor Circles to build relationships in and across University Circle in Cleveland, Ohio and its surrounding neighborhoods. This is the first phase effort to narrow the social distance between low-income neighborhoods and the thriving University Circle, comprised of educational, medical, and cultural institutions that have added 5,000 jobs in recent years.

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

C

Friday, March 16, 2012

Session 3 Workshop 3:45 – 5:15 p.m.

HE

### **The CommonVisions Project: Photography as conflict transformation**

This workshop will unpack this arts based anti-racism curriculum. Participants engage individually and collectively in a creative photographic process to explore new understandings of reality for themselves, the group, and the community. CommonVisions has demonstrated that utilizing a visual/creative modality can be a powerful catalyst for positive social change. Participants will learn the logic model and structure of the curriculum, see examples of participants work, and be challenged to consider ways to introduce the arts into their own work of transforming conflict and promoting human oneness.

**Presenter:** Chuck Egerton, Randolph Community College

C

K-12

### **The Role of Media in Framing Violence: Covering a War to Win in Mexico or a Wounded Country?**

In 2007, President Felipe Calderon took office after a narrow election victory, with the enthusiastic support of the United States government, soon launched a 'war against the drug cartels.' In the years since, violence has gripped Mexico. This workshop will examine the role of journalists in framing violence, and through the work of Mexican journalists, particularly female writers, analyze the role of journalism in preserving the fabric of civil society. Participants will examine the 'sexualization of violence' in framing violence by examining gender stereotypes—men and women—used in visual media and explore the often overlooked role of women in protesting the systemic impunity that feeds the violence and government accountability.

**Presenter:** Michelle Garcia, International Freelance Journalist

HE

K-12

### **Impact of Peace and Conflict Resolution Education on Students in Armenia**

In February-April 2009 a survey was implemented with the goal of evaluating the "Peace and Conflict Resolution Education in Schools" project, implemented by Women for Development from 2002-2007. Results of the survey showed that the vast majority of the respondents gave high importance to peace and conflict resolution education among teachers with regard to creation of peaceful and safe environments in schools. Almost all schoolchildren who participated in the survey responded similarly. They mentioned that the lack of such skills triggers conflict situations between pupils and teachers. Suggestions made by teachers, parents and schoolchildren were that everyone should have an opportunity to learn these important life skills.

**Presenter:** Gohar Markosyan, Women for Development, Armenia

C

K-12

### **Bullying, Cyberbullying and Homophobia**

This experiential workshop will explore the interrelationship of bullying, cyberbullying and homophobia. After reviewing definitions, the group will participate in "read arounds" of examples of homophobic bullying and cyberbullying incidents. Participants will experience a Cyberbullying Jeopardy game, role-playing responses to homophobic bullying behavior and explore ways of creating safer and more welcoming schools.

**Presenter:** Priscilla Prutzman, Creative Response to Conflict, Bill Warters, Wayne State University

HE

C

### **The Role of Civil Society in Addressing Gang Violence and Conflict in Mexico**

This presentation will share reflections from SERAPAZ, an organization that works on Peace and Conflict Resolution Education in Mexico. It aims to explore the challenges encountered by those living within the context of violence and what civil society organizations can do to work within a state structure struggling under the weight of drug trafficking and gang violence to construct a culture of peace.

**Presenter:** Mauricio Salazar, SERAPAZ, Mexico

K-12

### **Reducing Cultural Conflict in the Classroom: Understanding Privilege**

This workshop will discuss curricular strategies for pre-service teachers that use dominant privilege as an organizing concept, including (a) increasing awareness of one's own privilege and its relationship to conflict, (b) exploring the impact of teacher privilege on students, and (c) application and analysis of privilege in classroom and community examples.

**Presenter:** Barbara Rose, Miami University

HE

K-12

### **Children's International Summer Villages (CISV): Preparing Global Leaders**

CISV provides local, national and international programs aimed at developing intercultural competence through camp-based, community-based and family-based experiences. This workshop will use an experiential approach to demonstrate the programs and processes inherent in CISV. These processes are vital components in the broader scope of conflict resolution education. In addition, the most recent research regarding the impact of the creative training approaches implemented by CISV will be explored.

**Presenter:** Dr. Chuck Catania, Miami University/Children's International Summer Villages

HE

## 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:** Kathleen Dickason, Sustained Dialogue Campus Network, Cuyahoga Community College; Amy Lazarus, Sustained Dialogue Campus Network

**Saturday, March 17, 2012**

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

HE

### Empowering Students to Be Active Global Citizens

(This workshop is a continuation of the keynote)

**Presenter:** Bernie Ronan, Democracy Commitment

K-12

### Building Intercultural Competence, Social Cohesion and Global Perspectives in Australia

This workshop will review *Global and Multicultural Citizenship Education* initiatives used throughout the state of Victoria, Australia, a diverse multicultural and multi-faith society where significant investment has been made in promoting social cohesion, particularly in education. Current research and how this is applied to civics and citizenship education, multicultural education, human rights education, including indigenous perspectives, peace education and conflict resolution education will be covered. A key focus of the presentation will be current national and state research efforts for school communities to monitor and evaluate the implementation and effectiveness of global and multicultural citizenship.

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

C

K-12

### Teaching Vulnerable Children Conflict Resolution Skills through Music Therapy

The creative arts, offer innovative and potentially effective avenues for addressing child developmental trauma, and related social and behavioral deficits, that are unresponsive to traditional treatment strategies. Analysis of data indicated that children were uniformly more on target in displaying and practicing important social and self-regulation skills in the music therapy condition. Learn how group music therapy may be an effective therapy modality to teach extremely vulnerable youth important social and self-regulation skills.

**Presenters:** Beech Brook: Anne M. Reed, David L. Hussey

K-12

HE

### Panel: Conflict Resolution Education Models in Schools and Universities

#### A. Successful Maryland School Conflict Resolution Education Programs: Highlights of a Statewide Grants Program

In a successful partnership with the Maryland Judiciary's Mediation and Conflict Resolution Office and the Maryland State Department of Education, the Center for Dispute Resolution at the University of Maryland King Carey School of Law provides conflict resolution education grants to public schools K-12. The grants support a wide range of conflict resolution initiatives, including restorative practice's circle tools, peer mediation, positive discipline training, bullying prevention programs and conflict resolution curriculum. The workshop will provide a look at some of the exciting successes over the last 9 years and share methods for sustainability.

#### B. Changing College Culture: Bullying Prevention and Intervention at the Post-Secondary Level

The University of Toledo is working toward addressing bullying for those individuals pursuing higher education. A partnership has been developed between the college of education, counseling center, police department, and the Dean of Students in an effort to address all forms of bullying through outreach, anonymous reporting, and counseling services for both victims and perpetrators of bullying.

**Presenters:** Barbara Sugarman Grochal, University of Maryland King Carey School of Law; The University of Toledo: Lisa Pescara-Kovach, Sean Wernert



K-12

## **Promoting Global Co-existence and Preserving Human Dignity: Eleanor Roosevelt and the Universal Declaration of Human Rights**

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This interactive workshop explores Eleanor Roosevelt's role in the creation of the Declaration of Human Rights. Exploring Eleanor Roosevelt's journey as an advocate of individual freedoms and rights provides the opportunity to examine some of the key challenges and opportunities of the 20th and 21st centuries and helps to make essential connections between history and the moral choices and responsibilities we confront in our own lives. Examining this journey offers a framework and a vocabulary for analyzing the meaning and responsibility of citizenship, and the tools to recognize bigotry in all its forms. Participants receive free resources materials.

**Presenter:** Lisa Lefstein-Berusch, Facing History and Ourselves

K-12

## **Panel: Media, Technology and Conflict**

HE

### **A. Media Literacy in the University Curriculum**

The goal of this round-table is to develop a conceptual model of how media literacy education can be taught at each stage of a student's academic career to build a more well-rounded student and global citizen. This workshop will share how a conceptual model which combines conflict resolution education and peace education can enhance understanding of the media and postmodern consumption of ideas and media.

### **B. Arab Spring from Students' Perspective**

This panel session will examine the progression of the Arab Spring through the eyes of students studying in the U.S. during the events. Students from various Middle Eastern countries will discuss the technology they employed to follow the events in their own countries, their emotional reactions and concerns about their families and communities, and their current perspectives of the upheavals in Arab world. A question and answer period will follow the panel discussion.

**Presenter:** Jessica Roberts, University of North Carolina at Greensboro; Cuyahoga Community College: Students, Susan Lohwater

HE

## **How to Transform Relationships and Develop Everyday Leaders through Sustained Dialogue Campus Network**

The workshop will describe in detail the 5-stage process of Sustained Dialogue Campus Network (SDCN), while discussing the goals and objectives and "do's and don'ts" of each and every stage. The workshop will be accompanied by practical examples from moderator Mirit Balkan and her experience in a pilot program at Tri-C's East campus. Some hands-on activities will also be included. The session will be concluded with a comparative summary of SDCN vs. other ADR facilitation methods.

**Presenter:** Mirit Balkan, Cuyahoga Community College

## **Saturday, March 17, 2012 Session 2 Workshop 2 – 3:30 p.m.**

HE

## **The Two Faces of Social Media in Conflict**

(This workshop is a continuation of the keynote.)

C

**Presenter:** Nada Alwadi, co-founder of Bahrain Press Association BPA, Ahmed Salah, co-founder of *Kifaya*, Youth For Change (Egypt)

HE

## **Experiential and Service-Learning Models for Undergraduate Conflict Resolution Education**

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This workshop will present assessments and lessons learned from the project's pilot initiatives: A series of experiential learning activities implemented in undergraduate courses and a five-week service-learning intensive that partnered US students with local peacebuilding initiatives in Liberia. Administrators, faculty and students are encouraged to attend the workshop, share ideas and reflect on areas of partnership and potential integration of experiential and service-learning approaches into Conflict Resolution curricula at their institutions.

**Presenter:** George Mason University: Ned Lazarus, Molly Tepper, Linda Keuntje

K-12

## **The Bystander's Dilemma: How to Turn Our Students into Upstanders**

HE

This workshop will engage participants in an interactive dramatization of two stories from America's Civil Rights' movement and South Africa's Anti-Apartheid movement and work with concepts of social pressure, multiple perspectives, dilemmas, and chains of consequence. Participants will be provided with additional materials from the EHL program along with a copy of the October 2010 Social Education article by Lauren Woglom and Kim Pennington.

**Presenters:** American Red Cross: Paul Frankmann, Jim Lane, Laurie Fisher

K-12

## **Gender-based Violence in Middle Schools: Alternative Processes for Addressing the Problem**

This presentation provides a framework for examining heterosexism as a contributing factor to gender-based violence, and investigates how students make meaning of this. Much of how we connect with the world is through bodily interaction, which defines who we are and informs our lives. This workshop describes a process of inquiry for engaging students in self-discovery and meaning making through various movement activities that challenge heterosexism and deconstruct gender-based violence, while building a safe and respectful school community.

**Presenter:** Traci L Scheepstra, OISE/ University of Toronto

HE

K-12

## **Exploring Arts Based ways to Counter Radicalization Among Youth**

A BreakWord (<http://breakword.com/>) event was executed as an assignment for a Trauma and Healing class aimed to address traumatization of Muslim youth as a group due to the current geo-political trends. The workshop aims to (a) briefly share results from the event, with special attention paid to the discussion session, (b) analyze these results and (c) suggest relevant lessons for the field of Conflict Resolution Education.

**Presenter:** Fatima Ahmed, University of Waterloo

HE

C

K-12

## **Teaching Peace from the Sports Pages: Using Sports to Open a Dialogue about Global Conflict and Conflict Resolution**

This presentation will provide resources and demonstrate examples of using the compelling narratives of sports culture, history, politics, and economics as a mechanism to actively engage students, educators, practitioners, and policy makers in difficult conversations about sensitive topics related to conflict and peace. This workshop seeks to: provide a mechanism of engaging (typically males) in discussions about traditionally difficult or sensitive topics; and provide sports-based examples of difficult social issues and the power of peaceful conflict resolution.

**Presenter:** Sherrill W. Hayes, University of North Carolina at Greensboro

HE

HE

## **Costa Rica Faculty Development Experience: Teaching about Peace and Conflict through Learning Modules**

In this session, faculty will share a teaching and learning module that could be adapted and used by anyone teaching about these topics. Participants will receive an electronic copy of the modules to be used in the classroom. Topics shared will include: Eulalia Bernard & Images of Social Justice, Restorative Justice: Promoting Peace and Nonviolence, Peace, Conflict and Borders: The Nicaraguan and Costa Rica Dispute, Global Peace through Conflict Resolution Approaches Based on Professional Ethics & Critical Thinking, Racism as a form of Structural Violence: The Costa Rican Experience.

**Presenter:** Sinclair Community College: Adrienne Cassel, Pamela Chambers, Mohsen Khani, Sandor Marai, Katherine Rowell

**Saturday, March 17, 2012**

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

K-12

## **Judgment at Guantanamo: Your Role as a Judge Advocate General (JAG) and the Role of International Humanitarian Law (IHL)**

This workshop will utilize the film *The Response* as a catalyst for questions and discussion about what is still going on at Guantanamo Naval Base in Cuba with regard to “terrorists” incarcerated there. The workshop audience will role play the JAG officer’s decision-making, actually discussing, debating, and deciding what action should be taken. The guidelines and expectations of International Humanitarian Law as defined by treaties and as promoted by the International Committee of the Red Cross will be interjected at strategic points to better inform the problem-solving process. Free American Red Cross IHL materials will be shared.

**Presenter:** American Red Cross: James Lane, Paul Frankmann, Laurie Fisher

HE

K-12

## **Creating Inclusive Classrooms**

Learn how to create an inclusive classroom learning experience for all learners. Participants will be provided with an opportunity to increase their personal and professional sensitivity about aspects of diversity, gain information and skills to more effectively serve and meet the differing needs of a diverse student population; explore diversity topics both from a personal and professional standpoint; discover ways in which increased diversity contributes to a rich learning environment; and how to prepare all students with skills to effectively function in today’s rapidly changing global society.

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

HE

K-12

## **Not in my Town Anymore! Bullying: A Multi-Systemic Approach**

This workshop will examine the definitions of bullying, the many different forms it takes and how this affects families. There will be a series of brief interviews with local victims of bullying and how this issue has impacted not only how they perceive their respective world, but how this issue has impacted their family and community members.

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

HE

K-12

## **Innovation in the Classroom: Teaching Ethical and Moral Decision-Making in the 21st Century**

Imagine a place where people from different time periods, religions, and statuses gather together to engage in civil discourse. This presentation invites you to immerse yourself in the virtual halls of Masada for this in-depth look at how the Jewish Court of All Time (JCAT), a web-mediated character-playing simulation, can be used to teach ethics to middle-school students. Guests of the Court are asked to position themselves from various perspectives. Come prepared to role-play!

**Presenter:** Jennifer E. Killham, University of Cincinnati

HE

K-12

## **Panel: Mediation and Organizational Conflict Transformation in Trinidad and Tobago**

### **A: A Teacher Organization in Conflict: a Model for Transformation**

Five years ago the Teaching Service had 50% of administrative positions vacant; had a high level of indiscipline among teachers; poor relationship with its stakeholders and an inefficient administrative processes. This case study will present a model of organizational transformation built on the application of conflict analysis and resolution techniques to address these challenges, specifically group facilitation and some mediation, as a strategic approach to the management of people in the organization.

### **B. The Role of Culture in Mediation**

This workshop explores the disconnect between the institutional practice of mediation and the cultural practices of the island of Trinidad. This workshop will share how mediators, through more culturally sensitive training and practice can become attuned to particular cultural nuances of disputants, which may lead to more lasting agreements and further reinforce the uniqueness of the local culture.

**Presenter:** Hyacinth Guy, NOVA Southeastern University, Sharon Raphael, University of the West Indies

HE

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K-12

## **International Service Learning: Cultivating Global Citizens, Cultural Understanding, and Peaceful Approaches**

This presentation shares how higher education, schools, and communities work collaboratively to build social, emotional and communication skills, how to cultivate skills in intercultural understanding, peace and conflict transformation, and global citizenship through international service learning programs. Each program is interdisciplinary, designed based on needs identified by teachers and administrators, parents, and community leaders, and integrated within existing school curricula.

**Presenter:** University of Louisville: Barbara M. Burns, Kandi Walker, Joy L. Hart, Thomas R. Jackson, Jr.

HE

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HE

## **Global Peace through Conflict Resolution Approaches Based on Professional Ethics and Critical Thinking**

This module explores the practical contributions of professional ethics and critical thinking to the process of conflict resolution in the human endeavor for peace. Practical ethics is presented as a tool for virtuous, dutiful, fair, equitable and just problem-solving and decision-making. The Costa Rican model for professional development as practiced by the Latin American University of Science and Technology (ULACIT) and the University of Costa Rica will be showcased.

**Presenter:** Sándor Isg Márai, Sinclair Community College

K-12

## **Peace, Human Rights, and Civic Education for Children and Young People in Nepal**

This workshop will share how a culture of peace, tolerance, and respect for different opinions, values and ethnic groups as well as a culture of civic responsibility among young people is being developed in Nepal. The presenter will share a project designed to bring together UNICEF and Save the Children, to support the government of Nepal as it works to transform the education system to one which actively and deliberately promotes the key concepts of Peace, Human Rights and Civic Education.

**Presenter:** Goma Kumari Chhetri, Peace Education Network Nepal

C



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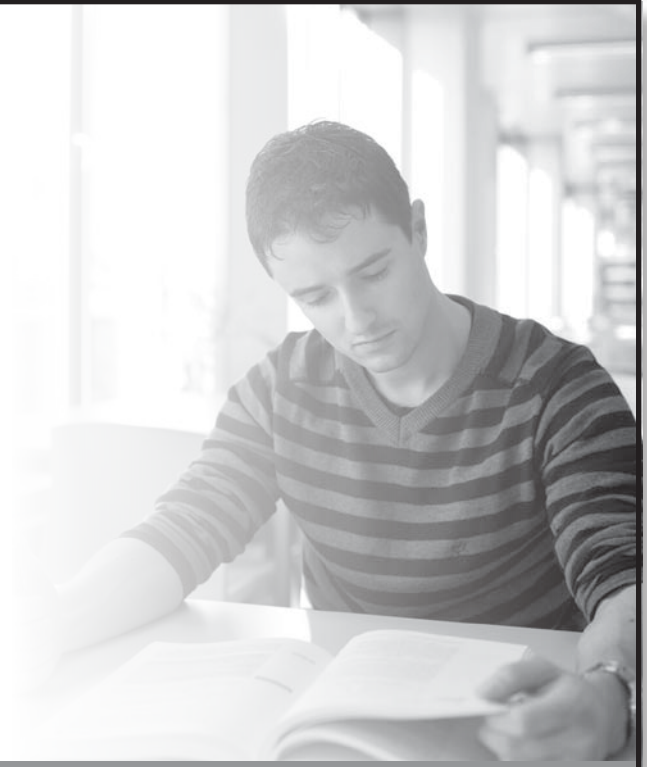
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