

# Inter-American Summit *on* Conflict Resolution Education:

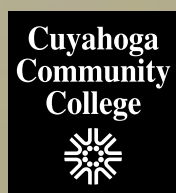
*International Innovations and Challenges*

## Summit Program

March 14 - 15, 2007



Hosted by Global Issues Resource Center,  
Office of Community Continuing Education  
Cuyahoga Community College, Cleveland, Ohio, USA  
[www.tri-c.edu/community/girc.htm](http://www.tri-c.edu/community/girc.htm)



Cuyahoga Community College, Metropolitan Campus, Cleveland, Ohio USA



# Inter-American Summit on Conflict Resolution Education:

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

# OVERVIEW

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Global Issues Resource Center, Office of Community Continuing Education at Cuyahoga Community College and The Organization of American States will host a four-day Inter-American Summit on Conflict Resolution Education in Cleveland, Ohio, USA. This event will bring together government representatives from among the 50 states and 34 countries of the Americas and their non-governmental organization partners who have legislation or policies in place to deliver conflict resolution education at the K-12 level and in colleges of teacher education.

This first-ever Summit offers a dynamic opportunity to develop a hemispheric infrastructure throughout the Americas to advance the work in the fields of conflict resolution education and peace education. The Summit will bring together policymakers and educators representing regions across the United States and select member countries of the OAS representing North, Central, South America and the Caribbean. These national and international educators will exchange program best practices, evaluation methodology, creation of policy implementation structures, and consideration of obstacles to success. This event offers a needed opportunity for college students, college faculty, university scholars, K-12 educators, public health officials, prevention specialists, and state, local, and national policy makers in the Americas to convene in one location to learn more about the most current work being undertaken.

## ADDITIONAL SUMMIT EVENTS

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### **Launching of the International Conflict Resolution Education**

**Web site at: [www.creducation.org](http://www.creducation.org)**

**The newly designed Web site will provide the following downloadable resources:**

- Field-tested instructional materials at no cost or limited charge.
- Chat room access for educators' discussions.
- Critical networks and links to diverse professional web sites.

### **Special Interest Professional Meetings:**

**International Network on Conflict Resolution Education and Peace Education (INCREPE)  
Leadership Team Meeting**

**Association for Conflict Resolution (ACR) Education Meeting**

**March 16th and 17th State and International Conflict Resolution Education Policy  
Team Meetings:**

The policy teams of government and non-governmental organizations are from among the 50 states and 34 countries, as well as from Europe, Australia and Israel. They are presenting at the Summit on March 14th and 15th and will convene in closed working sessions on March 16th and 17th. These closed meetings are by invitation only for state and country policy teams.

[www.tri-c.edu/community/gircsummit.htm](http://www.tri-c.edu/community/gircsummit.htm)

Inter-American Summit on Conflict Resolution Education

# THE SUMMIT PLANNING COMMITTEE

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**Andie Barker**  
*Ohio Resource Network*

**Jennifer Batton**  
*Global Issues Resource Center  
Cuyahoga Community College*

**Jorge Baxter**  
*The Organization of American States*

**Marsha Blakeway**  
*The Association for Conflict Resolution*

**Malin Brenk**  
*European Centre for Conflict Prevention*

**Viviane Buchanan**  
*SMART TV  
Cuyahoga Community College*

**Adriana Cepeda**  
*The Organization of American States*

**Haydeana Gaviria**  
*Hispanic Council  
Cuyahoga Community College*

**Lou Gieszl**  
*Maryland Mediation and Conflict  
Resolution Office (MACRO)*

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

**Tricia Jones**  
*Temple University*

**Cheryl Kish**  
*Ohio Department of Education*

**Maria Mone**  
*Ohio Commission on Dispute  
Resolution and Conflict Management*

**Angela H. Smith**  
*Ohio Department of Health*

**Debra Seltzer**  
*Ohio Department of Health*

**Madeleine Trichel**  
*Interfaith Center for Peace*

**Paul van Tongeren**  
*European Centre for Conflict Prevention*

**Sarah Wallis**  
*Ohio Commission on Dispute  
Resolution and Conflict Management*

**Kris Washington**  
*Ohio Department of Alcohol  
and Drug Addiction Services*

**Rachel Wohl**  
*Maryland Mediation and  
Conflict Resolution Office*

## SUMMIT CO-SPONSORS

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The planning committee would like to thank the following organizations for financial support in making this conference possible.

Organized with the support of The United Nations Development Program and The Organization of American States.

### **Gold**

The Compton Foundation  
The Ohio Department of Alcohol and Drug Addiction  
The Ohio Commission on Dispute Resolution  
and Conflict Management  
The Ohio Department of Education

### **Silver**

Hamilton Fish Institute on School and Community  
Violence, The George Washington University  
The Ohio Department Health/Sexual Assault and Domestic Violence  
David S. Stein Foundation, Jewish Community Federation of Cleveland  
United Services for Effective Parenting  
(USEP) – Ohio, Inc.

### **Bronze**

The Association for Conflict Resolution (ACR)  
The McGregor School of Antioch University  
Temple University

### **Copper**

The University of Maryland School of Law,  
Center for Dispute Resolution (CDRUM)

## SUMMIT PARTNERS

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The Adolescent Consortium of Northeast Ohio,  
Metropolitan Health Medical Center

The American Association for Health Education

The Appalachian Peace and Justice Network  
Bellefaire JCB

The Center for Peace Education

The Cleveland Council on World Affairs

Community Partnerships for Youth

Conflict Resolution Center, Inc.

Crile Archives, Center for History Education,  
Cuyahoga Community College

El Barrio, West Side Ecumenical Ministry

Hispanic Community Services Coalition

Indianapolis Peace House

Inter Religious Task Force On Central America

The Lion and Lamb Peace Arts Center of  
Bluffton University

National Association for Community Mediation

National Association of School  
Psychologists

Nueva-Luz: Urban Resource Center

North Carolina Center for the  
Prevention of School Violence

Ohio Association of Chiefs of Police

Ohio Domestic Violence Network

Ohio School Resource Officer Assoc.

On-Tasc

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

# KEYNOTE PRESENTATIONS

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**Wednesday, March 14, 2007**

9:30 a.m. - 10:45 a.m.



**Keynote Speaker: Gonzalo Retamal-Pooley, Ph.D**

## **Global Conflict Resolution Education: Policy and Practice**

Education can be utilized as a humanitarian response.

Access to education in conditions of social and political crisis is important because education:

Represents a fundamental right of all children;

Is critical for the protection of children by offering a safe and secure environment;

Is critical for the normal development of children;

Can help children deal with the effects of crisis situations;

Helps to create a sense of normality for children and communities;

Is an important means of promoting tolerance and conflict resolution;

Is critical for economic recovery and social reconstruction;

Can stimulate democratic participation and respect for rights. In discussing

these aspects of education as a source of conflict resolution, examples of countries recovering from violence, civil confrontation and extreme poverty will be presented from Colombia, the Northern Caucasus, Sierra Leone, Rwanda, and Afghanistan.

**About the Speaker: Gonzalo Retamal-Pooley, Ph.D.** is visiting professor on Education in Emergencies and Post Conflict, Woodrow Wilson School of Public and International Affairs at Princeton University. He has served as a senior research specialist, UNESCO Institute for Education and as a senior education officer at the UNHCR. He was co-head of the Ministry of Culture for the Joint Interim Administration of the U.N. in Kosovo (UNMIK), UNESCO, a representative in Iraq for the 'Food for Oil' Program in Iraq, a senior education advisor for Humanitarian Assistance at the UNESCO International Bureau of Education in Geneva and with UNESCO in Eastern Africa, and as chief of the School Education Program of UNRWA in the Middle East.

**Thursday, March 15, 2007**

9:00 a.m. - 10:00 a.m.



**Keynote Speaker: Tricia Jones, Ph.D**

## **What the World Could Be... Envisioning the Future with Conflict Resolution Education.**

Our work together in Conflict Resolution Education and Peace Education sometimes seems to be a struggle, given limited resources and obstacles to implementation and institutionalization. In this address, Dr. Tricia Jones, presents an alternate vision -- a future, definitely foreseeable, where Conflict Resolution Education and Peace Education are as accepted and integrated into education and community as literacy and litigation. By sharing this vision, she hopes to inspire conference attendees to devote their own work toward making that dream a reality.

**About the Speaker: Tricia Jones, Ph.D.,** is a Professor in the Department of Psychological Studies in the College of Education, Temple University, Philadelphia, PA. Her teaching and research interests are in interpersonal,

group and organizational conflict processes with special emphasis on conflict resolution education and social and emotional learning programs in K-16 institutions.

# CONFERENCE AT A GLANCE

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**March 14 - 15, 2007**

*All events and workshops will be held at:*

Cuyahoga Community College (CCC), Metropolitan Campus  
2900 Community College Ave., Cleveland, Ohio USA

## Wednesday, March 14, 2007

- 8:00 a.m. - 9:15 a.m. Registration; Lobby, Liberal Arts Building
- 9:30 a.m. - 10:45 a.m. Plenary Session  
Welcome, Dr. Jacquelyn Joseph-Silverstein, Executive Vice President, Academic and Student Affairs, Cuyahoga Community College;  
Lenore Yaffee Garcia, Director of the Department of Education and Culture, The Organization of American States;  
Guest from the United Nations Development Program;  
Keynote: Dr. Gonzalo Retamal-Pooley
- 11:00 a.m. - 12:30 p.m. Session 1: 1.5 hour workshops
- 12:30 p.m. - 1:30 p.m. Lunch
- 1:45 p.m. - 3:15 p.m. Session 2: 1.5 hour workshops
- 3:30 p.m. - 5 p.m. Session 3: 1.5 hour workshops

## Thursday, March 15, 2007

- 8 a.m. - 8:45 a.m. Registration; Lobby, Liberal Arts Building
- 9 a.m. - 10 a.m. Plenary Session,  
Welcome, Dr. Cheryl Kish, The Ohio Department of Education;  
Guest from the United States Department of Education;  
Keynote: Dr. Tricia Jones
- 10:15 a.m. - 11:45 a.m. Session 1: 1.5 hour workshops
- 11:45 a.m. - 12:45 p.m. Lunch
- 1 p.m. - 2:30 p.m. Session 2: 1.5 hour workshops
- 2:45 p.m. - 4:15 p.m. Session 3: 1.5 hour workshops

*Please take the time to visit the 17+ exhibit tables located in the lobby of the Liberal Arts Building, on March 14th and 15th to obtain free materials and information from local, state, national, and international resources, to support your work in conflict resolution education and related topics. The resource exhibits will remain open throughout the Summit.*

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



# SUMMIT WORKSHOP DESCRIPTIONS

*To meet your professional needs, there will be diverse workshops to choose from during each time slot. There are multiple options for higher education staff and students, K-12 educators and youth-serving professionals, and policy-makers. Bullying prevention will be addressed in several workshops.*

## Wednesday, March 14th

Keynote Address: 9:30 a.m. -10:45 a.m. Dr. Retamal-Pooley

### Session 1 Workshops 11 a.m. -12:30 p.m.

Higher  
Education

#### **The Conflict and Post Conflict: The Role of Education in Humanitarian Crisis**

This workshop will review lessons learned from countries under siege, such as Rwanda, Afghanistan, Sierra Leone and Columbia. The presenters will explore what role schools can play to inhibit or support basic assistance in the process of reconciliation and reconstruction of a country, utilizing curricula for conflict resolution and how to build peace and reconciliation in the classroom. Discussion will consider the current need for additional research on best practices in child centered curricula, protective environments and psychosocial support as well as the need to pilot good practices in humanitarian settings and situations of extreme poverty.

**Leader:** Vicky Colbert de Arboleda, Executive Director, Escuela Nueva Back to the People Foundation, Bogota, Colombia; Pilar Aguilar Cantarellas, Senior Education Officer, (Emergencies), Education Section, UNICEF, New York; Gonzalo Retamal-Pooley, Ph.D, Professor on Education in Emergencies and Post Conflict, Woodrow Wilson School of Public and International Affairs, Princeton University; United Nations Development Program Officer

Policy

K-12

#### **Cyberspace: Internet & Technology Awareness Keeping Kids Safe on the Internet (Ohio, USA)**

Do you blog? Do you text? Do you IM? Will you BRB? Is there a POS? Don't know what these mean? Children do. The goal of this workshop is to provide parents, teachers and community groups with information and advice on a whole range of issues affecting children's use of the Internet. The workshop considers cyber bullying and cyber-stalking, the online exploitation of children by pedophiles; exposure to illegal and inappropriate content that increase the vulnerability of children. Resources will help students develop the critical thinking skills needed to make their Internet experiences safe and rewarding.

**Leader:** Kimberly L. Mason, Ph.D., NCC, Assistant Professor in Counseling, Administration, Supervision, and Adult Learning, Cleveland State University.

Higher  
Education

#### **Approaches to Teaching Peace and Conflict in Community Colleges (USA)**

In this workshop, two community college faculty members, a community college administrator, and a program officer from the U.S. Institute of Peace will discuss approaches and strategies for teaching community college students about issues related to global peace and conflict. Topics will include curriculum development that supports global strategies, approaches specifically designed for freshmen using simulations, study abroad strategies, and working with the U.S. Institute of Peace diverse community college initiatives.

**Leader:** Vasiliki Anastasakos, Assistant Professor of Political Science, Northampton Community College (Bethlehem, PA); David J. Smith, Senior Program Officer, United States Institute of Peace (Washington, DC); Nadia Swerdlow, Associate Dean of Instruction, Truman College (Chicago, IL); Katherine Tietge, Assistant Professor of History and Philosophy, Ocean County College (Toms River, NJ)

K-12

#### **Panel Presentation: District-wide Peer Mediation Models in Ohio and Maryland**

*The Winning Against Violent Environments Cleveland Municipal School District Model—What Makes It Unique? (Ohio, USA)*

The Winning Against Violent Environments (W.A.V.E.) Conflict Resolution Program in the Cleveland School District started in 1983 and is one of the oldest peer mediation programs in the country. W.A.V.E. staff will focus on



# Wednesday, March 14th

the evolution of conflict resolution programming from one school to a large, urban public school system. Peer mediation, infusion into curriculum, and conflict resolution as a classroom management tool will be demonstrated.

**Leader:** Carole Close, Retired Director of The W.A.V.E. Program, Cleveland Municipal School District; Damon Deal, Former Coordinator, Antonio Sanford, Conflict Resolution Trainer W.A.V.E. Program; Marvin Foster, Morgan McKeller and Brianne Otey, W.A.V.E. Program staff



## **Collaboration between School, NGO, Community Mediation Center and University Grant Program (Maryland, USA)**

This presentation will illuminate an effective collaboration between several organizations to establish peer mediation programs in schools in Montgomery County, MD. The schools' introduction of a peer mediation program supports a more comprehensive school wide effort to affect change through teacher behavior management strategies training, school wide anti-bullying training and character education. The Community Mediation Center provides volunteers to coach role-plays, the NGO provides a lead trainer. The statewide organization provides funding, empowering the schools to implement peer mediation programs.

**Leader:** Kathryn Liss, Director, Youth Empowerment through Conflict Resolution, American Friends Service Committee; Barbara Grochal, Deputy Director, Maryland Conflict Resolution in Schools Program.



## **Conflict Resolution Education in Teacher Education (CRETE): A National Pilot Project (Pennsylvania & Ohio, USA)**

The CRETE project is a national pilot project to provide pre-service teachers and school-based teaching mentors with critical skills and knowledge of conflict education and classroom management necessary for cultivating constructive learning environments for children, enhancing student learning and bolstering teacher retention. This session will review the CRETE goals, training programs, challenges and significance to CRE domestically and internationally.

**Leader:** Jennifer Batton, Global Issues Resource Center, Cuyahoga Community College, Tricia Jones, Temple University, Dr. Kristien Marquez-Zenkov, Cleveland State University, Lynnette Mawhinney, Temple University



## **The Juvenile Offender Diversion Program: Applying CRE to Reduce Recidivism among Youth (Pennsylvania, USA)**

Juvenile offenders suffer the stigma of having a criminal record, which can contribute to difficulty in obtaining a job, enlisting in the military, or attending college. This workshop showcases Good Shepherd Mediation Program's Juvenile Offender Diversion Program in Philadelphia, which offers first-time offenders a "second chance" by providing an opportunity for at-risk youth to learn social, emotional, and critical-thinking skills needed to make better choices in life.

**Leader:** Randy Duque, M.A., Court and Community Services Manager, Good Shepherd Mediation Program, Philadelphia, PA



## **The National Association for Conflict Resolution's (ACR) Recommended Standards for School-Based Peer Mediation Programs (USA)**

The ACR Education Section presents the new Recommended Standards for School-Based Peer Mediation Programs. Committee members will present an overview of each section. The standards will come to life as panelists describe a variety of peer mediation programs and how they meet the standards in diverse ways. Participants will have the opportunity to comment on the draft and to discuss how the standards can be used in their programs.

**Leader:** Leigh Jones-Bamman, Senior Prevention Specialist, The Governor's Prevention Partnership in Hartford, CT; Marsha Blakeway, National Peace Foundation; Gina Buckley, Oakland Mediation Center; Antonio Sanford, W.A.V.E. Madeleine Trichel, Interfaith Center for Peace; Robert Whipple, Consultant



## **Conflict Resolution in Education, Policy and Practice (Norway)**

This workshop highlights Norway's national policy to combat bullying and violence in school. In 2002, the Norwegian Prime Minister signed a manifesto against bullying, and the right of pupils to a safe school environment has been strengthened since 2003. In 2005 the Norwegian Directorate for Education and Training developed a new strategic plan for the learning environment in primary and secondary education for 2005-2008. The framework focuses on social and cultural competence including training in interaction and conflict resolution.

**Leader:** Helen Johannessen, The Directorate for Primary and Secondary Education, Norwegian Ministry of Education; Margret Hovland, Assistant Professor, Teacher Training College in Norway

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## Policy

### **Creating In-Country Capacity in Conflict Resolution (Latin America)**

Partners for Democratic Change is an international NGO working for nearly two decades to build sustainable local capacity to advance civil society and a culture of change and conflict management worldwide. Partners' Centers (currently 14) are independent and locally managed organizations in developing democracies. The Training Directors from three partners: Argentina, Mexico, and Peru will provide an overview of education and training activities used to build in-country capacity in conflict resolution across social sectors.

**Leader:** Graciela Tapia, J.D., Founding Director and Training Consultant, Fundación Cambio Democrático (Partners for Democratic Change Argentina); Mara Hernandez, Director, Director of Socios Mexico-Centro de Colaboración Cívica (CCC); Carlos Salazar, Executive Director, Socios Perú: Centro de Colaboración Cívica; Janet Murdock, Director of Training, Partners for Democratic Change

## K-12

## Policy

## Spanish Language

### **Conflict Management & Resolution: A Skill for Life in Basic Education (Mexico)**

This work describes the characteristics of the skill Management and Resolution of Conflicts in the curriculum of basic education, specifically in the subject of primary and secondary Civic and Ethical Formation. Conflict is presumed as an inherent given of personal and social relationships, which calls for the development of creative skills in making the most of conflict for the enrichment of persons and groups, such that they overcome conditions which might become the source of violence and hostility.

**Leader:** M.en C. María Eugenia Luna Elizarrarás, Professor of Primary Education, General Directorate of Curriculum Development of the Subsecretariat of Basic Education, Secretariat of Public Education; Lic. Verónica Florencia Antonion Andrés, General Directorate of Curriculum Development of the Subsecretariat of Basic Education, Secretariat of Public Education

## Higher Education

## Policy

### **There are Many Interdependent Roles in the Peace Building System: Identifying Your Role (Global)**

The truth of Johan Galtung's classic assertions that "there are peace tasks for everybody" seems ever more pertinent today. The serious challenge for all those performing the daunting array of peace roles, from local to global, is to perform with the understanding of how their roles fit into the worldwide system of peace builders, and to devise needed collaborative relationships. Two carefully considered directions are presented by experts: "Strengthening a National Peace Building Infrastructure" and "There are Peace Building Tasks for Everybody."

**Leader:** Paul van Tongeren, European Centre for Conflict Prevention; Chadwick F. Alger, Mershon Center, The Ohio State University

## Wednesday, March 14th, 2007

### **Session 2 Workshops 1:45 p.m. -3:15 p.m.**

## K-12

## Higher Education

## Policy

### **Policies that Support Positive School Climate: Implications for Conflict Resolution Education**

This workshop will focus on the role of policy at federal, state and local levels to create school environments conducive to quality conflict resolution education. Participants will explore the alignment between policy and practice, policy options to sustain a quality school climate, school climate assessment processes, challenges that undermine students' ability to learn and to solve problems nonviolently and the role of policymakers and leaders to ensure quality learning environments for conflict resolution education.

**Leader:** Terry Pickeral, Executive Director, National Center for Learning and Citizenship Education Commission of the States (ECS)

## K-12

## Higher Education

## Policy

### **A Framework for Statewide Bullying Prevention Efforts: Potentials and Pitfalls (Connecticut, USA)**

For the last ten years, diverse agencies in the state of Connecticut have focused on the issue of bullying in schools. Champions and collaborations emerged that created task forces, reports, conferences, regional forums, trainings and legislation to support bullying prevention efforts around the state. In this workshop, we will identify each element in the framework, investigate the role of public policy and explore ways that others can learn from Connecticut's experiences and apply them to their own settings.

**Leader:** Leigh Jones-Bamman, Senior Prevention Specialist, The Governor's Prevention Partnership, Connecticut



## **Creating an International Peace School in Rural Minnesota: The Story of the Worthington Area Language Academy (Minnesota, USA)**

In 2005, the Worthington Area Language Academy (WALA) opened its doors in a small rural southwest Minnesota town, the K-8 free, public charter school provides a multicultural education with a peace-building focus delivered in three languages: English, Spanish, and Lao. The school serves students from the primary immigrant groups in the community - Mexican, Guatemalan, Salvadoran and Laotian, as well as Anglo and Chicano students from US born families. The commitment to peacemaking is expressed through the adoption of the Peace Builders® curriculum, with emphasis on acquiring linguistic, cultural, and conflict transformation skills.

**Leader:** Paul Neufeld Weaver, Ed.D. Assistant Professor of Education, Bluffton University, Ohio; Raquel Andrade, Co-Founder, Worthington Area Language Academy



## **The Men of Strength Club: A High School and College Program Linking Masculinity and Conflict Resolution (Washington, DC USA)**



This workshop will address the need to include issues of masculinity in the teaching of conflict resolution, as exemplified in Men of Strength Club's Men Can Stop Rape national model high school and college curriculum. The Club challenges the harmful, violent aspects of masculinity by teaching young men healthy visions of male strength connected to conflict resolution so that members can play a positive role in the prevention of dating and sexual violence in their schools and communities. Sample exercises used to engage and educate will be demonstrated.

**Leader:** Neil Irvin, National Director, Men of Strength Club; Pat McGann, Ph.D., Communication Director, Men of Strength Club, Washington, D.C.



## **Capacity Building Among Pre-Service Teachers to Address Conflict Resolution Skills (Ohio, USA)**

This presentation will explore elements of the course, Health and Learning: Strategies for Teachers and Students, with a focus on conflict resolution skills from a social - ecological perspective. Resources from the fields of education and public health provide support for a coordinated approach to developing awareness, including an analysis of adolescent literature that features conflict related themes. Professional preparation of pre-service teachers builds a foundation for skilled professionals to manage conflict among their students.

**Leader:** Renee Axiotis, Ph.D. Assistant Professor, Health Education and Promotion Kent State University; Angela Backus, Doctoral student, Health Education, Kent State University; Cynthia Symons, Ed.D. Past-President, The American School Health Association



## **State Profile – Maryland – Advancing Conflict Resolution at the School and Systemic Levels – Success Stories, Lessons Learned, Lives Changed, Disputes Resolved**



Maryland has taken a highly collaborative approach to advancing the appropriate use of conflict resolution in every area of society. Discussion of an innovative partnership among the state judiciary's Mediation and Conflict Resolution Office, the University Of Maryland School Of Law's Center for Dispute Resolution, and the Maryland State Department of Education, all working together to advance good conflict resolution at the school level.

**Leader:** Lou Gieszl, Maryland Mediation and Conflict Resolution Office (MACRO); Barbara Grochal, Roger Wolf, Toby Teem, Center for Dispute Resolution at the University of Maryland School of Law



## **Education for Democratic Citizenship in Latin America and the Caribbean: An Analysis of Policies and Programs of the Member States of the Organization of American States (The Americas)**



The first part of the panel will focus on citizenship education as represented in survey data of current policies and programs of the member states of the OAS, comparing models of education for democratic citizenship in Latin America and the Caribbean. The second part of the panel will focus on an analysis of actual practice in the classroom as illuminated through qualitative and quantitative research and evaluation findings. The closing joint reflection on the key challenges for policy and practice in education for democratic citizenship in the Americas will consider the different perspectives of policymakers, practitioners, and researchers.



**Leader:** Jorge Baxter, Education Specialist, OAS, Adriana Cepeda, Education Specialist, OAS, Lenore Garcia, Director of the Department of Education and Culture of the OAS: United Nations Development Program Officer

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



## **Panel Presentation: School and District Models for Integrating a Comprehensive Conflict Resolution Education Program (Ohio, USA)**

*A K-12 Comprehensive Conflict Management Program (Beginning, Maintaining, and Expanding a Program)*

Modeling the program that has been established at North Central Local Schools in Pioneer, Ohio, presenters will trace how they began their S.O.A.R. (Student Offering Acceptance and Respect) Program as a peer mediation program and expanded this idea into a comprehensive conflict management program for all students and staff in a K-12 school setting. Discuss how to fund a program, how to promote to your staff, and how to enhance a program.

**Leader:** Barb Oyer, Guidance Counselor, North Central Local Schools; Diane Veres, Guidance Counselor, North Central Local Schools

*Implementing and Maintaining a School Conflict Management Program*

Longfellow Lake Erie Middle School's Conflict Management Team will describe the process of creating a school-wide program, implementing the program, tracking its progress, and monitoring the program. We will outline the lessons that were taught and how the staff was brought on board. We will discuss how we are using research on emotional intelligence to supplement our program.

**Leader:** Alexis Hayden, Principal; , Emilio Morales, School Resource Officer (LPD); Bill Bogan, Teacher; Willie Arriaga, Teacher; Vaughn Jones, School Safety Officer; Francie Watson, Teacher



## **Living with the Conflict in Israel (Israel)**

Israel's multinational/multicultural society provokes dilemmas of loyalty and identity. The reality of living with constant terror and war creates stress, strife, and fear that constantly influences our children's lives. The counseling and psychological services in the Ministry of Education developed intervention programs to deal with this situation. The different programs are dealing simultaneously with three main topics: conflict resolution; resiliency; and coping mechanisms before, during and post crisis.

**Leader:** Judy BenEzra, Israel, Director, School Counseling, Ministry of Education, Israel



## **Strengthening of Democratic Living and Peaceful Resolution of Conflicts in School Settings (Colombia)**

The project consists in forming in each of the 184 educational institutions, a Culture of Peace among educators and students. The Pedagogical Model toward Peace (MOPEP) establishes the interdisciplinary character of the project wherein each instructor in his/her specialty assumes wholly the programs which form part of the project, to include topics such as the environment, democracy education and peaceful resolution of conflicts.

**Leader:** Ramiro Ovalle Llanes, Director, Strengthening of Democratic Living and Peaceful Resolution of Conflicts in School Settings, Professor at the Catholic University of Cali and the Santiago University of Cali

**Wednesday, March 14th, 2007**

**Session 3 Workshops 3:30 p.m. 5 p.m.**



## **Restorative Practices – Effective and Sustainable Implementation in Schools (Australia)**

In the Australian school context, restorative practices represent a broad range of informal and formal strategies which have proven successful in the repair and restoration of damaged relationships following a wrongdoing. For students this includes the development of social skills and a capacity to manage emotions. Restorative justice has been used both instrumentally as a tool for managing and resolving student conflict and more broadly as a process for promoting social harmony.

**Leader:** Gary Shaw, Victorian Schools Department of Education & Training, Ministry of Education, Australia



# Wednesday, March 14th

K-12

Higher Education

## **Service-Learning: Avenue to Conflict Resolution and Peacemaking (Michigan, USA)**

In service-learning, students actively work together to plan and implement a community-based project that simultaneously includes classroom-based thematic academic lessons related to the service project. This session will present (a) the basics of service-learning, (b) research on success of service-learning projects and (c) examples of projects related to conflict resolution and peace-making.

**Leader:** Laura M. Frey, Ph.D., Associate Professor, Central Michigan University, College of Education and Human Services

K-12

Higher Education

## **School Infusion: Conflict Resolution & Peace Education Service Layering through Community Collaboration for More Peaceful Relations (Ohio, USA)**

The Family Violence Prevention Project (collaborative of over 40 agencies) will present its School-Based Youth Relationship Violence Prevention Initiative as a model for replication. Components include creative response to CRE, bullying prevention, teen dating violence prevention, psycho/educational groups for at-risk students, student-led improvisational theater program on CRE and peace education, and staff/parent education.

**Leader:** Amy Faust, Youth Education Coordinator, Jewish Family Services; Kristin Shrimplin, Director, Family Violence Prevention Project (FVPP)

K-12

Policy

## **Action Steps for Developing a District/School-Wide Anti-Bullying/Respect Plan (Ohio, USA)**

Creating a climate that does not tolerate bullying removes the social power of bullies. Improving a school climate and changing the norm of the school culture to be respectful and caring requires a coordinated approach throughout the entire school community. The Anti-Bullying/Respect Action Plan offers support as you work to understand, prevent and respond to bullying in your district/school. Learn how this framework will provide guidelines to support the development of your school's policy and action plan.

**Leader:** Loretta C. Novince, Ph.D., Adjunct Professor, University of Cincinnati

K-12

Higher Education

Policy

## **Conflict Resolution Education Research: Two Collections of Research (USA)**

Over the past 20 plus years, conflict resolution education programs including peer mediation and classroom education models have been evaluated for their effectiveness in K-12 school settings. Wendy M. Garrard from Vanderbilt University will talk about the meta-analysis that she has done on 32 different conflict resolution programs in Pre K-12 settings. Robin and Warren Heydenberk will present the distilled wisdom from a decade of research on K-middle school conflict resolution programs.

**Leader:** Marsha Blakeway, National Peace Foundation; Wendy Garrard, PhD, Research Fellow, Vanderbilt University; Roberta Heydenberk, Warren Heydenberk, Lehigh University, Bethlehem, Pennsylvania

K-12

Higher Education

## **Social Justice and Equity: A Teacher Educator's Journey (Austria/USA)**

How does one prepare teachers to teach for social justice and equity, the cornerstone of peace? This teacher educator shares her years of research considering the disjunction between teacher educators' personal philosophy on social justice and equity and that of their students. Interviews were conducted with teachers, teacher educators, teacher-candidates, and students from urban settings and peace education institutions in Austria. Exemplars of teacher educators and a model for socially just and equitable teacher education will be offered.

**Leader:** Diane Ross, Ph. D., Assistant Professor, Middle Childhood Education, Otterbein College, Ohio

K-12

Higher Education

Policy

## **Web-Based Tools Supporting Conflict Resolution in Education (USA)**

This hands-on session will introduce the just released website: [www.CReducation.org](http://www.CReducation.org), developed to support the dissemination of conflict resolution concepts and methods within education. Participants will take a guided tour of the new site's main features, including curriculum modules, teaching tips, and searchable policy examples. Learn how to incorporate one of the classroom management modules into an external learning management system such as Blackboard or Moodle. Also featured will be web-based collections focusing on college and university contexts.

**Leader:** Bill Wartens, Assistant Professor (Research), Wayne State University, Michigan

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K-12

Higher Education

Policy

## **Panel Presentation: Special Education Mediation Global and State Models**

*How Special Education for the Amicable Resolution of Conflict (SPARC) Ignited Collaborative Problem Solving for Special Education in Delaware (Delaware, USA)*

The SPARC program is managed by the Conflict Resolution Program at the University of Delaware in collaboration with the Delaware Department of Education's Exceptional Children's Team. SPARC is a multi-pronged project offering services intended to build the capacity of conflict resolution skills and facilitative leadership within the special education community. The mediation component of SPARC is a federally mandated and state-funded program in which school district personnel and parents can receive free mediation services to resolve disputes involving special education issues.

**Leader:** Fran Fletcher, Policy Scientist, Conflict Resolution Program, University of Delaware; Kathy Wian, Director, Conflict Resolution Program, University of Delaware

*Improving Special Education Mediation: A Global Perspective (Global)*

This presentation offers points to consider when developing a mediation program for special education cases. Dr. Fritz will describe special education in Russia and Malaysia and then discuss the mediation of special education cases in the United States and in England, Scotland and Wales. To be considered: (1) ways to make mediation less difficult; (2) how mediation is affected by outside factors; (3) how to make information accessible; (4) the importance of mediator meetings; (5) financing special education and mediation; (6) keeping track of good ideas.

**Leader:** Jan Marie Fritz, Ph.D., Vice President of the International Sociological Association (ISA), ISA's representative to the United Nations, Professor of Planning and Health Policy, School of Planning, University of Cincinnati (USA)

K-12

## **Conflict Management Strategies: Integration for Classroom Guidance in K-12 Schools (USA)**

Arguing over the rules of a game, or name-calling may seem like relatively harmless situations that come up when children play together. Unchecked, it can interfere with the academic performance and emotional well-being of students. As part of classroom guidance, school counselors can teach young people effective, peaceful ways to resolve conflict and help them develop understanding, respect, and the ability to cooperate with others in a multicultural world. A conflict management plan will be provided along with classroom guidance activities for each of the nine school months.

**Leader:** Kimberly L. Mason, Ph.D., NCC, Assistant Professor in Counseling, Administration, Supervision, and Adult Learning at Cleveland State University

K-12

Policy

## **Building Community Awareness to Conflict Resolution Education / Peace Education (Cyprus)**

Presenting the work of The North Cyprus Mediation Association (Mediation Association) to raise community awareness to CRE/PE in Cyprus. The Mediation Association and The Turkish Cypriot Education Authority had identified an urgent need, based on evidence of increasing school violence and intolerance between students. A one year project proposal was submitted to the United Nations Development Program (UNDP) with objectives to build awareness, to develop teacher training, to provide assistance to the public CSOS and to develop tolerance of the other community which ultimately will form the basis of good-will and sustainable peace on the island of Cyprus.

**Leader:** Ali Yaman, School Headmaster & founding member of The North Cyprus Mediation Association

K-12

Policy

Spanish Language

## **Youth and Citizenship in Costa Rica (Costa Rica)**

An overview of youth political culture in Costa Rica, with an emphasis on conflict resolution, including comparisons to other countries of Central America. Review of some of the pedagogical guidelines of the reform which the Ministry of Public Education is implementing. Revelations of weaknesses in the management of conflicts are the basis for supporting a rearrangement of civic secondary education (7-12) at a national level. The objective is to develop and to implement education policies which permit the student to acquire the skills necessary for the management and resolution of conflict.

**Presenter:** Dyalah Calderon, Consultant to the Minister, Ministry of Public Education in Costa Rica; Florisabel Rodriguez, Main Consultant of the Project for Education Reform, Ministry of Public Education, Procesos, Costa Rica



Thursday, March 15th

K-12

**Ohio Partnerships for Schools: Agencies and Resources for Violence Prevention and Conflict Resolution in the K-12 Environment (Ohio, USA)**

Policy

Representatives from the diverse State Agencies that address violence prevention and conflict resolution education in Ohio will highlight Ohio's interagency partnerships that promote a healthy K-12 school environment. Topics include Bullying legislation and implementation; school climate guidelines; conflict resolution programming; prevention programming. Participants will learn about free resources and services available from state agencies to support their own areas of interest.

**Leader:** Andie Barker, Ohio Resource Network; Cheryl Kish, Ohio Department of Education; Sarah Wallis, Ohio Commission on Dispute Resolution and Conflict Management; Kris Washington, Ohio Department of Alcohol and Drug Addiction Services

*To meet your professional needs, there will be diverse workshops to choose from during each time slot. There are multiple options for higher education staff and students, K-12 educators and youth-serving professionals, and policy-makers. Bullying prevention will be addressed in several workshops.*

**Thursday, March 15th**

**Keynote Address:** 9 a.m. -10 a.m. Tricia Jones

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

K-12

**Conflict Resolution Education and Bullying Prevention: The Power of Both (Ohio, USA)**

This interactive workshop will address how conflict resolution education and comprehensive bullying prevention program can complement one another to reduce violence and build a peaceful school community. Specific focus will be on the four domains of best practice bullying prevention: school wide, classroom, individual intervention and community. Examples of Ohio's nationally recognized comprehensive school conflict management model and the Blueprint model Olweus Bullying Prevention Program will be presented.

**Leader:** Paulie Velotta, Ed.S., L.S.W., Prevention Specialist, Crossroads

Higher Education

**A Map of Undergraduate Peace and Conflict Education in the United States (USA)**

In this presentation approaches currently employed in undergraduate education offering curriculum in peace and conflict-related fields will be covered. Focus will be on the fields of peace studies and conflict resolution and how they are presented programmatically. Institutions examined will include religious-based colleges and universities, private/independent colleges and universities, public colleges and universities, and community colleges. Emerging trends will be considered as to possibilities for new approaches and strategies.

**Leader:** David J. Smith, Senior Program Officer, United States Institute of Peace

Higher Education

**Global Partnership for the Prevention of Armed Conflict, and the International Network on Conflict Resolution Education and Peace Education: Sharing Knowledge and Best Practices through Networking (Global)**

Policy

This round table discussion will highlight presentations by two networks: The Global Partnership for the Prevention of Armed Conflict (GPPAC) and The International Network for Conflict Resolution in Schools and Peace Education (INCREPE) as well as experiences and best practices in peace education and conflict resolution in schools from some of their members working around the world. A discussion will explore how networks can best support and link local, national and regional initiatives.

**Leader:** Jennifer Batton, Global Issues Resource Center, Cuyahoga Community College; Tricia Jones, Temple University; Paul van Tongeren, Secretary General of the Global Partnership for the Prevention of Armed Conflict; Malin Brenk, European Centre for Conflict Prevention

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# Thursday 15, March 14th

K-12

## Gaps in Research: What Else Do We Need To Know? (USA)

This panel of distinguished conflict resolution and peace education researchers will discuss the types of research done in their particular area of expertise. They will consider the gaps that we have in our knowledge and research in each area of study.

**Leader:** Marsha Blakeway, National Peace Foundation; Carolyn Ashton, Peace Education Consultant; John Bailey, Restorative Practices Consultant; Nancy Burrell, Peer Mediation Consultant; Tricia Jones, Temple University

Higher Education

Policy

Higher Education

## Strengthening Political Parties in Young Democracies through CRE (Bulgaria)

This presentation will try to investigate the challenges facing political parties for entrenching and institutionalizing intra-party democracy. The presentation will introduce the experience of the Bulgarian School of Politics in CRE accumulated during training young politicians from Bulgaria, Albania, Macedonia, Bosnia and Herzegovina, Croatia, Romania, Serbia and Kosovo. The discussion will focus on the main challenges that face political parties in young democracies, working training methods in CRE and practical results.

**Leader:** Svetlana Lomeva, Ph.D., Bulgarian School of Politics, New Bulgarian University

Policy

K-12

## Peace and Conflict Resolution Education in Armenia: From Practice to Policy (Armenia)

For the last six years, the NGO, "Women for Development" has been implementing the project "Peace and Conflict Education (P&CRE) in Armenia" financed by EED Germany and ICCO The Netherlands. The strategy aims to integrate P&CRE in the secondary school curriculum. This workshop will highlight different methods applied while educating and training the high school students. The model involved high school students, teachers, parents, community members, teachers' in-service and pre-service institutions and policy makers in the educational sphere.

**Leader:** Narine Bayatyan, Trainer, National Institute of Education, National Trainer of Life Skills and Cooperative Learning; Goharik Markosyan, National Trainer and Specialist on development of syllabi and standards, Women for Development

Higher Education

Policy

K-12

## Life-Skills Approach to Conflict Resolution- A Caribbean Model (St. Lucia)

There are some disturbing trends among youth in the Caribbean concerning rage and use of weapons. Violence and accidents are the main cause of death among young males in particular. Traditional interventions have been entirely unsuccessful. The Education Sector within Member States of the Caribbean Community (CARICOM) has adopted a Life-Skills Approach in the development and delivery of programs and curricular for children and youth, with a specific focus on conflict resolution, violence and HIV/AIDS. The main goal is to mitigate the impact of these social issues on individuals and the CARICOM Member States as a whole.

**Leader:** Arthusa Simey, Curriculum Specialist, Health and Family Life Education, Ministry of Education; Rita Dyer, Sir Arthur Lewis Community College

Policy

K-12

## Youth as Assets for National Reconciliation (Latin America)

Youth are often disproportionately affected by conflict ending up disenfranchised from civil and political life. However, youth can play a significant and often-under-utilized role in preventing and resolving the very conflicts that affect them. This session will examine ways to utilize youth as assets for national reconciliation and development and will explore potential strategies from Chile and other countries for involvement of youth in national activities, including government-civil society dialogue and non-formal educational programs such as youth service.

**Leader:** Charlotte McDowell, Projects Coordinator, Innovations in Civic Participation, Washington DC ; Daniel Grimaldi, Instituto Nacional de la Juventud, Jefe Unidad de Relaciones Internacionales Y Cooperación, Chile

Policy

K-12

## Implementing Strategies for Alternative Conflict Resolution (Chile)

In studying the policy of Living Together in Schools, the University of Chile focuses on Strategies of Alternative Conflict Resolution (ERAC) through the conceptualization of School Conflict understood as the deterioration of social relations between actors inside education units. The deteriorated social relation can be observed through specific situations which can be transformed into an opportunity for learning, from a teacher perspective that is capable of generating learning in the actors involved through a process of dialogue and reconstruction of the relationship. From this perspective, 170 teachers were trained and then taught Workshops on Mediation Monitors to 500 students, who are now developing strategies on conflict resolution between peers.

**Leader:** Raul Ortega, Coordinator Equipo Conflictividad Escolar, Universidad de Chile; Rene Donoso, Jefe unidad de Apoyo a la transversalidad, Ministerio de Educacion

Higher Education

Policy

Spanish Language

**Thursday, March 15th, 2007**

**Session 2 Workshops 1 p.m. -2:30 p.m.**

**K-12**

**Policy**

### **From Policy to Practice: Michigan's Conflict Resolution Continuum in Special Education (Michigan, USA)**

Michigan has created an effective conflict resolution continuum for resolving disputes over education planning for students with special needs. It expands upon the requirements of the U.S. Individuals with Disabilities Education Act (IDEA) to give educators and parents a choice of traditional and collaborative dispute resolution options. Participants will learn how a conflict resolution model is developed and implemented under federal law with an eye toward fostering collaborative skills that further the best interest of the children.

**Leader:** David Gruber, Program Director, Cheryl Levine, Program Coordinator, Michigan Special Education Mediation Program (MSEMP), Dispute Resolution Education Resources, Inc; Ann Omans, Supervisor, Program Accountability, Office of Special Education and Early Intervention Services, Michigan Department of Education; Harvalee Saunto, Acting Due Process Hearing Coordinator, Special Education Consultant, Michigan Department of Education, Office of Special Education and Early Intervention Services (OSE/EIS)

**K-12**

**Policy**

### **Success Factors for School District-Wide Peer Mediation Programs (Virginia, USA)**

The Fairfax County Public School (FCPS) District in Virginia is the 12th largest school district in the United States. In response to the rise of youth aggressiveness and violence, peer mediation and conflict resolution programs were implemented in individual schools in FCPS beginning in 1988 and a system-wide approach to programming began in 1993. Today, 83% of the elementary schools, 92% of middle schools, and 91% of the high schools have peer mediation programs. Approximately 2,600 students per year are trained as peer mediators and 9,900 students per year receive conflict resolution education.

**Leader;** Marge Bleiweis, M.Ed, Conflict Resolution Specialist for the Fairfax County Public Schools, Safe and Drug Free Schools Office; Nike Carstarphen, Ph.D., Co-founder/Senior Partner, Alliance for Conflict Transformation

**K-12**

### **Preparing Anxious Students to Learn Conflict Resolution (Ohio, USA)**

Before a person can learn to use conflict resolution under stressful conditions, he or she will need to fully process and transform any earlier fears and stress experienced. Students who have experienced overwhelming fears will have an over-sensitized stress alarm reaction that automatically causes them to downshift out of their neo-cortex, rendering them incapable of problem solving or critical thinking. This workshop offers insights into the fear alarm system, how to de-escalate it, and provides classroom activities for diffusing and relieving those memories, rendering learners capable of implementing their conflict resolution skills under all conditions.

**Leader:** Barbara E. Oehlberg, Child Trauma Consultant

**K-12**

**Policy**

### **Preventing and Addressing Conflict in Juvenile Detention and Corrections Facilities (Ohio, USA)**

A new collaboration of state, county, and non-profit agencies is bringing evidence-based conflict resolution skills training to staff and officers of juvenile detention facilities. Based on years of well-documented success in Ohio's schools, the project infuses conflict resolution into the best practices for juvenile corrections. Panelists will describe the content of the training, provide examples of its benefits in their everyday work in their centers, and engage in dialogue with workshop participants.

**Leader:** Madeleine G. Trichel, Executive Director, Interfaith Center for Peace; Father James Barkett, Karen Llisko, Jason Lanzo, Tim Novak, Mahoning County Juvenile Detention Facility; Medina County Juvenile Detention Facility; Ohio Department of Youth Services

**Higher Education**

**Policy**

### **Strategic Policy Development for Conflict Resolution Education (Washington, DC, USA)**

Participants will learn a strategic (and comprehensive) set of methods and procedures that will facilitate the establishing of CRE through the development of strategic CRE policy. The participants will form planning teams to select CRE program(s) that fit and can be predicted to work in their schools. From the initial organizational meeting

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of stakeholders to institutionalizing the components of the CRE programs that work, participants will execute the procedures for strategic CRE policy development. Workshop is based on “Quick Reference for Strategic School Safety Planning: Methods and Procedures” (2001, 2006) by the presenter.

**Leader:** Dennis L. White, Senior Policy Analyst and Research Analyst, Hamilton Fish Institute on School and Community Violence, George Washington University

K-12

## **Partnerships for Growth in Conflict Resolution Education: State Bar, University, Schools, and Conflict Resolution Providers (New Jersey, USA)**

Higher Education

Through partnering, resources can be connected and skills shared, creating a network of conflict resolution educators extending throughout a state. This model’s partnerships begin with the New Jersey state bar foundation that provides free training and resources for educators and administrators and funds conflict resolution endeavors. The state university (Montclair,) is the academic hub of the partnership, offering a course in Dispute Resolution and service learning, linking college students to schools in the community. Conflict Resolution providers form the third link, providing training to teachers, students, parents, after-school programs, and integrating student trainers from the university.

Policy

**Leader:** Paula Eisen, Literacy Teacher, Montclair State University; Barbara Nagle, J.D., Montclair State University; Oscar Omayra, Trainer and Spanish Interpreter

Higher Education

## **Conflict Resolution in Teacher Education (CRETE) Project: A Pro-Active Solution to Pre-Service Teachers’ Classroom Management Challenges (Ohio, USA)**

Policy

The CRETE project is a national pilot project at Cleveland State and Temple Universities in collaboration with the Ohio Commission for Dispute Resolution and Conflict Management in response to lack of adequate pre-service teacher preparation in classroom management, student conflict and behavior management. This project provides pre-service teachers and P-12 mentor teachers with Conflict Resolution Education (CRE) and classroom management skills necessary for cultivating constructive P-12 learning environments, enhancing student learning, and bolstering teacher retention. Field-tested training and instructional materials will be presented.

**Leader:** Karen Boyle, Teacher, Jim Harmon, M. Ed. Teacher, Euclid High School; Diane G. Corrigan, M.Ed., Coordinator, Master of Urban Secondary Teaching (MUST) Program Euclid High School, Debbie Jackson, Ph.D. Department of Teacher Education, Anthony Menendez, Ph.D. Department of Teacher Education, Kristien Marquez-Zenkov, Ph.D. coordinator, Master of Urban Secondary Teaching (MUST) Program, William Newby, Ph.D. Academic Advisor College of Education and Human Services, Cleveland State University

K-12

## **Creative Responses to Bullying and Bias (Connecticut, USA)**

This experiential workshop will describe various approaches to bullying prevention and intervention and show the interrelationship of bullying and bias. A Connecticut law requires that all schools have a process to anonymously report bullying behaviors. In viewing these public documents the relationship of bullying and bias becomes clear. Methods for reporting bullying from several Connecticut schools will be shared. Prevention and intervention techniques will be practiced and discussed.

**Leader:** Priscilla Prutzman, Executive Director, Creative Response to Conflict

K-12

## **Using Inter-Active Drama: Win-Win’s C.R.E.W. (Conflict Resolution Enrichment Workshops) Model (North Carolina, USA)**

Win-Win Resolutions, Inc. reduces violence and prejudice in schools and communities by teaching conflict resolution and positive social skills through interactive drama. Join Win-Win’s executive director and staff supervising counselor as they share C.R.E.W.: elementary, middle/upper and parent/teacher school interactive programs which target issues such as rumors, bullying, peer pressure and gang prevention. Led by a professional counselor and theatre instructor, participants will explore conflict resolution through theatre and role playing.

**Leader:** Mary Kendall Hope, Supervising Counselor, Win-Win Resolution; Debra Vigliano, Founder and Executive Director, Win-Win Resolutions

K-12

## **Conflict Resolution and Restorative Measures in Minnesota Schools (MN, USA)**

Policy

This workshop will give an overview of conflict resolution programming in Minnesota, state support and technical



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assistance. The use of restorative measures as a disciplinary response to harm and rule violations will also be presented, with illustrations of restorative practices used in schools, and a discussion of the continuum of problem solving responses, from one-on-one conversations, to conflict mediation to circles to repair harm.

**Leader:** Nancy Riestenberg, Violence Prevention Specialist, MN Dept of Education, Director of Student Services, Anoka-Hennepin School District



## **A National Department of Peace – An Idea Whose Time Has Come (Global)**

In this workshop we will explore the call for ministries and departments of peace in governments throughout the world to establish a department of peace. In the United States the working group is The Peace Alliance, advocating the creation of a US Department of Peace. A Secretary of Peace will be responsible for presenting options to deal with domestic and international conflict by peaceful and nonviolent means. The bill introduced in the US Congress includes offering conflict resolution education to all students K-12.

**Leader:** Dorothy J Maver, Ph.D. Executive Director of the Peace Alliance and Steering Committee of the Global Alliance for Ministries and Departments of Peace

**Thursday, March 15th, 2007**

**Session 3 Workshops 2:45 p.m. - 4:15 p.m.**



## **Engaging School Administrators to Prevent Sexual Violence In Teen Dating (California, USA)**

Traditionally sexual violence prevention in teen dating has been handled by relationship violence advocates, mental health professionals, school counseling staff, teachers and law enforcement. Unfortunately, many of these people are not in a position to set policy. This workshop describes a statewide project in California that seeks to engage policy makers, including superintendents and principals in preventing sexual violence in teen dating. The materials examine the negative effects on academic achievement, attendance, school safety and liability and offers recommendations for use of policy implementation as a prevention strategy.

**Leader:** Madelyn Childs, Teen Dating Violence Program Manager, California Attorney General's Office; Abigail Sims, Division Manager, Peace Over Violence



## **Conflict Resolution Education – The Role of the Judiciary (Ohio, USA)**

The recent adoption of Rule 16 of the Supreme Court of Ohio Rules of Superintendence for the Local Courts of Ohio has created a mandatory requirement for education and training in the field of dispute resolution for all mediators who work in or receive referrals from the judicial system with emphasis placed on the Court of Common Pleas Domestic Relations and Juvenile Divisions starting January 1, 2007. Key to the success of these policies and programs is public awareness as to the benefits of conflict resolution. When the public is exposed to dispute resolution via the court systems, there emerges an appreciation for the value and benefits of dispute resolution not only by the public, but among court personnel, attorneys and judges as well.

**Leader:** Jacqueline C. Hagerott, J.D., LL.M., Manager, Dispute Resolution Section, The Supreme Court of Ohio



## **Panel Presentation: District and School Models for Diversity and Tolerance (Ohio, USA)**

*The Diversity Center of Northeast Ohio (formerly NCCJ) Partnering with the Painesville Township Local School District (PTLSD) for Acceptance and Tolerance*

Anti-bullying, Respect for Others, and Aspects of Diversity are the focus for the collaboration between NCCJ and PTLSD. This partnership will prepare 4,778 students for the diverse world they will inevitably encounter outside of their local environments. Research demonstrates that an integrated approach to diversity reaps widespread beneficial effects for all students (irrespective of race/ethnic background). This program complements current state academic content standards in social studies (specifically, the Citizenship Rights and Responsibilities standard and associated grade-level indicators.)

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**Leader:** Elizabeth Anderson, PTLSD Assistant Superintendent; Michael Shoaf, Ph.D. PTLSD Superintendent; Tameka Taylor, Ph.D. Vice-President and Director of Leadership Development for The Diversity Center of Northeast Ohio; David Toth, Riverside Campus Principal

## *Spotlight on Special Needs: Diversity Education as a Means to Conflict Resolution*

This presentation will include lessons, work samples, and a short movie based on special needs. It highlights an event organized by a philanthropy team called "Spotlight on Special Needs!" They produced an event bringing awareness to special needs such as diabetes, cerebral palsy, and Down Syndrome. They collected over \$600 for The Diabetes Association of Greater Cleveland, United Cerebral Palsy, and The Upside of Downs of Greater Cleveland. Obstacles to success will also be discussed.

**Leader:** Morgan Kolis, Special Education Teacher, Hilton Elementary School, Brecksville-Broadview Heights City School District

K-12

Higher Education

## **Conflict Resolution, Content and Art: A Triadic Approach (Hawaii, USA)**

Many educators world-wide share in a belief that the process of education must be rooted in a vision which values the potential of each human being more than it values their differences. The fusion of content and art education with peace education/conflict resolution practices provides an opportunity for students to hone their artistic skills, and to contribute toward that vision. In the educational arena, this vision can be realized through a triadic curricular blend that will enhance student learning in powerful ways.

**Leader:** Dr. Shyrl Topp Matias, Academy Teacher, Punahou School

K-12

Higher Education

## **Teachers Learning About Themselves: Best Practices for Responding to Classroom Conflict (Michigan, USA)**

Many educators and pre-service educators may not realize the negative potential that steeped personal values can have on classroom interactions, teacher management philosophies, teacher response to challenging student behavior and classroom discipline. This session will present material integrated into a course on classroom management that provides pre-service teachers with information about themselves to enable them as teachers to present themselves as better role models for conflict resolution in the classroom.

**Leader:** Laura M. Frey, Ph.D., Associate Professor, Central Michigan University, College of Education and Human Services

Higher Education

Policy

## **Multilateral Conflict Resolution: An Interdisciplinary Perspective (Global)**

Surveying the fields of international relations, peace psychology, and education, an interdisciplinary multilateral framework for conflict resolution education is put forth. The workshop calls for a culture of peace to be nurtured and embraced as a germinal step toward reducing conflict, building and maintaining lasting peace in an increasingly conflict free global village.

Presenter: Aleksandr Kvasov, ABD, The Ohio State University

K-12

Higher Education

Policy

## **Culturally and Linguistically Competent Youth Programming in the Hispanic/Latino Community (Ohio, USA)**

This workshop will provide the participants an opportunity to learn about effective prevention/intervention strategies that are implemented within the Hispanic/Latino community in Cleveland, Ohio by Latino Community based organizations.

**Leader:** Max Rodas, Executive Director, Nueva Luz Urban Resource Center; Ramonita Rodriguez-Johnson, Director for La Providencia Family Center at Catholic Charities; Nelly Fasciana, Director of Prevention Services, Planned Parenthood

K-12

Policy

## **Iowa's Structures for Addressing Conflict Resolution Resulting in Low Rates of Hearings and Other Types of Formal Disputes (Iowa)**

The Iowa Department of Education (DE) recognizes the need for multiple formats available to offer a comprehensive conflict resolution system. Structures available include (1) conflict resolution training for parents, educators, and the educational community; (2) the statewide AEA Resolution Facilitator process for issues involving special education; (3) the Parent-Educator Connection. Briefing include the pre-service pilot project that has been implemented at the University of Northern Iowa



**Leader:** Dee Ann L. Wilson, Iowa Department of Education, Bureau of Children, Family, and Community Services; Henry Shepherd, Consultant, Special Education Consumer Relations, Iowa State Department of Education



**Creative Response to Conflict K-12 in Latin America, Lessons Learned in 16 Years of Work in the Field. (Costa Rica)**

Drawing on nearly two decades of experience and combining diverse cultural backgrounds and methodologies, CEPPA will demonstrate how CCR has worked in Latin America. Fundacion CEPPA began work in 1990 and continues actively engaged in peace education projects throughout Latin America. Current and upcoming projects include work with AVP in local prisons, peace education in indigenous communities, and work in Honduras. In 2006 CEPPA joined with the University for International Cooperation to form ILEP, the Latin American Peace Studies Institute.

**Leader:** Steven Hawkins, Director of International Programs for CEPPA and ILEP.; Fundacion CEPPA - ILEP, the Latin American Peace Studies Institute, University for International Cooperation, Costa Rica

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The **HFI** conducts work in five functional areas:

- information dissemination,
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- convening,
- research and evaluation, and
- training.

**HFI's** work and the works of other child, youth, education, community, and business stakeholders are showcased at the

**Annual National Conference of the Hamilton Fish Institute on School and Community Violence and published in the Proceedings of**

**Persistently Safe Schools 2007**  
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**October 28-30, 2007**  
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The **HFI** was established by the U.S. Congress in 1997. The **HFI** is a not-for-profit, non-partisan organization administered by The George Washington University and housed in the Institute for Education Studies, Graduate School of Education and Human Development.

Funding support for the Hamilton Fish Institute is provided by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice, under Grant No. 2005-JL-FX-0157.

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Executive Director

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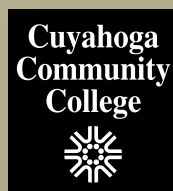
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