

# **INTERGENERATIONAL DIALOGUE AND CONFLICT RESOLUTION**

**A Resource Guide for Ethnocultural Communities**

Funded by:  
The Multiculturalism Program, Department of Canadian Heritage

Prepared by:  
Canadian Ethnocultural Council  
176 Gloucester Street, Suite 400  
Ottawa, ON  
K2P 0A6

2008



## TABLE OF CONTENTS

	<b>Page</b>
<b>1.0 Background</b>	<b>5</b>
1a. The Canadian Ethnocultural Council	5
1b. About the Project	5
1c. The Partners	7
(i) Youth Canada Association (YOUCAN)	7
(ii) Alternative Dispute Resolution (ADR) Centre	7
<b>2.0 National Youth Dialogue Forum</b>	<b>8</b>
2a. Training in Cross-Cultural Conflict Resolution	8
2b. Understanding Conflict	8
<b>3.0 Ways To Work Towards Resolving and Preventing Conflict</b>	<b>10</b>
3a. Building on Principles of Alternative Dispute Resolution	10
3b. Creating “Good” Dialogue/Communication	13
3c. Understanding Cultures	15
<b>4.0 Resources</b>	<b>16</b>
4a. Schools/Education	16
4b. Police/Justice	19
4c. Workplace	20
4d. Families	22
4e. Health	23
4f. Community	23
4g. Universities and Colleges	25
4h. International	28
4i. Other Important Resources	29



## **1.0 BACKGROUND**

### **1a. The Canadian Ethnocultural Council (CEC)**

Founded in 1980, the CEC is a non-profit, non-partisan coalition of national ethnocultural umbrella organizations, that, in turn, represent a cross-section of ethnocultural groups across Canada.

The CEC's objectives are to ensure the preservation, enhancement, and sharing of the cultural heritage of Canadians, the removal of barriers that prevent some Canadians from participating fully and equally in society, the elimination of racism, and the preservation of a united Canada.

Since its inception, the CEC has advocated for the adoption by the Government of Canada of the Canadian Multiculturalism Act and the Employment Equity Act, and for the inclusion of Section 27 (multiculturalism) in the Charter of Rights and Freedoms.

### **1b. About the Project**

Over the past number of years, the CEC has participated in and organized a number of key initiatives that have highlighted the need for intercommunity dialogue with a cross-section of stakeholders. An example of one such initiative, is the national conference that the CEC held in 2002, with funding from the Multiculturalism Program of Canadian Heritage, to examine ways to build strong ethnocultural communities. From this conference came directions for ways the CEC could support community cohesion and foster cross-cultural dialogue, including ways to address concerns such as:

- developing intergenerational community activities that involve youth;
- initiating open dialogue on issues relating to racism, discrimination, and intolerance.

Subsequently, the CEC received funding for this project on “Intergenerational Dialogue and Conflict Resolution.” The project goal is to create community leadership and capacity to deal with youth- related concerns around conflict by developing mechanisms for intergenerational dialogue and intercultural alternative dispute resolution.

The activities focused on ways to:

- Promote and encourage participation of ethnocultural/racial minorities, especially leaders of ethnocultural organizations and their youth, in public decision-making by providing strategies for dialogue and dispute resolution in an intergenerational and cross-cultural Canadian context;
- Develop strategies for dialogue using an alternative dispute resolution model to promote cultural understanding, and develop anti-racism strategies; this is important because racism and hate may be at the root of conflict and, thereby, cause tension and lack of social cohesion within communities and with the general public.

Ethnocultural community leaders and organizations are increasingly being asked to help find solutions to youth-related conflict, in spite of the fact that they have little expertise in mediation or dispute resolution, or few skills in dialogue and intervention. Additional problems for ethnic communities may stem from varying cultural attitudes toward conflict, the degree of comfort with conflict, and ways of resolving conflict. There is a strong need to assist youth and their families on these issues and to develop strategies for ethnocultural communities to work with agencies and institutions – such as police, justice officials, and schools – that work with youth and conflict.

This guide is intended to build, strengthen, and sustain the capacity for different ethnocultural communities to dialogue with their youth, especially those who are most vulnerable and at risk. While the thrust is to develop a process for engaging youth, community leaders will ultimately benefit by acquiring the skills for dialogue both within their communities and cross-culturally with other segments of a multicultural society.

## **1c. The Partners**

### **(i) Youth Canada Association (YOUCAN)**

YOUCAN is Canada's leading "for youth, by youth" organization that provides training in conflict resolution. Founded in 1997, YOUCAN has trained more than 20,000 Canadian youth in 15 cities and more than 30 schools. Training in conflict resolution and facilitation skills strengthens young people personally and increases their capacity to reach out and help others.

YOUCAN's training is provided through partnerships with school boards and community-based organizations and serves youth through multi-day training seminars, conferences, summer camps, and community-based forums. Dave Farthing, the Executive Director and founder of YOUCAN, believes that programs that teach young people responsibility and gives them the tools to be great leaders are an investment in the future.

### **(ii) Alternative Dispute Resolution (ADR) Centre**

The ADR Centre is one of the first organizations of its kind. It works with communities to promote alternative forms of dispute resolution. Ernie Tannis founded the Centre and wrote the first book on this subject: *Alternative Dispute Resolution That Works*. He has a lifetime of experience in ADR as a Solicitor and Mediator and hosts a noon-hour ADR show on CHIN radio in Ottawa. Mr. Tannis strongly believes that for youth to be successfully engaged and trained in conflict mediation, the communities that are most affected must provide leadership.

The CEC and its partners saw the involvement of youth and their community leaders as an important process in developing and strengthening a culture of dialogue and conflict prevention within community organizations. This process is based on common values, skills, or ground rules that youth and their leadership can use in their everyday lives.

## **2.0 NATIONAL YOUTH DIALOGUE FORUM**

### **2a. Training in Cross-Cultural Conflict Resolution**

The CEC, in partnership with YOUCAN and the ADR Centre, coordinated the participation and training of approximately 80 youth and 35 adults in a national forum called “Resolving conflict through intergenerational dialogue and cross-cultural understanding.” Held at Saint Paul University in Ottawa, August 16-19, 2007, YOUCAN trainers gave youth five days of training in Cross-Cultural Conflict Resolution. On the final two days, 35 adults from the ethnocultural associations that sent the youth joined the forum and had a chance to see first hand what the training was about. On the last day, youth and adults worked together to create an action plan for positive change within their own organization.

At the training session participants were taken through the Peacebuilders Program by the YOUCAN youth trainers. This session included material from the following training YOUCAN modules:

- Introduction to Conflict Resolution
- Negotiation
- Peer Helping
- Cross Culture Conflict Resolution
- Mediation
- Facilitation
- Peace Circles
- Youth Taking Action

### **2b. Understanding Conflict**

At the end of the five-day training, most participants were satisfied with the knowledge and skills acquired during the training but felt that this was only a beginning. They reported that they gained a better understanding of ways to deal with conflicts and developed a strong sense of hope that positive changes can be made in the communities. They also felt the urge to become more active in their homes and communities. However, they expressed the need to have more resources available in their community; specifically, they wanted information on ways to resolve and prevent intergenerational conflicts.

In a follow-up survey, the participants further developed their action plans and identified areas of conflict. The following are some types of conflict identified by the representatives who attended the training session:

**Community:** Little youth involvement in, communication with, and understanding of their own community.

**Education:** Lack of communication and information pertaining to career selection at the post-secondary level. Extraordinary pressure to succeed academically.

**Employment:** Lack of understanding by employers when employees request time off for religious holidays other than mainstream ones.

**Elder Care:** Differences in the care required for grandparents (financial, retirement, etc.).

**Family Re-unification:** Problems for refugees in reuniting families that have been scattered due to violence or natural disasters.

**Health:** Greater concern about health and safety issues by parents versus negligence by youth.

**Home:** Lack of understanding between parents and children. Discipline by elders versus the freedom and independence required by youth.

**Identity:** Difficulties in negotiating identity between family and the larger multicultural society.

**Language:** Pressures to learn and maintain homeland language and difficulty conversing with parents and grandparents.

**Sports:** Difficulties for young women who wish to participate in certain sports and physical activities.

**Values:** Differences in parenting and gender roles between the ethnic culture and the dominant Canadian culture

### **3.0 WAYS TO WORK TOWARDS RESOLVING AND PREVENTING CONFLICT**

Building capacity on conflict resolution and prevention is multidimensional. It requires skills and knowledge on many levels. Not only is it necessary to have an awareness of the principles of Alternative Dispute Resolution, it also is important to have an appreciation of what is “good” dialogue. The dimension of culture that each individual brings to the situation also has to be taken into account.

#### **3a. Building on Principles of Alternative Dispute Resolution (ADR)** by Ernie Tannis, Founder, ADR Centre and Speaker at the Youth Forum

Traditionally, ADR is considered to be any process used to resolve disputes that is not considered to be part of the more formal or usual method of resolving disputes, such as court adjudication. However, “ADR is not an alternative TO anything; it represents options FOR people, bringing in the whole range of the spectrum in the human condition”. It includes a variety of processes, such as negotiation (self resolution), mediation (third party assistance), and arbitration (third party decision making). ADR skills are considered to be life skills that offer the opportunity to strengthen communication and relationships. ADR also offers more choices and options for resolving a conflict than past practices, and it is generally voluntary, confidential, and impartial. ADR services aim to complement the formal grievance and complaint processes, as opposed to replacing them.

ADR truly means “A Dignified Resolution” – whether one is using the “fist” or “handshake”, as depicted in the picture of the statue in the book *Alternative Dispute Resolution That Works*. We can move from “Law and Order” to “Love and Order”. We need to change our language, e.g. instead of saying “kill two birds with one stone”, we could say “feed two birds in one nest”; instead of saying “let’s take off the gloves”, let us say “roll up our sleeves”. It will be another form of AA (attitude adjustment) in communication skills.

Here is a twelve step program on ‘fighting fair’ which you might want to share with your community organizations or build into your proceedings.<sup>1</sup>

### **Twelve Steps on Fighting Fair**

Do I Want To Resolve The Conflict?  
Be willing to fix the problem.

Can I See The Whole Picture Not Just My Own Point Of View?  
Broaden your outlook.

What Are The Needs And Anxieties Of Everyone Involved?  
Write them down.

How Can We Make This Fair?  
Negotiate.

What Are The Possibilities?  
Think up as many solutions as you can.  
Pick the one that gives everyone more of what they want.

Can We Work It Out Together?  
Treat each other as equals.

What Am I Feeling?  
Am I too emotional?  
Could I: get more facts, take time out to calm down, or tell them how I feel?

What Do I Want To Change?  
Be clear. Attack the problem, not the person.

What Opportunity Can This Bring?  
Work on the positives, not the negatives.

What Is It Like To Be In Their Shoes?  
Do they know I understand them?

Do We Need A Neutral Third Person?  
Could this help us to understand each other and create our own solutions?

How Can We Both Win?  
Work towards solutions where everyone’s needs are respected.

<sup>1</sup> Excerpted from: "Alternative Dispute Resolution That Works" and reproduced with permission, from The Australian Conflict Resolution Network by E. G. Tannis (Captus Press, York University Campus), Toronto, Ontario, Canada 1988

Based on the feedback received from the participants at the August 2007 YOUCAN Training session in August 2007, there are three general areas of reflection that community leaders may consider in their search to build on what already exists. Although each entity, personality, and geographical area is unique there are common threads.

First is an appreciation that ADR is a life skill, and that negotiation and good communications tools are essential aspects. The different types of intervention in any setting – whether it is family, school, workplace, religion, police/government authorities, social, media, business, friends, neighbours, etc. – all rely upon these skills. They also depend on goodwill. Often many resources in this area of expertise are forgotten – basically, they are ways for people to talk with and seek to understand one another. Two central components of this type of facilitative leadership are “active listening” and “sincere empathy”; these can bring in all stakeholders affected and ensure that everyone is heard. It is said that the best education is providing an example. In dispute resolution, it is important to keep things simple and natural and avoid the tendency to live up to that downfall of human interactions: “Why make things difficult when with a little bit of effort we can make them impossible?”

Second, it is important to accept that in the spectrum of ADR (which could also be called A Dignified Resolution), people can use many different processes. Again, negotiation is the key ingredient, because more than 90 percent of all disagreements whether local or global, are resolved by mutual settlement. Negotiation applies where there is a mending or a separation of ways, and it means that problems can be confronted without being confrontational – among people, between or within groups, or amid cultures. Many choices are available. These include counseling; coaching; seeking out existing agencies; collaboration; competition; confrontation; conflict and management prevention (whether in personal, civil, or criminal matters); intervention by a third, or neutral, party (informal or formal); mediation; arbitration; litigation; and avoiding violence to others or self. Many conflict resolution and ADR organizations are now in existence and they provide advice, services, and training. This is a knowledge-based world; learn what is available. There is no need to “reinvent the wheel.” Avoid ADR, meaning, in this case, A Disastrous Result!

Third, and profoundly relevant, is the “value” system that you or your community live with and work from. In a secular society, it is too easy to

forget that each of our lives is informed by deep beliefs, however they are shaped or formed. Whether considered religious or not, these beliefs are often so deeply rooted that disputes may be superficial to underlying conflicts, which must be addressed. Otherwise, like symptoms that are left untreated, unless the disease is properly diagnosed and dealt with, the ailments will reappear. One must get in touch with those “values” and determine how to deal with an intergenerational dispute as well as other conflicts. Also, diversity of opinion and multi-cultures could involve different “thinking styles” or worldviews. Indeed, these could be root causes of the trouble and what appeared to be the problem – things such as misunderstandings in language or interpretations – could be only a manifestation of the actual cause. The trick is to be clear about what the other person is really trying to say; sometimes just repeating, and clarifying, what you think you heard can prevent ongoing conflicts.

Within the Canadian context, and its mosaic of international dimensions, it may be useful to find common ground under the Canadian value systems; these include the Charter of Rights and Freedoms, the Rule of Law, the inclination for compromise, and look for “win-win” rather than “win-lose” outcomes. We can share with the world through the diaspora network of communities, the Canadian way of resolving conflicts.

### **3b. Creating “Good” Dialogue/Communication <sup>2</sup>**

According to Dave Farthing, Executive Director of YOUCAN, there are many effective approaches to resolving conflict, but effective communication is central to all of them. Good communication rests on caring about what the other has to say, focusing energy and cooperation on understanding, and being tolerant of people's difficulties in communicating and of their concepts and values.

Good communication and feedback are crucial to making parties feel connected. Similarly, much conflict can be prevented, by making sure there is a suitable forum for dealing with any differences and tensions as they arise and before they develop into more serious conflicts.

---

<sup>2</sup> Adapted from the Canadian Policy Research Networks by YOUCAN

Dialogue is a special kind of conversation that involves learning together and working to understand different points of view to try to build on common ground. Dialogue is very different from debate.

Dialogue:

- Assumes that others have pieces of the answer.
- Attempts to find common understanding.
- Aims to find common ground.
- Listens to understand.
- Explores and tests personal assumptions.
- Examines all points of view.
- Admits that others' thinking can improve one's own.
- Searches for strengths and value in the other's position.
- Seeks an outcome that creates new common ground.

### **Principles and Ground Rules for Dialogue**

- The purpose of dialogue is to understand and to learn from one another; no one can “win” a dialogue.
- All dialogue participants speak for themselves, not as a representative of others' interests.
- In a dialogue, everyone is treated as an equal; status and stereotypes are left at the door.

The following ground rules can help us engage in good dialogue:

- Be open and listen to others, especially when you disagree. Suspend judgment.
- Identify and test assumptions – even your own.
- Listen carefully and respectfully to the views of others; acknowledge you have heard the other, especially when you disagree.
- Look for common ground.
- Express disagreement with ideas, not the personalities or motives; disagree without being disagreeable.
- Respect all points of view.

YOUCAN has recently developed a Dialogue Peacebuilder Module. This is a good guide that can be used as a reference. The guide explains the skills needed to become peacebuilders. The best way to learn and practice these is

through a youth-led session with YOUCAN. [www.youcan.ca](http://www.youcan.ca)

Another excellent source in designing a community organization's approach to dialogue is the Canadian Rural Partnership (CRP) Community Dialogue Toolkit. It is available at:

[http://www.rural.gc.ca/dialogue/tool/toolcontent\\_e.phtml](http://www.rural.gc.ca/dialogue/tool/toolcontent_e.phtml)

### **3c. Understanding Cultures**

Culture is an essential part of conflict and conflict resolution. Culture is more than language, dress, and food customs. Cultural groups may share race, ethnicity, or nationality. However, cultural divisions also arise from differences relating to generations, socioeconomic classes, sexual orientations, political and religious affiliations, beliefs and practices, abilities and disabilities, languages, and genders – to name only a few.

Two things are essential to remember about cultures: they are always changing and they relate to the symbolic dimension of life. The symbolic dimension is where we find meaning in life and discover our identities. Cultural messages from the groups we belong to give us information about what is meaningful or important, who we are in the world, and how we relate to others – in short, our personal identities. Because culture is so closely related to our identities (who we think we are), and the ways we find meaning (how we discover what is important to us), it is always a factor in conflict. Conflicts between teenagers and parents are shaped by generational culture, and conflicts between spouses or partners are influenced by gender culture. In organizations, conflicts arising from different cultures escalate tensions between colleagues, creating strained or inaccurate communication and stressed relationships. Culture permeates conflict no matter what – sometimes pushing forth with intensity, other times quietly snaking along, hardly announcing its presence until surprised people must deal with it.

Culture is an inextricable part of conflict, though it does not always cause conflict. When differences surface in families, organizations, or communities, culture is always present – shaping perceptions, attitudes, behaviors, and outcomes. Being aware of the culture in which a conflict occurs, can help us to understand the other party's intentions.<sup>3</sup>

---

<sup>3</sup> Michelle Le Baron, *Culture and Conflict*, 2003

## 4.0 RESOURCES

A variety of resources are available on the Internet through many organizations in Canada and elsewhere. The question is how to find the ones best suited for your community's needs. "Google" search for "alternative dispute resolution" yields over 2,200,000 sites; "conflict resolution" yields 7,500,000 sites: and conflict resolution "in schools" and "for youth" in Canada yields 179,000 sites. This is quite a difference from to what was available only 25 years ago. According to Ernie Tannis, this is a "social phenomenon", and a "movement", not a "fad," as some critics have opined.

What we have in this guide is an effort to identify those resources that are most relevant to the issues faced by communities as they struggle with cross-cultural and intergenerational conflict. Although the guide is focused on Canadian resources, some are listed that are relevant to all communities as we share a 'global citizenship' beyond our borders.

It is important that we tap into society's greatest opportunities, "human inclinations toward collaboration and compromise rather than stirring our proclivities for competition and rivalry ...the centre of one of the most creative social experiments of our time."<sup>4</sup>

The following is a list of resources that are helpful in resolving intergenerational conflict in these areas: Schools/Education, Police/Justice, Workplace, Families, Health, and Community.

### 4a. Schools/Education

#### **Bullying Awareness Network**

Aimed at young people, this website contains a great deal of information on bullying and allows young people to submit questions.

<http://www.bullyingawarenessnetwork.ca/>

#### **Bullying Canada**

This youth anti-bullying website provides information and resources to help youth who are experiencing bullying.

<http://www.bullyingcanada.ca/index.php>

---

<sup>4</sup> Derek Bok, Former Harvard Law School President, cited in ADR That Works, 1989

**Bullying Prevention in Schools** is part of the **National Crime Prevention Strategy** established by the National Crime Prevention Centre (NCPC), a part of Public Safety and Emergency Preparedness Canada. It supports organizations and communities by providing the knowledge and resources they need to facilitate and sustain their crime prevention efforts.

[http://www.ps-sp.gc.ca/res/cp/res/bully\\_exec-eng.aspx](http://www.ps-sp.gc.ca/res/cp/res/bully_exec-eng.aspx)

### **Canadian Health Network**

This city of Ottawa program is aimed at helping parents understand what bullying is and help their youth who are experiencing bullying.

[http://ottawa.ca/residents/health/families/birth\\_6/safe/school/bullying\\_en.html](http://ottawa.ca/residents/health/families/birth_6/safe/school/bullying_en.html)

**Canadian Home and School Federation**, (CHSF), is a national, non-profit and non-partisan umbrella organization for ten provincial affiliates that represent parents committed to improving the quality of education available to their children.

<http://www.canadianhomeandschool.com/>

### **Canadian Safe School Network (CSSN)**

CCSN is a national, not-for-profit, registered charitable organization with a mandate to reduce youth violence and make our schools and communities safer.

<http://www.canadiansafeschools.com/programs/research.htm>

**Conflict Resolution: Safe Schools June 2005** contains a bibliography of resources available to Manitoba teachers and library patrons from the Instructional Resources Unit.

[http://www.edu.gov.mb.ca/k12/iru/library\\_publications/bibliographies/conflict-2005-06.pdf](http://www.edu.gov.mb.ca/k12/iru/library_publications/bibliographies/conflict-2005-06.pdf)

**“Huddle-Up” Bullying Prevention School Program** in association with the Canadian Safe School Network. This program works specifically to deal with and prevent bullying.

<http://www.stoptheviolence.ca/index.php?id=17>

### **Kids Help Phone 1-800-668-6868**

The Help Phone and website provide information to young people on various topics, such as health, dating, family life, and bullying.

<http://www.kidshelpphone.ca/en/informed/?sec=3&sb=2>

### **Kids Help Phone Letter Builder**

This form letter helps kids learn how to report bullying problems they are experiencing.

<http://www.kidshelpphone.ca/en/informed/bullying/letterbuilder8.asp>

### **Peace Works, Prince Edward Island**

Peace Works teaches collaborative conflict resolution to children, parents, teachers, administrators, and community members, and it helps to facilitate parents, educators, and communities in effectively working together with kids and schools. They have developed a community partnership project.

<http://www.isn.net/cliapei/peaceworks/index2.htm>

**PrevNET**, is an internet portal that provides links to different resources and issues.

<http://www.prevent.ca/>

The **Registry of Bullying Prevention Programs with the Ontario Ministry of Education** offers information to educators about bullying prevention programs, that may be suitable for purchase and use in elementary and secondary schools. Programs submitted for inclusion in the Registry of Bullying Prevention Programs are classified by how well they meet the key elements of an effective bullying prevention program.

<http://www.edu.gov.on.ca/eng/teachers/bullyprevention/>

### **Settlement.Org**

This organization, which provides information helpful to new immigrants, including their rights, has been funded by Citizenship and Immigration Canada and Ontario. Information is also available in languages other than English. <http://www.settlement.org/index.asp>

Two other branches of Settlement.Org are:

**Parent Involvement and Good Communication with the Teacher**

<http://www.settlement.org/site/ed/guide/catholic/elem/12.asp>

**Parent Teacher Interviews**

<http://www.settlement.org/site/ed/guide/catholic/elem/13.asp>

### **Violence Free Schools Policy, The Violence Intervention Project**

mobilizes youth to contribute ideas relating to violence in school and to community safety.

<http://www.edu.gov.on.ca/eng/document/policy/vfreeng.html>

### **Violence Intervention Program**

This is an East Metro Youth Services Program (Toronto) to engage youth in helping solve the problems of violence in the city.

<http://www.violenceinterventionproject.com/aboutus.html>

**YOUCAN** is a non-profit charitable organization dedicated to building a culture of peace among youth. This is Canada's leading organization run by youth to help youth. Their vision is to foster “a nation where all youth work in partnership with their communities to grow in peaceful and conflict resolving lifestyles.” The head office is in Ottawa. Two other offices are in Edmonton and Toronto.

<http://www.youcan.ca/pages/about-us.php>

### **Youth Mentorship Program**

Sponsored by the Toronto Argonauts football team, this program has many facets, including mentorship and bullying programs. The Argos Foundation, Rogers Centre.

<http://www.stoptheviolence.ca/index.php?id=18>

## **4b. Police/Justice**

**Crime Prevention Ottawa** aims to build community capacity, foster community action, nurture partnerships and engage in policy dialogue.

<http://www.crimepreventionottawa.ca/en/funded-projects.cfm>

**Empowered Student Partnerships (ESP) Pamphlet.**

ESP is a student-driven high school safety program facilitated by staff advisors and Toronto Police Service officers.

[http://www.torontopolice.on.ca/communitymobilization/esp\\_pamphlet.pdf](http://www.torontopolice.on.ca/communitymobilization/esp_pamphlet.pdf)

**If Your Child is in Trouble with the Law** – Information for Parents and Guardians. This document is available through the National Criminal Justice Reference Service of the Department of Justice.

<http://www.ncjrs.gov/App/publications/Abstract.aspx?id=209874>

**Youth Justice British Columbia** provides programs for - youth in conflict with the law, and - youth victims of crime. It has information about youth programs that help build and maintain safe communities.

[http://www.youthjusticebc.ca/preventing\\_youth\\_violence\\_and\\_crime/index.cfm](http://www.youthjusticebc.ca/preventing_youth_violence_and_crime/index.cfm)

#### **Youth Justice in New Brunswick**

This interactive website, partially funded by the Department of Justice, provides information about youth crime and justice in New Brunswick and about the federal Youth Justice Renewal Initiative.

<http://www.legal-info-legale.nb.ca/yj/support1.htm>

**Youth Justice Ontario** is an association representing more than 50 agencies across the province. It provides services to youth involved in the youth justice system.

<http://www.youthjusticeontario.ca/default.asp?pgid=11>

**Youth Justice Renewal Initiative**, a Canadian Department of Justice program, looks beyond legislation and the youth justice system to explore how society can address youth crime and associated factors. There are three key directions: prevention, meaningful consequences for youth crime, and intensified rehabilitation and reintegration to help youth return safely to their communities.

[http://www.justice.gc.ca/eng/news-nouv/nr-cp/2001/doc\\_25950.html](http://www.justice.gc.ca/eng/news-nouv/nr-cp/2001/doc_25950.html)

#### **4c. Workplace**

##### **Canadian Institute for Conflict Resolution (CICR)**

The Canadian Institute for Conflict Resolution has developed a unique program to help businesses, communities, and organizations uncover the sources of deep-rooted conflict and begin the process of reconciliation. CICR's aim is to foster, develop, and infuse community-based conflict resolutions for individuals, organizations and communities. In the process it embraces the positive attributes of wisdom, compassion, and spirituality.

[http://www.cicr-icrc.ca/english/index\\_e.htm](http://www.cicr-icrc.ca/english/index_e.htm)

**Family Services Employee Assistance Programs (FSEAP)** is a national network of service agencies in Canada. Its roots are in community-based counselling services. National services are enhanced by specialized regional services and access to local community-based programs to address the needs

of all organizations. FSEAP provides employee assistance programs to 5,000 organizations with 1,000,000 employees and work sites from Halifax to Victoria. With more than 1,000 service locations, it is one of Canada's largest providers.

[http://www.familyseviceseap.com/home/index\\_e.html](http://www.familyseviceseap.com/home/index_e.html)

**Human Rights Commissions** across Canada - protect individuals against discrimination in employment, accommodation, goods, services and facilities, and membership in vocational associations and trade unions. Some human rights commissions are:

Alberta Human Rights Commission <http://www.albertahumanrights.ab.ca/>

British Columbia Human Rights Commission: <http://www.bchrt.gov.bc.ca/>

Canadian Human Rights Commission <http://www.chrc-ccdp.ca/default-en.asp>

Nova Scotia Human Rights Commission <http://www.gov.ns.ca/humanrights/>

Ontario Human Rights Commission <http://www.ohrc.on.ca/en>

Quebec Human Rights

<http://www.cdpcj.qc.ca/en/home.asp?noued=1&noeud2=0&cle=0>

**Ministry of Labour**, Ontario. The Ministry of Labour's mission is to advance safe, fair, and harmonious workplace practices essential to the social and economic well-being of the people of Ontario.

[http://www.labour.gov.on.ca/english/hs/workplace\\_violence.html](http://www.labour.gov.on.ca/english/hs/workplace_violence.html)

**St. Stephen's Community House, Toronto.** This community-based social service agency serves the needs of Kensington Market and surrounding neighbourhoods. St. Stephen's addresses the most pressing community issues – poverty, hunger, homelessness, unemployment, isolation, conflict and violence, AIDS, racism, youth alienation, and the integration of refugees and immigrants. The agency provides conflict resolution services.

[http://www.ststephenshouse.com/crs\\_pages/crs\\_workplace.shtml](http://www.ststephenshouse.com/crs_pages/crs_workplace.shtml)

**Working with Conflict: Skills and Strategies for Action**, Simon Fisher, ed. This book provides a range of practical tools, processes, ideas, and techniques for tackling conflict. Arranged in three parts (Analysis, Strategy, and Learning), it draws on the experience of more than 300 practitioners worldwide and has been translated into several languages, including French, Russian and Spanish.

#### **4d. Families**

##### **Alberta Family Mediation Society (AFMS)**

The mission of the AFMS is to draw the community of dispute resolution practitioners together to promote awareness and use of mediation in resolving family conflicts.

<http://afms.ca/index.php?pid=1>

##### **British Columbia Council for Families**

The Council provides knowledge and information to help families with various issues.

<http://www.bccf.bc.ca/hm/inside.php?sid=40&id=117>

##### **Family Service Association of Toronto (FSA)**

FSA helps people dealing with many life challenges, assisting families and individuals through counselling, community development, advocacy, and public education programs.

<http://www.fsatoronto.com/programs/counselling/parenting/red.html>

##### ***My Father's Life***

This story illustrates aspects of intergenerational conflict.

<http://lheyah.wordpress.com/2008/03/14/intergenerational-conflict/>

##### **National Crime Prevention Council**

The National Crime Prevention Council's mission is to lead the nation in helping people keep themselves, their families, and their communities safe from crime.

<http://www.ncpc.org/topics/conflict-resolution>

##### **NebGuide**

This guide to planning and intergenerational dialogue, includes a one-day session that brings together five generations.

<http://www.ianrpubs.unl.edu/epublic/live/g1542/build/g1542.pdf>

##### **Ontario Association for Family Mediation (OAFM)**

OAFM is a not-for-profit association promoting family mediation as a dispute resolution process for couples who are separating and for families in conflict.

<http://www.oafm.on.ca/>

### **Ottawa Centre for Family Mediation (OCFM)**

OCFM serves the residents of Eastern Ontario with affordable, family mediation and consultation services. OCFM works with families in private or court-connected contexts.

<http://www.ottawafamilymediation.com/familyconsultation.html>

### **4e. Health**

**Building Capacity for Welcoming Communities:** Resources for Immigrant-Serving Organizations to Understand and Fight Racism in Canada, June 2007. This is funded by the Welcoming Communities Initiative, Citizenship and Immigration Canada

<http://ipac.vpl.ca/ipac20/ipac.jsp?index=BIB&term=1623465#focus>

**Public Health Agency of Canada: [Family Violence Initiative \(FVI\)](#),** the National Clearinghouse on Family Violence (NCFV). The NCFV is Canada's resource centre for information on violence within relationships of kinship, intimacy, dependence or trust. It includes a directory and referral service.

<http://www.phac-aspc.gc.ca/ncfv-cnivf/familyviolence/index.html>

### **Vancouver Island Health Authority Conflict Management Program**

This program, on managing conflict is sponsored by the Vancouver Island Health Authority.

[http://www.viha.ca/conflict\\_management/](http://www.viha.ca/conflict_management/)

### **4f. Community**

**Alternative Dispute Resolution Centre, Ottawa,** works with communities to promote alternative forms of dispute resolution. ADR services aim to complement the formal grievance and complaint process, as opposed to replacing them.

<http://www.adrcentre.org/>

### **Association for Conflict Resolution**

This professional organization is dedicated to enhancing the practice and public understanding of conflict resolution.

<http://www.acrnet.org/about/CR-FAQ.htm>

### **Canadian Institute for Conflict Resolution (CICR)**

The CICR has developed a unique program to help businesses, communities, and organizations uncover the sources of deep-rooted conflict and begin the process of reconciliation. CICR's aim is to foster, develop, and infuse community-based conflict resolution for individuals, organizations, and communities, while embracing the positive attributes of wisdom, compassion, and spirituality.

[http://www.cicr-icrc.ca/english/index\\_e.htm](http://www.cicr-icrc.ca/english/index_e.htm)

### **Canadian Rural Partnership (CRP) Community Dialogue Toolkit.**

The Rural Dialogue engages Canadians from rural, remote, and northern regions in a two-way discussion with the federal government on opportunities, challenges, and priorities. It also addresses the role that governments, communities, stakeholders, and individuals play in enhancing the quality of life in rural, remote, and northern Canada.

[http://www.rural.gc.ca/dialogue/tool/toolcontent\\_e.phtml](http://www.rural.gc.ca/dialogue/tool/toolcontent_e.phtml)

**City of Toronto Campaign: Involve Youth 2** encourages community-based organizations to involve young people in decision-making. It offers a guide to involving youth in decision-making and a guide to meaningful youth engagement.

<http://www.toronto.ca/involveyouth/index.htm>

### **Conflict Mediation Services of Downsview**

This organization provides community, youth, and restorative justice services; it also offers training and consultation.

<http://www.cmsd.org>

### **Conflict Resolution Network Canada**

The Network is a national Canadian organization whose mandate includes supporting and promoting community-based conflict resolution (community and restorative justice, environment, public policy, schools and youth, organizational and workplace); it also deals with conflict portrayal in the media.

<http://www.crnetwork.ca>

### **Intercultural Institute of Montreal**

This organization offers intercultural training programs.

<http://www.iim.qc.ca/english/index.html>

### **Leave Out Violence (LOVE)**

LOVE, the leading not-for-profit youth violence prevention organization in Canada, helps youth who have lived with violence end the violence in their own lives, and then become community leaders for violence prevention. As the website shows, it has chapters in several provinces throughout Canada  
<http://www.leaveoutviolence.com/english/index.htm>

### **Peace and Conflict Society (PACS)**

PACS, a student-run organization, seeks to connect students in the Peace and Conflict Studies program and to build a community of people who seek to promote peace through education and active participation.  
<http://www.trudeaucentre.ca/pacs-whatispacs.html>

**Peacemakers Trust** has a mission to create avenues to advance people's knowledge and capacity to understand, prevent, and address conflict fairly, effectively, and peacefully. The website provides links to many different sites with information on peacemaking.  
<http://www.peacemakers.ca/links.html>

**ROJAQ (Regroupement provincial) Montréal** is involved in the Community Conferencing model and in promoting community mediation for both court and non-court connected situations.  
<http://www.rojaq.qc.ca/index.php>

## **4g. Universities and Colleges**

**British Columbia Justice Institute** offers instruction in interest-based dispute resolution. The Conflict Resolution Certificate Program gives participants skills in collaborative conflict resolution for home, work, and community.  
<http://www.jibc.bc.ca/ccr/f-ccr.html>

**Conrad Grebel University** at the **University of Waterloo** in Ontario has a Peace and Conflict Studies program that offers a minor, an option, and a one-year diploma. Program areas studied are war and peace, community conflict resolution, and justice and development in the Third World.  
<http://watserv1.uwaterloo.ca/~congreb/academics/pacs/index.html>

**Humber College** in Toronto offers the Business Management Skills Certificate and the Leadership Skills Certificate for the Ontario Management Development Program. These are taken through courses, workshops, and seminars, that include conflict resolution and negotiation, effective labor relations, human relations, teambuilding, and leadership.

<http://www.uwo.ca/cstudies/courses/professional/adr/index.html>

**Langara College** in Vancouver offers a non-credit, non-fee public lecture series in Peace and Conflict Studies as well as a Diploma in Peace and Conflict Studies. The diploma includes courses on peace and conflict in the modern world, and on conflict resolution.

[http://www.langara.bc.ca/progcours/courses/AS\\_PceCnft.html](http://www.langara.bc.ca/progcours/courses/AS_PceCnft.html)

**Menno Simons College**, affiliated with the **University of Winnipeg**, offers a BA in Conflict Resolution. It includes courses on conflict in faith communities, conflict and development in indigenous communities, humanitarian aid, peace theory and action, program planning and evaluation, and action research methods.

<http://www.uwinnipeg.ca/~msc/course.htm>

**Morris J. Wosk Centre for Dialogue, at Simon Fraser University**, Vancouver BC is an intellectual home and an advocate for dialogue. At the Centre, practitioners, researchers and students of dialogue probe the nature of dialogue – that process of interaction whereby open-minded discussion leads to mutual understanding and positive action – and they nurture it in practice. Dialogue activities include undergraduate courses, graduate internships, professional development, and programs of research into the application of dialogue and into lessons learned from experience.

<http://www.sfu.ca/dialogue/activities.htm>

**Norman Paterson School of International Affairs (NPSIA)**, Carleton University, has a conflict studies stream in a Master's program.

<http://www.carleton.ca>. The Department of Law at Carleton University offers a graduate program in conflict resolution from an interdisciplinary perspective for work that involves negotiation or coping with conflict. The program gives a graduate certificate with a practical focus.

<http://www.carleton.ca/law/conflict.htm>

**Pearson Peacekeeping Centre (PPC)** offers certificates for its courses, as well as university credit from the University of Manitoba, Dalhousie, George Mason University (in northern Virginia near Washington, DC), and others. Canadian Forces and foreign officers on scholarships study peacekeeping, mediation and negotiation, civil-military co-operation, humanitarian assistance, human rights, legal aspects of international missions, maritime peacekeeping, disarmament, and other aspects of international support for peace and stability. The Centre also attempts to attract qualified civilian participants.

<http://www.cdnpeacekeeping.ns.ca/>

**Royal Roads University** offers a Conflict Analysis and Management Program as part of its Executive Development Series. Participants learn about relationship management, consensus building, and conflict resolution, with an emphasis on alternative dispute resolution (ADR) techniques (designed to avoid litigation).

<http://modules.royalroads.ca/>

Royal Roads also offers short courses on ADR through the Vancouver-based CSE group.

<http://www.royalroads.ca/mcpa/newsreleases/conflict.htm>

**Saint Paul University**, Conflict Studies Program, Ottawa, has an undergraduate program. A new Master's program will emphasize conflicts that divide communities along ethnic and religious lines – significant challenges facing societies today.

[http://www.ustpaul.ca/HumanSciences/aims\\_e.asp](http://www.ustpaul.ca/HumanSciences/aims_e.asp)

**Trinity Western University**, a member of Associated Canadian Theological Schools (ACTS), has a course on power, change, and conflict.

<http://www.acts.twu.ca/ldr.html>

**University of British Columbia's** Faculty of Commerce and Administration offers "Strategic Dynamics of Negotiations" to sustain professional programs like those offered by the British Columbia Justice Institute and the Canadian International Institute of Applied Negotiation. Short (two-week) courses like those offered by the Pearson Peacekeeping Centre for university credit fall somewhere in between these programs.

<http://www.executive.programmes.commerce.ubc.ca/Seminars/CourseDescr/StratDyn.html>

**University of Lethbridge**, has a Therapeutic Recreation and Gerontology Program that offers a course on interpersonal relationships and communication that addresses conflict in a specific setting. An online distance education course is part of the program.

[http://www.lethbridge.ab.ca/dept/therapeutic/de\\_course.htm](http://www.lethbridge.ab.ca/dept/therapeutic/de_course.htm)

**York University's** MA program in International Relations offers a more strategic or historical perspective on conflict analysis and resolution.

<http://www.yorku.ca>

#### **4h. International**

The **Canadian International Institute of Applied Negotiation (CIAN)** offers a variety of courses in mediation and negotiation, including alternative dispute resolution and the Harvard approach to principled negotiation. It is one of the organizations that has pioneered the qualification of Registered Practitioner of Dispute Resolution. A certificate in Alternative Dispute Resolution is given for completion of five courses within a period of 12 months. Like the Peacekeeping Centre, CIAN is engaged in practical dispute resolution both in Canada and abroad, and its courses tend to be good for networking.

<http://www.canadr.com/>

#### **Centre for Conflict Resolution – International (CCR)**

CCR International's approach to conflict in the workplace is based on four basic principles – Response, Understanding, Curiosity, and Focus.

[http://www.conflictatwork.com/conflict/index\\_e.cfm](http://www.conflictatwork.com/conflict/index_e.cfm)

#### **Children, Youth and Women's Health Service**

This Australian website provides information on conflict and resolution.

<http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=243&np=291&id=2183>

**Institute for Multi-Track Diplomacy**, Ambassador John McDonald, operating out of Washington, D.C. offers an international scope for more than 100 countries affected by his work.

<http://www.imtd.org/>

### **International Center for Cooperation and Conflict Resolution (ICCCR)**

The ICCCR is committed to developing knowledge and practices to promote constructive conflict resolution, effective cooperation, and social justice.

ICCCR partners with individuals, groups, organizations, and communities to learn to resolve conflicts constructively so that just and peaceful relationships may be developed.

<http://www.tc.edu/iccr/>

### **National Association for Community Mediation**

This association operates in more than 350 USA cities, showing grass-roots applications.

<http://www.nafcm.org/>

## **4i. Other Important Resources**

### **Canadian Race Relations Foundation**

<http://www.crrf.ca>

### **Canadian Heritage, Multiculturalism Program**

[http://www.canadianheritage.gc.ca/progs/multi/index\\_e.cfm](http://www.canadianheritage.gc.ca/progs/multi/index_e.cfm)

## **Canadian Ethnocultural Council**

### **Member Organizations**

Armenian National Federation of Canada  
Belarusan Canadian Coordination Committee  
Canadian Arab Federation  
Canadian Hispanic Congress  
Canadian Jewish Congress  
Council of the Muslim Community of Canada  
Canadian Polish Congress  
Chinese Canadian National Council  
Christian Cultural Association of South Asians  
Cypriot Federation of Canada  
Federation of Canadian Turkish Associations  
Federation of Danish Associations in Canada  
Federation of Korean-Canadian Associations  
German Canadian Congress  
Hellenic Canadian Congress  
Latvian National Federation of Canada  
National Association of Canadians of Origins in India  
National Association of Japanese Canadians  
National Congress of Italian Canadians  
National Council of Barbadian Associations in Canada  
National Council of Canadian Filipino Associations  
National Council of Jamaicans and Supportive Organizations in Canada  
National Council of Trinidad and Tobago Organizations in Canada  
National Federation of Pakistani Canadians  
Portuguese Canadian National Congress  
Serbian National Shield Society of Canada  
Slovak Canadian National Council  
Slovenian National Federation of Canada  
Ugandan Canadian National Association  
Ukrainian Canadian Congress  
United Macedonians Organization of Canada  
Vietnamese Canadian Federation

[www.ethnocultural.ca](http://www.ethnocultural.ca)