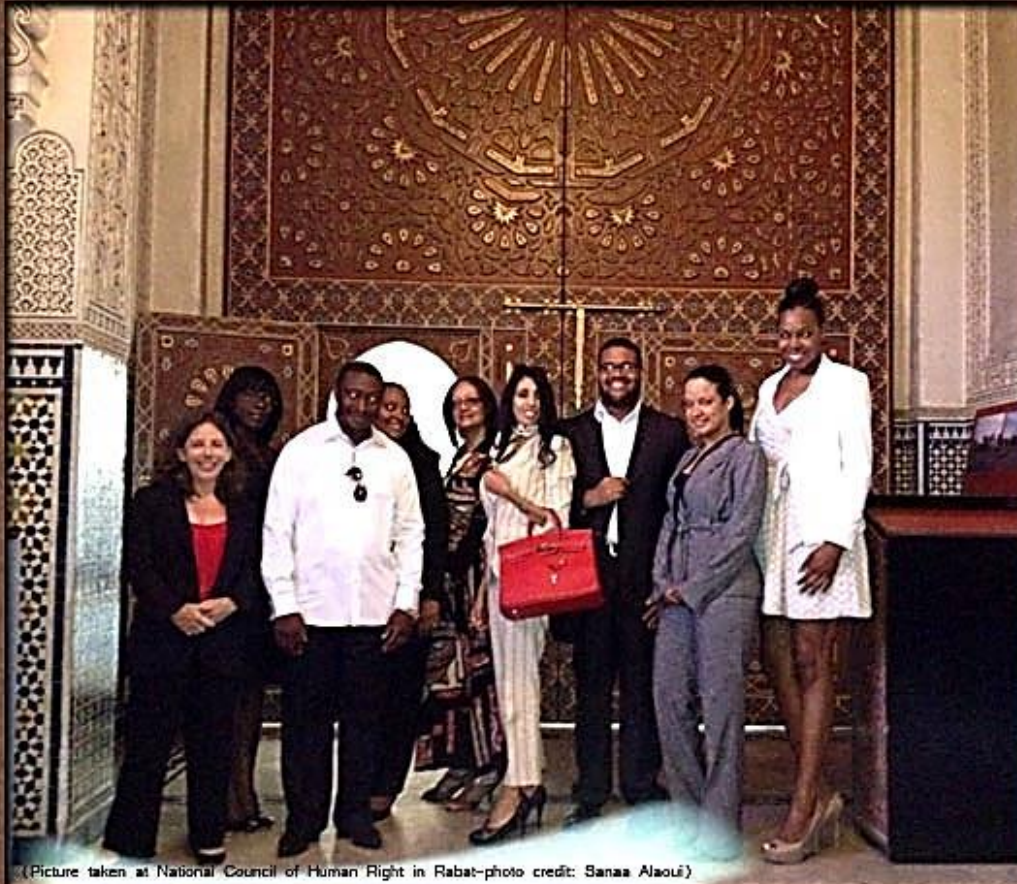


# GLOBAL ADVANCED PRACTICUM HYBRID COURSE 6624 MOROCCO 2012 - REPORT



(Picture taken at National Council of Human Right in Rabat-photo credit: Sanaa Alaoui)

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### **Comments on the Course**

This course afforded me a very valuable experience about the world that has enriched my life as well as the lives of those around me. This experience turned out to be one of the most rewarding and transformational undertakings to date. The most rewarding part of the course happened during our visits to various local and international NGO's who were volunteering their time to make a difference in their community. In their past lives they were teachers, lawyers, and other professions, while others were teaching professionals that continued teaching as volunteers after their paying jobs was done. Each had a heartbreaking story about themselves or the people they were helping and what drove them to be agents of change. People that I would like to call Born Champions, working with what little resources they had to build a better future. These Born Champions were inspirational in putting into perspective the definition of what it means to be determined, to have true grit, and resolute. The image of Africa was no longer one of wild animals roaming about, or of hunger and savagery. My trip to Morocco was an eye opener. Morocco is a place of rich culture, beauty, history, and hospitality. Like any other place in the world, there is poverty, wealth, good commerce, modern universities, and fancy restaurants. My trip to Africa taught me the importance of not taking things for granted. This In-Country experience has transformed me into a better individual, to be less wasteful of our natural resources, to be more thankful of our democracy and freedom that we have living in a country like America. This experience has helped me keep things in perspective and has motivated me to help as much as I can by becoming a sponsor of their organization. It made me more sympathetic of the needs of the people in other parts of the world who are illiterate, who are oppressed, and who are denied basic human rights many of us take so much for granted. –Student's Comment

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The trip to Morocco was by far the most educational experience I have ever encountered thus far in my life. I'm a firm believer that learning happens while students are engaged and working in the midst of the very subject that they are study. The trip to Morocco did just that for me. We can easily learn about differences based on the teachings and writing of others, but nothing compares to hands-on-experience. –Student's comment.

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### **Comments on the Professor**

“Theory and practice are interrelated as Bourdieu (1977) emphasized, in that one completes the other as an effective method to strengthen and extend our knowledge and practice as practitioners in training. This course which combines both theory and field practice in Morocco fulfill the Bourdieuan method and beyond. Most importantly, what were impressive were the professor's sensibility, awareness and knowledge of Moroccan political issues, her organizational skills of teamwork when coordinating work with her GA, when dealing with students' demands and accommodations. She made everyone's journey so interesting, and she was so enthusiastic and eager to know more to what is new and happening at that moment. She was constantly reflecting with students, one on one or in group setting. It was such an honor to be included in this journey” – (Student's comment)

### **Comments on the Graduate Research Assistant**

“Sanàa Alaoui, our program coordinator for this Study Abroad Program was a welcome addition to the program. Ms. Alaoui, while fulfilling her duties as a GA to Dr. Duckworth worked very diligently in putting together the In-Country Packet containing creative presentations, for which she described and outlined the itinerary, researching illustrations and photographic reference materials of the organizations the students would be meeting with in Morocco.

Before, during and after our In-Country experience, I was able to observe Ms. Alaoui involved in every step of the process, coordinating meetings and working with students and faculty in all areas of the course from the moment of registration to its culmination.

Ms. Alaoui is an effective communicator serving as our liaison to the various organizations we visited In-Country. She also coordinated plans involving numerous people, and her ability to work collaboratively while guiding the task quickly and effectively was outstanding.

She had to reconceive several meetings that had already been scheduled. Ms. Alaoui quickly found a new venue on location and worked with significant individuals at The National Human Rights Council to meet with the Minister of the Interior. This is one of the examples of her effort to make sure the changes to our already planned itinerary remained relevant.

In addition, the fact that she is a native of Morocco, her creativity, resourcefulness, and ability to see a project through really made the In-Country experience distinctive and successful. Her sensitivity, diligence, energy and sense of humor made our trip to Morocco a pleasure” -

(Student’s Comment)

## Executive Summary

This summer Dr. Duckworth and eight SHSS students went to a Field Immersion Component to Morocco. Dr. Duckworth is the creator and the Faculty of the International Peace Education and Peace Building course. This practicum was developed to engage students in experiential, applied learning of sustainable, multi-track peace building practices, theories and models and introduce students to content specific to peace and conflict in Morocco.

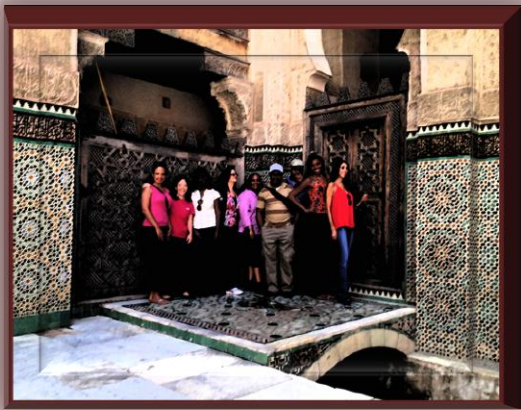
Sanàa Alaoui, a PhD. student and Graduate Research Assistant for the course primarily researched and scheduled meetings with Al- Akhawayn University in Ifrane and IGOs and NGOs in Ifrane and the surroundings as well as the Capital of Morocco, Rabat.

The first week of the trip students had the opportunity to attend lectures in the mornings which were alternated by Dr. Cheryl Duckworth and Dr. Jack Kalpakian. Students interacted face to face with local students who were taking the course as well. In the afternoon students had the opportunity to travel to Ifrane and its surroundings such as Azrou, a Berber town, and meet with school Principal of École Primaire Assalam and meet with local NGOs leaders such as the President of Youth without Borders Association, who took many steps along with many members of the association to work in helping the local Berber communities to speak and obtain their rights through advocacy in court as well as legislative lobbying in addressing the parliament in implementing their demands for the Berbers' rights against marginalization. They also participate in helping young people getting involved in awareness campaigns, tutoring children, providing adult literacy classes, educational theatre, and computer literacy. Students also had the opportunity to travel to Ben Smim village (between Azrou and Ifrane) and meet with the President of the Association ASSASS where they discuss the primary issues of the region as well as get information about the primary goals of the association in assisting primary school children develop life skills and improve academic standing. Students had a chance at the end of each day to reflect one on one as well as in group directly with Dr. Duckworth.



Design and Photography by Sanàa Alaoui - A Mosque in Fez

The second week of the trip students traveled to the capital of Morocco to meet with many NGOs such as Amnesty International Morocco, Democratic Association of Women's Rights, Center for Democracy, Moroccan Association of Human Rights, the Global Rights Organization as well as National Council of Human Rights. The group had the opportunity to visit with and interact with the leaders of all these organizations, and learned from them regarding their peacebuilding methodologies and practices.



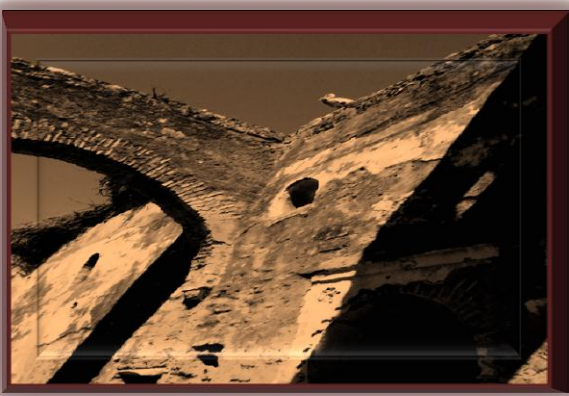
Design and Photo credit: Sanàa Alaoui – A Mosque in Fez

Students also took time to tour the Old Medina of Fes and visit ancient monuments such as the first university Al Karawiyn which was built and in academic use since the 14<sup>th</sup> century, or ancient mosques that were built during the Moorish era.

Students also had a chance to horseback riding in the Berber village of Smim between the city of Azrou and Ifrane



Design by Sanàa Alaoui and Photography by Dr. Duckworth – A village near Azrou.



Design and Photography by Sanàa Alaoui – A Phoenician Ruin in Rabat

And they wandered ancient Phoenician ruins in Old Rabat.

### **Course Description**

This practicum is developed to engage students in experiential, applied learning of sustainable, multi-track peace building practices, theories and models. Topics covered will include various levels of peace building programs (government, civil society), social change, peace education and human rights. As part of the course students will travel to a specific global practicum locale (in this case Morocco) for approximately fourteen days (including travel) where they will have the opportunity to interact with and learn from leading government and civil society peace builders in country. Such in-country partners will include government officials, such as from the Foreign Ministry and/or the Ministry of Education, US diplomats in country, and civil society organizations relevant to peace building and peace education in country. The course will also include an online component, which will include weekly “elive” (Elluminate) chats and discussion board dialogue. The purpose of this component will be to organize and communicate class logistics, provide lecture and discussion of course texts, and introduce students to content specific to peace and conflict in country.

### **Course Objectives**

1. Students will apply their theoretical knowledge of peace building models, theories and strategies by interacting with expert practitioners on the ground in various global locations.
2. Students will be able to describe and critically assess, in group discussion and written analysis, what models, frames and techniques for peace building seem to be used (or might be used) in practice.
3. Students will demonstrate cross-cultural communication skills in interaction with faculty, one another and host colleagues.
4. Both independently and in interdisciplinary teams, students will analyze the complex social, political and economic dynamics relevant to peace and conflict in country.
5. Students will reflect-in-action regarding their learning process via facilitated group debriefing dialogues and reflective journals.

### **Teaching Philosophy and Methods**

This course embraces a unique and experiential learner-centered pedagogy. A “hybrid” course, we are both online (through a series of e-lives) and residential. The residential, or in-country, section of the course, will be several locations in Morocco (see itinerary). While there, we will engage with school systems, government leaders, and civil society leaders, all with the purpose of learning from in-country experts about the dynamics of conflict and peace building in Morocco. We will also take advantage of opportunities to facilitate and attend workshops and trainings, to teach and to serve.

**Faculty Profile: Dr. Cheryl Duckworth created the program and she is the official faculty teaching the course**



Cheryl Duckworth is a professor of Conflict Resolution at Nova Southeastern University. A peace-building program leader and conflict resolution policy analyst, she has served such organizations as the Institute for Multi-Track Diplomacy and the Center for International Education. She has lived in Zimbabwe and Paraguay, and published and presented globally on her two passions, peace education and peace economics, exploring ways to transform the economic, political, social and psychological root causes of war and violence. Her more recent publications include her book which explores the role of dignity in social movements, *Land and Dignity in Paraguay*, and an article on her implementation of critical peace education curriculum in a juvenile detention home.

Cheryl has trained hundreds of students, teachers and community leaders in peace education and conflict resolution both in the US and internationally. Currently she serves as the faculty advisor of NSU's Peace Education Working Group and on the Advisory Board of the Hope Development Foundation, a women's rights and peace building organization in Pakistan.



**Sanàa Alaoui**

**Graduate Research Assistant**



Sanàa Alaoui is an adjunct faculty of French at Nova Southeastern University, a teacher assistant of Mediation Theory and Practice for Dr. Sweedler and a graduate research assistant for Dr. Duckworth in the Department of Conflict Analysis and Resolution and she is a doctorate student. She is taking this course. She participated in projects as a course developer for graduate and undergraduate programs of Middle East Studies in Arabic for Defense Language Institute (DLI). The projects related to topics in political science, comparative politics, military history, and socio- cultural anthropology of the Berbers and the Bedouin tribes. She has lived in Paris and Morocco and recently published a paper on public policy. Her thesis, *La Déchéance Matriarcale*, examined citizens and working class regarding human rights and socio-political issues of 19<sup>th</sup> century France (the work included the analysis of the conflict between French citizens and the government prior, during and post French revolution). Her field of interest is comparative politics, legislative lobbying, constitutional reforms, and international relations involving human rights and social movements. She has been involved in political fundraising activities for many years participating in meeting with political candidates, receptions, dinners, and door-to-door voter outreach for Florida congressmen, senators, representatives, the 2004 constitutional amendment and 2008 presidential election. Sanàa speaks many languages including, French, MSA, Spanish, English and many North African dialects. She taught internationally for many years. And she has been an LTI/OPI tester since 2010.

## **Overview of Host and Hosting University**

**Dean, School of Humanities and Social Sciences Al Akhawayn University in Ifrane**

**Mohamed Dahhbi**



The School of Humanities and Social Sciences is designed to provide a strong Liberal Arts component for all AUI students through courses in Communications, Composition, Literature, History, Islamic Civilization, Arabic Language, and Social and Political Sciences. These courses represent most of those taught in the University Common Core.

The School of Humanities and Social Sciences has as a mission to provide innovative professional degree programs in applied social sciences with an emphasis on interdisciplinary technical and analytical skills, as well as practical learning. These include, at the undergraduate level: Communications Studies, Human Resource Development and International Studies. At the graduate level, the School offers a Master's program in International Studies and Diplomacy. In addition to these degree programs, the School offers a number of Minors including Women and Development, which was the first of its kind in Morocco. The School of Humanities and Social Sciences offers a number of special programs, including an Intensive Summer Program in Arabic Language and North African Studies.

The School of Humanities and Social Sciences also has a mandate to encourage dialogue and a convergence of cultures in an academic atmosphere characterized by universalism and liberty. It provides a forum for the discussion of issues arising from globalization and increasing economic and social interdependence.

(retrieved from: <http://www.aui.ma/old/VPAA/shss/shss-index.htm>)

## **Hosting Faculty Biography**

**Associate Professor, School of Humanities and Social Sciences Al Akhawayn University**

**Dr. Jack Kalpakian**



Ph.D. (2000) in International Studies, Old Dominion University, USA

I have deep roots in the Middle East and Africa. My undergraduate and graduate education included courses in Middle Eastern Studies as well as regular, old fashioned, International Relations. The education was valuable, because without the doctorate, I would not be able to hold my current position or have the required knowledge to teach the classes I do. But in terms of surviving within the country, knowledge of Arab/Middle Eastern/Islamic culture is not replaceable. My work with the ODU Model UN and Model Arab League has been very helpful in terms of organizing simulations and other teaching devices for my classes. In terms of acquiring teaching skills, my work as an adjunct at Old Dominion, Thomas Nelson, Christopher Newport and Central Texas College's Navy Program of Afloat College Education, was extremely useful. Prior to teaching, I worked as a Research Assistant at GPIS, and many of the lessons I learned there, particularly in managing relations with colleagues, have proven useful. My work in Norfolk politics with the Winn, Rerras, Graeber and other campaigns is very helpful.

## **Hosting Schools/Non-Government Organizations in Ifrane and its Surroundings**

### **ÉCOLE PRIMAIRE ASSALAM**

#### **Our meeting with the Principal of École Primaire Assalam:**

In our meeting at École Primaire Assalam, (an Elementary School in Ifrane), we learned from the principal the objectives and the goals he set forth for the school's present annual year as well as their pedagogical methodology in integrating peace building in the curriculum. He explained the method of how to teach students to communicate conflict free as well as how to contribute to the community in peace building at an early age. The Principal explained that the students participated during the natural catastrophe of Tsunami by sending letters to the children who lost their families as an emotional support and as a learning experience of global awareness about how to communicate with others during crucial situations. He also explained that students participated in competition during an environment and community building's contest where they won the first prize. The students created beautiful flowers from recycling materials found in streets of their neighborhood (S. Alaoui, personal report, July 2012).

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### **YOUTH WITHOUT BORDERS ASSOCIATION**

**Our meeting with Youth without Borders Association in Azrou:** the President of the Youth without Borders Association explained to us his strategies in taking many steps along with many members of the association to work in helping the local Berber communities. They helped the locals to speak and obtain their rights through the association's advocacy in court as well as legislative lobbying in addressing the parliament in implementing their demands for the Berbers' rights against marginalization. They also participate in helping

young people getting involved in awareness campaigns, tutoring children, adult literacy classes, educational theatre, and computer literacy. In our meeting, we saw touching videos that expressed a lack of rights of many Berber women at the Moroccan courts. The Youth without Borders Association's involvement was very clear in the videos in that they pursued the victims' rights in court and through strikes and legislative lobbying. (S. Alaoui, personal report, July 2012)

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### ASSOCIATION ASSASS, a Non-Government Organization



Design and Photography by Sanàa Alaoui -  
Director of the association far right

**Our meeting with Association ASSASS:** We met with the director of the association who explained to us about the goals and the objectives of assisting primary school children, mainly the ones who cannot afford to continue their education in public schools. He helped voluntarily after his day time job to help these students develop life skills and improve academic standing. In Ben Smim, a Berber village which is located between Azrou and Ifrane, we understand that the community of this village comes from an economical background which is based mainly on agriculture. The peace building methodology used was

through providing the elder children leadership in school and training them mentoring the younger ones in continuing their attendance in the ASSASS association. That was the *Assass* (which means in Arabic a base) of the program. This base prevents the elder students from delinquency and aggression toward the younger children in the neighborhood and helped them continue their education and give them a chance to obtain a scholarship and a seat back in public schools.

## **Meetings with Major Organizations in the Capital of Morocco, Rabat**

### **THE DEMOCRATIC ASSOCIATION OF WOMEN**



In the photo Madame Khadija far left, retrieved from [www.adfm.ma](http://www.adfm.ma)

### **History**

ADFM- is an autonomous, feminist, and non- profit NGO. The Association Démocratique de Femmes de Maroc (ADFM) was founded in June 1985, one month before the United Nations Decade for Women reached its conclusion and the Nairobi Conference in July 1985.

### **Principles and Values**

“The Charter is the concrete basis by which, the members of the ADFM, give sense to every aspect of our commitment. It constitutes a reference for our actions, our relationships, and our attitudes.... It also inspires us, when we feel, under the pressure of our daily lives, a danger, or a simple twinge of sadness” (ADFM, 2012).

### **Missions and Objectives**

The ADFM assigns itself the mission of protection and promotion of women’s human rights as universally recognized. Its principal objective is the promotion of women’s rights and strategic interests. (retrieved from: <http://adfm.ma/spip.php?rubrique93&lang=en>)

### **Our Personal Communication with the ADFM members:**

In our meeting with the members at the center of ADFM in Rabat, they explained to us that they have been recently very active in participating in educating and training abused women in learning about their rights in court. They helped through workshops, writing handbooks that guide women to understand their personal status in marriage and divorce – as Madame Khadija emphasized in the meeting that divorce was not permitted in Morocco until 2004 Mudawana reform by the King Mohamed VI where her ADFM branch that she directs in Rabat has participated a great deal in promoting this reform (M. Khadija, personal communication, June 11, 2012). ADFM members also offer at the Listening Center to listen to the victims of violence and discrimination and offer help and advice as well as sharing knowledge through one on one case, publications, and reports. They also lobby for gender sensitive policies to establish more reform in the *Mudawana* (family code). The members of the ADFM association mobilized approaches in terms of intervention that consist of their legislative advocacy and raising awareness as a tool of participation in decision making for the rights of women, their rights to vote, their rights against harassments at the juridical center. (S. Alaoui, personal report, July 2012).

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## MOROCCAN ASSOCIATION OF HUMAN RIGHTS

### **Our Personal Communication with the Moroccan Association of Human Rights:**

Membership in the Moroccan Association of Human Rights (AMDH), founded in 1979, is formed mainly by political detainees after their release. In our meeting with Mr. Mohamed El Boukili, a member of the Administrative Committee of the association, he explained that there are about 10,000 members and they have many international partners such as NOVIB, OXFAM and MBC in Holland, and SODEPAR in Spain. They participate in education and training through workshops as well as legislative lobbying on issues such as Berber identity and land rights, civic and criminal codes against violation of individual rights and they also help in lobbying for the youth social movements' economic demands as well as the right for peaceful

demonstrations (M. El Boukili, personnel communication, June 11, 2012). In my interview with one of the released political prisoners who is a member of the MADH organization, I understand that TRC and IER help many victims feel that they not only retrieve their missed role in their society but also empower them when they speak about their past abuses, not only letting the Moroccans move actively with them toward a better change but also speaking for all humanity anywhere around the globe. This creates a slow and a continuous healing for them in the process, which is a good thing. (S. Alaoui, personal report, July 2012).



**AMNESTY INTERNATIONAL MOROCCO**



Design and Photo credit: Sanàa Alaoui

### **Mission and Objectives:**

Amnesty International [AI] is a worldwide movement of people who campaign for internationally recognized human rights. AI's vision is of a world in which every person enjoys all of the human rights enshrined in the Universal Declaration of Human Rights and other international human rights standards. In pursuit of this vision, AI's mission is to undertake



research and action focused on preventing and ending grave abuses of the rights to physical and mental integrity, freedom of conscience and expression, and freedom from discrimination, within the context of its work to promote all human rights. AI is independent of any government, political ideology, economic interest or religion. It does not support or oppose any government or political system, nor does it support or oppose the views of the victims whose rights it seeks to protect. It is concerned solely with the impartial protection of human rights. AI has a varied network of members and supporters around the world. At the latest count, there were more than 1.8 million members, supporters and subscribers in over 150 countries and territories in every region of the world. Although they come from many different backgrounds and have widely different political and religious beliefs, they are united by a determination to work for a world where everyone enjoys human rights. AI is a democratic, self-governing movement. Major policy decisions are taken by an International Council made up of representatives from all national sections. AI's national sections and local volunteer groups are primarily responsible for funding the movement. No funds are sought or accepted from governments for AI's work investigating and campaigning against human rights violations. (Retrieved from: <http://www.wiser.org/organization/view/94395ec3d7d07535d714727f02f8d6bf>)

### **Our Personal Communication with Amnesty International:**

At International Amnesty Center in Rabat, Madame Touria Boubid, *directice* of the center, explained that their work is mostly regional and international in that they are neutral and do not take one on one cases. (T. Boubid, personal Communication, June 12, 2012) They promote human rights through researching in the field where injustice is present and report to the secretariat general in London. They do not take any funds from the local government of Morocco due to their neutrality and grass root support. Their local works consist mainly in legislative lobbying and collecting data of abuses, submitting them to the government, and demanding these be immediately acted upon. They also get involved in the current Moroccan campaigning, they advocate against arms, and are involved in the Arms Trade Treaty (ATT) with Middle East and North Africa (S. Alaoui, personal report, July 2012).

## Global Right Morocco



### **Our Personal Communication with Global Right Morocco**

This non-government organization promotes human rights of women in Morocco. Its purpose is to associate with local non-government organizations in Morocco in order to participate in promoting democracy in the country as well as in giving voice to locals to be heard in the global debate for the creation of just societies. Also, this organization gets involved with local attorneys as well as international government organizations (IGOs) such as United Kingdom Foreign and Commonwealth Office, United Kingdom Embassy in Rabat, Norwegian Embassy in Rabat and Royal Norwegian Ministry of Foreign Affairs in order to help promote by the aid of its discourses and narratives more just policies according to the international law and international standards of human rights. One of the major works of this organization is their efforts in drafting detailed educational and epistemic narratives concerning strategic utilization of marriage contract for women to know and get educated about their rights according to the family code, the *Mudawana*. (S. Alaoui, personal Report, August, 2012).

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## **NATIONAL COUNCIL OF HUMAN RIGHTS**



Design and Photo Credit: Sanàa Alaoui - Photo taken with the members of NCHR at the Center

### **Our Personal Communication with the National Council of Human Rights Morocco**

We met with The National Council of Human Rights held by Mr. Bouchaib Doulkifel, charged with mission for the president, and Mr. A. Berdi, the communication department director. Their history and objectives are to promote and reinforce NGOs' as well as citizens' demands for human and individual rights from the state and to implement policies:

The Regional Human Rights Commission was created in January 2012. It's mandated, under article 28 of CNDH's founding law, to monitor the situation of human rights and receive complaints about any allegations of human rights violations in the region of Al Hoceima-Nador. It implements CNDH's programs and projects related to the promotion of human rights in the region, in close collaboration with the relevant regional stakeholders. (CNDH, 2012, para. 3)

At the meeting students enquired about many issues such as how does the Commission Advisory of Human Rights deals with implanting plans writing in the 2011 Constitution regarding amelioration of prisons, children trafficking and education and training the national security when dealing with social movements in demonstration. Some of the students also brought to attention other issues such as gays' rights in Morocco and how do authority respond to them. Mr. Doulifel and Mr. Berdi answered all students' questions which according to students' comments after the meeting, that both agents show sincerity in their responses while providing major information regarding the NCHR's efforts in implementing policies and education and trainings (S. Alaoui, personal report, July 2012).

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## **CENTER FOR DEMOCRACY**

We have been blogged: <http://centrededemocratieaumaroc.blogspot.com/>

### **Our Personal Communication with Center for Democracy**

We also met with another grass root NGO, the Center for Democracy. Dr. Ahmed Jazouli, Director of the association, explained that his center is keenly involved in legislative lobbying for the rights of demonstrators of social movements to demonstrate without National Security's physical violence. Their advocacy consists in addressing the parliament by drafting many memoranda, mainly of the fight for the right to access information, the role of law in accountability, and against nepotism. They are also involved in global rights against genocide of Muslim, Christians, and Jews and they are partners with Anne Frank Stichting in Holland (A. Jazouli, personal communication, June 14, 2012).

## Morocco 2012 day by Day itinerary with Students' comments

### Saturday, June 2—AUI orientation and safety

“What first brings my attention while setting in the auditorium at AUI was the stunning Moorish architecture, the modern technology used and the Moroccan carpets which were hanged on the walls? I felt like a cup of hot mint tea, and to my surprise at the reception, the host has a gallery of Moroccan cookies with mint tea for us. This was beyond inviting”



Design and Photography by Sanàa Alaoui – Students at Al-Akhawayn University's Auditorium

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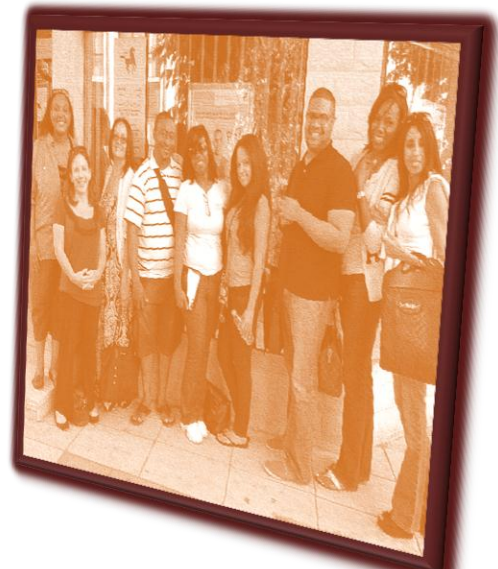
“We went to an orientation and walked around Al Akhawayn University (AUI). The grounds are stunning. I was able to buy items from the convenience store on campus”

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“Amy, an American who works as the director of the office of International Program at AUI, gave an informative and useful lecture on Moroccan culture, customs and traditions as well as the policy and safety rules in Morocco in general and at AUI. She knew how to combine between the American humors with Moroccan humors which are very distinct. She makes the local students as well as the American laugh in the process”

### Sunday, June 3rd—Ifrane and Azrou, and discover sites

“The dinner was nice as we sat at an outdoor café with three other American students from Princeton University and one student from Harvard University. These students attend Akhawayn University and are there to study Arabic. We ate at a pizza restaurant and surprisingly the pizza was good. Others in our group sat at another restaurant because they wanted to eat Tagine. Tagine is a Berber dish from North Africa. It is named after the stoneware pot in that it is cooked in”



Design and Photo credit: Sanàa Alaoui – Downtown Ifrane

“I felt home, although I have never visited a Berber city before. Everyone seems relaxed while walking to the old medina of Ifrane”

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“The food was amazing. A healthy mediteranean cuisine, a combination of vegetable ratatouilles with meat, chicken or fish all cooked in olive oil. I was in heaven”

Design and Photography by Sanàa Alaoui –  
At a Berber restaurant in downtown Ifrane

**Monday, June 4- Thursday, June 7--**AUI morning classes with our group and local students and co- instruction of Dr. Jack Kalpakian and Dr. Duckworth.

**Monday June 4<sup>th</sup>, Tuesday June 5<sup>th</sup> and Thursday June 7<sup>th</sup>, 2012 Dr. Kalpakian taught the class**

“Dr. Kalpakian spoke on efficient ways to use irrigation and using land as capital. He points out the relationship between water availability in Morocco and conflict. He also believes that water disputes cause violent conflict between other actors and states in world politics”

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“The point that I found most interesting is that there is a water market in Morocco. This isn’t a literal market but in this understood market water can be rented or bought. Essentially a resident can use water then return the surplus and pays a fee for what has been used. This renter may in turn rent his water when he has a surplus. This type of transaction is done among people with an informal handshake”

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“The classes with Dr. Kalpakian helped shed light on issues that Americans wouldn’t think of as being an issue. While Dr. Kalpakian focuses on many issues he plans to dedicate the next two years to water issues in order to help with conflicts that arise around water rights. These conflicts come about because farmers need water for their livestock. They need to make a living and water is a precious commodity”

**On Wednesday June 6, 2012 class taught by Dr. Duckworth**

“We started class with Dr. Duckworth by talking about culture and the words associated with it. It’s shaped by personal, social, political, dynamic events and it’s contested, contextual, deals with geography, complex, hidden, history etc. I love the graphic example shown with the circle of empathy. The core is the family and self and the next circle is ethnicity. The circle after ethnicity is nation and the circle following nation is cultural group. The circle following nation on the outermost portion of the circle diagram is humanity”

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“We did interesting exchanges with the Moroccan students. We each had to list the values of our country as we see them. We also had to list American and Moroccan priorities, and the misconceptions that we feel the other group has about our country”



Design and Photography by Sanàa Alaoui – A mansion found while traveling to Azrou

**Afternoon Meetings in Ifrane and Azrou:**

**Monday June 4<sup>th</sup> in the afternoon we visited École Primaire Assalam School**

“The school is a government funded school and the school isn’t in the best of shape but I would say that I’ve seen inner city schools in the United States that are similar to École Primaire Assalam School. The classroom had the same things that any elementary school in the US would have. I noticed pictures of the alphabet and geography etc. We visited some of the classrooms and the children seemed like children anywhere happy, excited, shy and a bit awe struck”

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“I appreciated the principal making efforts to meet with our group. We found out after the meeting that he came in just to spend time with our group. He has been out of the office because he had a very sick child in the hospital. He did not want to miss the meeting or cancel”

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“What really stroked me and touched my heart was the principle after an hour meeting with him, and after he gave us a tour and we meet the children, he told us that he came all the way from Meknes, another town, he was at the hospital with his son whose health was deteriorating with cancer. He said in his Berber tradition, he cannot break his promise and cancel on us on the last minute”

**Tuesday, June 5<sup>th</sup> at 2:30 pm: Meeting with Youth without Borders Association’s President in Azrou**

“President of the Youth without Borders Association, who took many steps along with many members of the association to work in helping the local Berber communities to speak and obtain their rights through advocacy in court as well as legislative lobbying in addressing the parliament in implementing their demands for the Berbers’ rights against marginalization”

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“They also participate in helping young people getting involved in awareness campaigns, tutoring children, providing adult literacy classes, educational theatre, and computer literacy”

**Thursday, June 7<sup>th</sup> at 3:30 pm: Meeting at Association ASSASS**



“The first thing that I noticed was the isolation of the town. There were very few people around as it was a small village. We met with the Director and while talking I looked around at the conditions. We met in a small boarded up room and the children used old donated computers. I was inspired by how much they did to help children in the community with so little resources”

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“It was heart breaking to see how these students are trying desperately to make it. The president of the Assass association’s effort in trying to help his marginalized Berber community is beyond admirable”

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Design and Photo credit: Sanàa Alaoui – A mosque in Fez

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“I asked if the Director if he was from this Berber village and he said yes but he doesn’t live in the town but near it and he donates his time to help the youth. He works in a school system during the day, a nearby community as well. There were also several young men that were watching and listening to our conversations. We were told that they were mentors for other children. It was clear that they didn’t have a lot either but they were still giving back”

“They were using education as way of breaking down the structures that are barriers for success. Personally: I know that I learned to be even more grateful for the life that I have. I saw people with a little do a lot. For example: This little town of Ben Smim and ASSASS (assisting primary school children develop life skills and improve academic standing) and the great work they do with virtually nothing”

### **Friday morning and early afternoon, June 8—Old Medina of Fez/site-seeing**

“It was an amazing experience to see the Old Medina which was guided by a professional guide. We saw the first University in Morocco which was built in the fourteen hundreds. Students got a chance to buy souvenirs of Moroccan genuine leather and Moroccan scarves and other things to bring with them home. We also have a chance to relax and indulge from Moroccan Tagines delicacies”

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**Friday late afternoon, June 8—travel to Rabat and settle**



View of the Moroccan parliament from Hotel Balima where we stayed

Design by Sanàa Alaoui and photography by Dr. Duckworth

**Saturday, June 9- Sun, June 10—visits to cultural and educational sites in Rabat and sight-seeing**

“There was downtime for sightseeing. There were four of us that wanted to ride a camel. The Irony of wanting to ride this camel is that one of our group members is from an African country and he had never ridden a camel. He told me that when some Americans find out that he is from Africa they ask if he’s seen a lion and he always answers yes at the zoo. It’s funny how we tend to stereotype people”

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“I was told that camels are about ten hours south of where we were in the Sahara”

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“We arrived at the beach and forgot about the camel. The beach was beautiful and pristine. There were families lounging on the sand, young boys playing soccer (football) and vendors selling their wares. We took time to eat fresh seafood at a beachside restaurant. The food and the entire day were amazing”

“Sad to say there were no camels”

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“Couple of students kept telling me, ‘Can you help us find a camel?’ I did not know if they were joking or for real! I explained to them there are no camels in Rabat, but they were not convinced. Not to hurt their feeling and knowing I cannot find any camel for them, I said, ‘I’ll see what I can do’ they never asked me again. They find out there are no camels in Rabat and we all joke about it”

**On Sunday June 10, 2012,**

We decided to take a tour of Rabat. We started off with the Phoenicians’ ruins. Where we learned history walked the beautiful grounds and saw a very old mosque. Morocco is full of history and religion plays a great part. There were many mosques throughout Morocco. The mosque is a place where Islam followers worship. There were also catholic churches near our hotel in Rabat. I wanted to go to church but when I found out the service was only in French I decided to no to attend”

Design and Photography by Sanàa  
Alaoui – Dr. Duckworth stood by a  
mosque built during the Phoenicians’  
era

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“We visited the *Darih*, which is the tomb of the former king Hassan II, his father, king M5 and his brother Moulay Adellah. I really wanted the students to see the inside. The architecture is stunning. We couldn’t visit because there was a royal function at the moment”

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“Finally our tour ended with a trip back at the beach to view the scenery drink mint tea and eat delicious Moroccan cookies. The mint tea is a staple in Morocco. It can be served with a meal if requested and was served by our host a meeting. I thought the setting was a nice backdrop as we spoke to our tour guide about his views on politics and policy”

## Meetings Mornings and Afternoons in Rabat

### **Monday, June 11<sup>th</sup> at 9:30 am: Meeting with Association Démocratique des Femmes**

#### ***Marocaine (ADFM)***

“This was our first non-government organization we visited in Rabat. It was some awkwardness of cultural differences in communication. The translator translated literally what the host asked for which is “you got to listen in order for me to continue”. Some of the students were trying to help each other understand some of the choking information regarding women abuse and domestic violence. After the meeting, the group reflected on what exactly happened and everyone adjusted with the advice of the GA and Dr. Duckworth to more formality. The teamwork and understanding of cultural differences was shown by each students during each meeting for the rest of the meeting in our stay in Rabat”

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“I was glad to have a break between meetings as it is draining to hear the suffering that women have gone through and still continue to go through”

### **Monday, June 11<sup>th</sup> at 2pm: Meeting with Moroccan Association of Human Rights (MADH)**

“It was an amazing feeling to set with the former political detainees, now leaders of the MADH organization, and listen to their input in an effort to accelerate democracy policies in Morocco. We were not allowed to take pictures at this site”

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“The theory that I saw at work was Lederach’s peace building levels. The mid-range actors as he calls them are the people that run the NGO’s we visited”

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“These NGO’s seem to encompass the 4 capacities of the Moral Imagination”

### **Tuesday, June 12<sup>th</sup> at 10:30 am: Amnesty International**

“This group’s work encompasses both the international non-government organizations as well as local non-government organization. They were very neutral and did not participate directly in a case by case and yet these cases are taken in considerations. The data of these cases are collected and well researched then is sent outside the country to other members who are not Moroccan to deal with the cases. The group we met showed a lot of discipline in the area of policy, law and they were very educated, focused and very hospitable. They brought a fiesta of Moroccan cookies and mint tea while we were in the roundtable discussion”

### **Tuesday, June 12<sup>th</sup> afternoon: Global Rights**

“There were a lot of information and a lot of work this group, an INGO does; however I was not impressed with the style of the presenter, and American who settled in Morocco a while ago. She was all over the place without demonstrating a depth in knowledge of Moroccan politics and culture. I wanted to hear from the Moroccan staff, they were there but they were not invited to set with us in the meeting. I grab couple of books which were written in French and which gave me a better understanding”

### **Wednesday, June 13<sup>th</sup> at 2 pm: National Council of Human Rights**

“The Council talked about the 2004 Truth Commission and their investigated human rights violations. In the final analysis final compensation was talked about and the program is funded by the state, Moroccan union and others. The group also works with projects that deal with women. This group has been successful because all institution recommendations were instituted in the constitution, recommendations like the convention against torture”

### **Thursday, June 14<sup>th</sup> at 9:30 am: Meeting with agents at Center for Democracy**

We have been blogged: <http://centrededemocratieaumaroc.blogspot.com/>

“We visited the Center of Democracy or the Center for Democracy and met with Dr. Ahmed Jazouli. The mission of this group is the promotion of democracy, contribution of development. They educate on democracy and promote democracy with political parties. They contributed with NGO’s on laws that came about regarding human rights. Dr Jazouli says that freedom of demonstration should be an absolute right”

### **Thursday, June 14<sup>th</sup>: early afternoon travel to Casablanca**



This is a view of the room from our hotel

“When we went to the rooms they depicted every bit of the 1912 décor of year the hotel was built. I don’t think they changed one thing since 1912. We went to another hotel by the airport and we were greeted with crisp white sheets a poolside café and beautiful grounds. Ahhhhh”

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“The hotel was recommended by an AUI agent to Dr. Duckworth who took in consideration the agent’s recommendation. We were all surprised to our arrival the condition of the hotel was not what we were expecting. Everyone was exhausted from the trip. But the great thing about this experience that everyone participated in with great team effort to move to another hotel. Our hotel was near the airport and was the state of the art beautiful and the dinner was amazing. Everyone was happy”

### **Friday, June 1—flights home from Casablanca, Morocco to USA**

## **STUDENTS' MINI-BIOGRAPHIES**

**Hilary Aza**

**Doctorate Student**



Hilary Aza obtained his Bachelor of Electrical Engineering and Automation degree from the University of Applied Sciences in Aachen, Germany in 2007. He obtained his Master of Science in Management degree with a concentration in Project Management from Colorado Technical University in 2010. He is currently working on a PhD degree in Conflict Analysis and Resolution at the Nova Southeastern University in South Florida. Hilary obtained his Project Management Professional [PMP] certification from the Project Management Institute in June of 2011. He also obtained a Six Sigma Green Belt Certification in 2012. Hilary has carried out a series of research work in the field of Electrical Engineering. One of such focused on the demo-applications for Atmel Microcontroller. The product of this research is being used as training material for Electrical Engineering students at the University of Applied Sciences in Aachen, Germany. Hilary is the Department Manager for Technical Integration, Certification and Implementation at SecureNet, a technology company in Rockville, Maryland. He recently resigned as the Director of Operations for Education and Certification for the Project Management Institute, Southern Maryland Chapter. Hilary is a native of Cameroon but resides permanently in the United States. He has lived in Germany and is fluent in German, English and French. He also speaks one additional language spoken commonly in Anglophone Cameroon as well as the dialect of his tribe. Hilary's passion is researching and promoting ethics at its highest level in International Project Management while focusing on the impact of culture and conflict on international projects.

**Betty Eugene**

**Master's Student**



My name is Betty Eugene. I am an Associate Professor at Broward College where I have been teaching Speech and Public Speaking for the past seven years. I also teach part-time at Miami Dade College. I am currently enrolled in the Master's CAR program with hopes of transferring the credits I'm earning in the Master's program to the PhD track— this coming fall semester. I am originally from Boston, Massachusetts, however my parents are Haitian. They were immigrants, but are now American Citizens.

**Sharon McIntyre**

**Doctorate Student**



Sharon McIntyre is a Ph. D. student in the Department of Conflict Analysis and Resolution at Nova Southeastern University in Ft. Lauderdale, Florida. She is currently changing careers to follow her passion and calling to work in the peacebuilding field. Sharon received a Masters degree in Public Administration from Nova Southeastern University and has worked as a radio News Anchor / Announcer for several years in the Miami-Ft. Lauderdale market. She then moved to New York City to work in the financial sector as a Relationship Manager for several credit bureaus. Sharon's background includes working as a trainer to train others how to be consultative, listen for clarity and cultivate positive working relationships. She is interested in researching different cultures and analyzing how they resolve various conflicts.



**Gilda Mejia**

**Master's Student**



Born in the Dominican Republic and raised in Spanish Harlem, New York City. I completed my undergraduate work in Riverdale, New York. My career of over 10 years has allowed me to work with people across the age span (infancy-25) in public settings. Upon graduation with a BA degree in Psychology, I began counseling children and their families with cognitive, emotional and behavioral challenges in areas of the inner cities of New York City (Fort Apache, Spanish Harlem and Harlem). Before NSU, I worked with teens, adults and families coping with drug abuse in the rural areas of Las Vegas, Nevada, where methamphetamines use are very popular among teens. I will remain as a volunteer in VOICES training sessions with Dr. Judith McKay to continue helping those in need, educating our community and advocating for social change.

**Jared O'Neil**

**Doctorate Student**



Jared holds a M.S. from the University of Baltimore in conflict negotiation and conflict management, and is currently pursuing a PhD at Nova Southeastern University in international peace and conflict. Interested in human rights advocacy and conflict resolution, Jared has been active in various human rights, peace building, and development projects based in the U.S. and abroad. He is a freelance journalist for the Baltimore Examiner where he has published several articles on human rights and diplomacy.

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**Raquel Perez**  
**Doctorate Student**



Raquel E. Perez is currently completing her PhD in Conflict Analysis and Resolution at Nova Southeastern University. Her experience as a curriculum developer and community liaison has afforded her the opportunity to observe human behavior in numerous settings. Her aspiration is to develop a curriculum that would include strategies that would facilitate the learning process in a culturally diverse environment.

**Kia Fidatoma Raf**

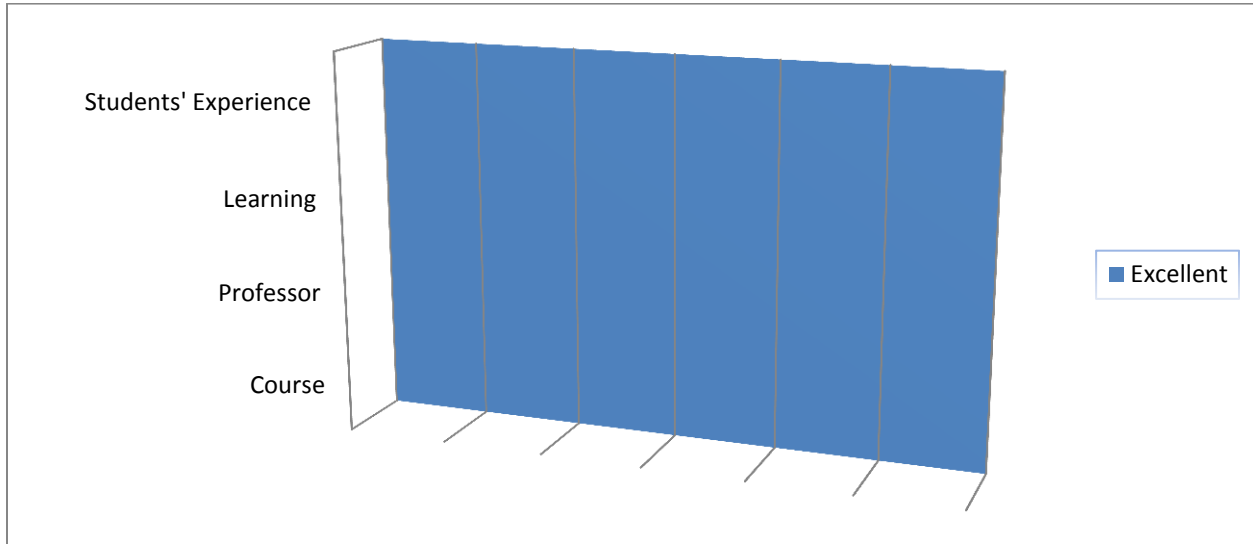
**Master's Student**



My name is Kia Fidatoma Raf and I am a 1st Year National Security Affairs Master's student with a concentration in International Affairs and Global Relations. I am originally from New York but now call South Florida home. Currently, I am an Admissions Counselor at Keiser University and am looking forward to using my degree to advance my career to the government sector. My interest in Diplomacy, Politics and foreign languages has spurred my education and career aspirations and I look forward to the opportunities this hands on education and cultural immersion will afford me.

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### Evaluation of the Course, Professor, Learning and Students' Experience



(This scale is based on 3/8 students' evaluation submission that I received)