

Appendix 1



Austrian Study Center
for Peace and Conflict
Resolution - ASPR

CONCEPT FOR A COURSE ON “PEACEBUILDING”

EXECUTIVE SUMMARY

With a course on “peacebuilding” experts from governments, civil society, the private sector, international institutions and agencies as well as international non-governmental organisations will be prepared and supported for their engagement in crisis prevention, crisis management, humanitarian aid and development cooperation.

The course is based on a comprehensive peacebuilding approach emphasising the human security and basic human needs of the population in a conflict area, protecting and promoting human rights, supporting good governance, democratisation and civil society participation as well as sustainable socio-economic and ecological development, protecting the population by the rule of law and promoting culture, education and information dissemination. This peacebuilding approach aims at counteracting violent escalations flexibly and practically at an early point by non-violent means, and favours a multidimensional peace-keeping approach including military and civilian components on a co-operative and co-ordinated but distinct basis.

The course links this comprehensive peacebuilding approach to the specific professional and personal challenges of experts from a wide range of professional and organisational backgrounds who are already involved or plan to become involved in planning and implementing peacebuilding activities, either from their home base in governmental or non-governmental organisations or in a leading position in the field. Police and military experts involved in planning and implementing police or military activities in conjunction with Peacebuilding activities are also important addressees.

Participants are provided with an overview on the approaches, tasks, instruments and actors for peace-building. Special emphasis is given to the role of gender, gender equality and the contribution of women to peace-building. The importance of the evaluation of peacebuilding projects and programmes for “lessons learned” as well as the relevance of networking for better co-operation is also emphasised.

The methodology of the programme aims at communicating factual knowledge/information, social and interactive competence and practical implementation tools with interactive information sharing, integration and reflection, and complex interactive exercises.

The duration of the course is 9 days (7 labour days). The Workshop will take place at the premises of the Austrian Study Centre for Peace and Conflict Resolution (ASPR) in Stadtschlaining/Austria and will be open to approximately 25 participants nominated by relevant institutions of EU Member States, EU candidate countries and OSCE participating states. As the programme foresees the participation of trainees from (post)conflict areas, two scholarships for participants from non-OECD countries will be offered.

1. BACKGROUND AND AIM

The impact of violent escalation of societal conflicts is felt worldwide through the increasing economic, political, ecological and military interdependence (world market, climate change, migration, dismantling of democracy, weapon proliferation). As a result, the rule of “non-intervention” in intra-state conflicts is giving way to the principle of legitimate intervention, and especially international governmental and non-governmental associations that have taken on security and peace policy tasks are called upon to intervene and settle conflicts. The opportunity to respond to this challenge was broadened when the division into spheres of interest and the resulting blocking manoeuvres by NATO and the Warsaw Pact in the UN Security Council came to an end.

This development provides the background for legitimating enhanced military efforts and the safeguarding of power-political interests worldwide. The dissolution of the Warsaw Pact has failed to generate restraint on power-political and military reasoning. On the contrary: In order to safeguard power-political interests and to legitimise military efforts, security deficits and defence concepts are broadened into a global perception of risk. The terrorist attacks of 11 September 2001 are among the events cited as justification.

However, the efforts bent on settling conflicts and on preventing wars through armament and military prevention are suffering from a loss of credibility and more often than not turn out to be counterproductive. This became evident with the military operations in the Gulf, in Somalia, in Yugoslavia, in Afghanistan and in Iraq.

It has become very obvious that a sole reliance on the traditional resources for state security associated with diplomatic or military strategies is not adequate. There is a lack of appropriate concepts, structures, methods, and instruments including adequately prepared experts emphasising the human security.¹

The violation of basic human needs constitutes causes of conflicts which have to be eradicated by peace-building.² Important peacebuilding tasks (which admittedly lack clean lines of demarcation and frequently overlap) can be derived from major causes of conflicts and the underlying violated human needs given below:

VIOLATED HUMAN NEEDS	CAUSES OF CONFLICTS	PEACEBUILDING TASKS
The need for equal rights and self-determination	Disregard of human rights and of national, religious and ethnic groups	Protecting and promoting human rights and the rule of law
The need for a say in decision-making	Political repression and bad governance	Supporting good governance, democratisation and civil society participation
The need for well-being	Misery and fear caused by social, economic and ecological conditions	Supporting sustainable socio-economic and ecological development
The need for survival	Psychological and physical suppression by private and state violence	Protection against violence
The need for guiding principles and a social frame of reference	Insufficient options for cultural and artistic development, education and free flow of information	Promoting culture, education and information dissemination

¹ The concept of human security was first proposed in the Human Development Report of UNDP of 1994.

² The term Peacebuilding was created by Johan Galtung in the 1970s. For the concept of Peacebuilding see: Lederach, John Paul (1998): Building Peace in Deeply Divided Societies. Washington, D.C: US Institute for Peace. Reyhler, Luc / Paffenholz, Thania (2001): Peacebuilding: A Field Guide. Boulder, Colorado: Lynne Rienner Publishers.

Peacebuilding covers short-, medium-, and long-term programmes which simultaneously address both the causes and consequences of protracted conflicts. It includes not only short term crisis management in order to end violent escalation but also programmes which are related to the needs of the population in the conflict area by addressing the root causes of conflicts and which lay the foundation for social justice and sustainable peace.³ Peacebuilding starts when societal conflicts tend to escalate violently (“preventive diplomacy”, “preventive peace-keeping”, “conflict prevention”), continue when prevention fails and violent conflicts have to be terminated (“peace making”, “crisis management”), and end when conditions for negotiations of a settlement are created, a comprehensive settlement is implemented, and co-ordinated programmes are launched which ensure that the original causes of war are eradicated (“post-conflict reconstruction”, “peace-keeping”, “post-conflict peace-building”).

Peacebuilding also takes into consideration the variety of conflict parties involved. For a coherent and co-ordinated multidimensional response in crisis prevention and crisis management not only diplomats engaged in preventive diplomacy or peace making are necessary. For successfully dealing with the wide range of peacebuilding tasks, a broad range of internal and external actors, including governments, civil society, the private sector, international institutions and agencies and international non-governmental organisations is needed.

Peacebuilding emphasises civilian and non-violent options and is distinct from enforcement actions. In a peace-keeping setting, peacebuilding is part of a multidimensional peace-keeping approach, including military, police and civilian components in a co-operative and co-ordinated but distinct manner.

Successful peacebuilding requires well educated and trained experts, both on the political and administrative level as well as in the field. Unfortunately, too little preparation is offered. Most of the existing study and training programmes focus on state security as well as on issues related to the performance of the own institution (headquarter perspective), and on the executive power in mission areas.

Regarding the preparation for the field, the UN Department for Peace-keeping Operations (DPKO) with its focus on military, police, military-civilian co-operation and supportive civilian functions is an example. Too little preparation for substantive peacebuilding functions is available. The European Union, with its decisions to concentrate its capacity building for civilian crisis management in executive and state related areas of police, civilian administration, rule of law (judges, prosecutors and prison personnel) and civil protection, is another example. However, on the initiative of the informal “EU Group on Training” (EGT), which was established in the framework of the ASPR-coordinated “EC Project on Training for Civilian Aspects of Crisis Management”, training courses were developed for a broad spectrum of functions and tasks (www.eustraininggroup.net). For the development of this approach the long-lasting experiences of the ASPR with the “International Civilian Peace-keeping and peacebuilding Training Program” (IPT) was used. The IPT was developed in 1992 on request from the Austrian Government following the call from the former UN SG Boutros Gahli to establish regional training centres for the support of multifunctional UN peace-keeping operations (www.aspr.ac.at/ipt.htm).

³ Even though the term peacebuilding gained significant currency in 1992 when former Secretary General (SG) of the United Nations, Boutros Boutros-Ghali in his “Agenda for Peace” used the term for the post-conflict phase, peacebuilding should also be related to the prevention phase. This was acknowledged by the SG himself in his “Supplement to the Agenda for Peace” in 1995: “The validity of the concept of post-conflict peacebuilding has received wide recognition. The measures it can use – and they are many – can also support preventive diplomacy.”

Examples regarding the preparation for the more “strategic” level of policy making and administration are study programmes in international relations, international law and security at universities, and other institutions such as the George C. Marshall Center. At European Union level, two major programmes addressing the “Common Foreign and Security Policy” (CFSP) and the “European Security and Defence Policy” (ESDP) exist: The “European Diplomatic Programme” (EDP) was created in 1999, consisting of five modules held at different locations over a period of approximately 6 – 8 month, broadly based on CFSP issues and external policy of the European Union and admitting mainly junior diplomatic staff of member states and EU institutions. In July 2005, a “European Security and Defence College” (ESDC) was established which runs a 5 days “ESDP Orientation Courses” for diplomats, civilians, police, and military on working level, and 5 weeks “ESDP High-Level Courses” with 5 modules for diplomats, civil servants in capitals, police and military on senior staff level. Both courses provide knowledge of ESDP and its further development. In addition, the ESDC runs 3-5 days courses for specialised staff and 2 days high-level seminars for high-ranking decision-makers such as ambassadors, flag officers, and directors.

The course on peacebuilding primarily serves the political and administrative level on the basis of a comprehensive peacebuilding approach. It is designed to enhance the peacebuilding capabilities of experts from a wide range of professional and organisational backgrounds who are already involved or plan to become involved in planning and implementing peacebuilding activities either from their home base in governmental or non-governmental organisations or in a leading position in the field. Scholars involved in research on peacebuilding issues as well as military or police experts involved in planning and implementing military or police activities in conjunction with peacebuilding activities may also profit from the course.

Participants are provided with an overview on the concepts and strategies for peacebuilding and with the knowledge and skills regarding planning, implementing and assessing major peacebuilding tasks. They also learn about the major peace building actors and about challenges regarding the cooperation and coordination between non-governmental and governmental actors including the police and the military. Special emphasis is given to the role of gender, gender equality and the contribution of women to peacebuilding.

The course enhances desirable personal attitudes with regard to conflict sensitive approaches, stresses the importance of the active involvement of the host society, and promotes a reflective and critical approach with regard to the complex issues of peacebuilding when implementing concrete projects in crisis areas. In addition, the importance of the evaluation of peacebuilding projects and programmes for “lessons learned” as well as the relevance of networking for better co-operation is emphasised.

2. CURRICULUM

2.1 Approach

The course on peacebuilding adopts a comprehensive approach with the following guiding principles:

- prevent further escalation of crisis as early as possible (crisis prevention);
- address the root causes of violent conflicts in a great variety of policy areas such as human rights, state/society, economy/environment, rule of law as well as culture/education/information dissemination;
- gear peacebuilding to the needs of those affected, involve and empower them, and assist them in taking charge of societal conditions (ownership);

- avoid adverse effects (“do no harm”) by systematically studying possible sequels (conflict impact assessment);
- try to achieve lasting de-escalation of the conflicts (sustainability) beyond the immediate effect by covering all stages of conflict prevention, crisis management and post-conflict settlement;
- consider the broad spectrum of functions and tasks required during the different stages of the conflict cycle, i.e. mission tasks would include advisory, monitoring, fact-finding, investigation and inquiry, training and capacity-building, as well as executive tasks;
- support the role of gender, gender equality and the contribution of women to peace-building;
- supply information on the own plans and intentions and help objectify reporting on the conflict situation (information);
- emphasise civilian and non-violent options that are distinct from enforcement actions;
- favour a multidimensional peace-keeping approach which includes military, police and civilian components on a co-operative and co-ordinated but distinct basis;
- take account of the interdependence of humanitarian aid, development cooperation and conflict management (interdependence);
- utilise the specific merits of non-governmental organisations and involve the non-governmental agents native to the conflict areas;
- seek to pool the efforts of the diverse international governmental and non-governmental players that are willing to help (cooperation and networking);
- ensure efficient preparation and recruitment of mission personnel (training and recruitment);
- evaluate peacebuilding projects and programmes (lessons learned).

In accordance with those principles, the course:

- addresses the root causes of violent conflicts and the related peacebuilding tasks;
- emphasise conflict analysis in order to address the various root causes of violent conflicts;
- covers all stages of the conflict cycle: crisis prevention, crisis intervention and post- crisis rehabilitation in order to prevent violent escalation of crisis as early as possible and to achieve sustainable results of peace building efforts;
- emphasises peace and conflict impact assessment in order to avoid adverse effects;
- analyses the different roles of civil society, military and police;
- emphasises the importance of the role of gender, gender equality and the contribution of women to peace-building;
- addresses possibilities of protection against violence by international missions (including SSR);
- elaborates the importance of supporting good governance, democratisation and civil society participation;
- deals with possibilities of supporting sustainable socio-economic and ecological development;
- emphasises protection and promotion of human rights and rule of law;
- covers possibilities of promoting culture, education and research;
- considers the importance of the media for information dissemination and public relation;
- considers the role of various non-governmental and governmental actors (including the military and police) with regard to peacebuilding and the necessities and obstacles for co-operation and co-ordination;
- deals with the planning and implementation of international missions;
- raises the awareness about the importance of sufficient preparation and adequate recruitment for peacebuilding;

- promotes the participation in peacebuilding networks;
- deals with funding and evaluating of peacebuilding projects and programmes.

2.2 Modules

The course consists of the following modules:

- Module 1: Introduction
 - Introduction to peace-building (principles, actors, instruments; incl. introduction to international law and institutions)
- Module 2: Workshop on conflict transformation⁴
 - Conflict analysis
 - Nature and function of conflict
 - Root causes of conflicts
 - Conflict mapping
 - Third party intervention
 - Overview and rationale of third party interventions
 - Intervention strategies
 - Impact of third party interventions on dynamics of conflict and peace
 - Peace process development
 - General dynamic of peace processes
 - Creation of peace constituencies
 - Dealing with spoilers
 - Post settlement issues
 - General dynamics of post settlement issues
 - Linking conflict transformation to development
 - Towards sustainable peace
 - Implementation strategies and mechanisms for sustainable peace
 - From mediation to reconciliation
- Module 3: Peacebuilding tasks
 - Protection against violence by international missions (incl. SSR)
 - Supporting good governance, democratisation and civil society participation
 - Supporting sustainable socio-economic and ecological development
 - Protecting and promoting human rights and the rule of law
 - Promoting culture, education and information dissemination
- Module 4: Funding and evaluation
 - Funding and Evaluating peacebuilding projects and programmes
- Module 5: Peacebuilding actors and possibilities for cooperation
 - Supporting the role of gender, gender equality and the contribution of women to peace-building
 - Coordination and cooperation with the police and the military
 - Cooperation and networking between (I)GOs and NGOs involved in international missions

⁴ The modules and subject areas of the workshop on conflict transformation are partly taken from the specialisation course on “Conflict Transformation” developed in the framework of the “EC Project on Training for Civilian Aspects of Crisis Management” ([Hwww.eutrainngroup.net](http://www.eutrainngroup.net)H).

3. METHODOLOGY

The methodology of the course aims at communicating the content taught in the modules in such a way that participants can later apply it in a new setting. Therefore the methodology of the training is based on adult learning principles which allow the relaying of information not only cognitively but also experientially. A participatory approach will be significant throughout the whole course-period enabling participants contributing in their respective field of experience to the content and the setting of the seminar with participating in the discussions and working groups as well as actively sharing their experiences and providing their colleagues with their respective professional and practical insights.

By using such a participatory learning approach, contents are communicated by the following methods:

COMMUNICATION CONTENTS	COMMUNICATION METHODS
Factual Knowledge/Information	Interactive Information Sharing
Social and Interactive Competence	Integration and Reflection
Practical Implementation Tools	Complex Interactive Exercises

Accordingly, the organisers aim at encouraging a climate of mutual trust, respect, and co-operative team work, integrating participants and trainers on an equal level. This should allow capitalising on the experiences of all participants and trainers.

In order to create common basic knowledge among participants and to already achieve some of the learning objectives a reading list with partly recommended, partly required reading material (available on the Internet) is sent to the participants by e-mail three weeks before the beginning of the course. The case study approach is primarily used for transmitting further factual knowledge in the course. Focus is given especially on recent peacebuilding activities. In exercises, such as case analyses of conflict escalation and de-escalation, and through interactive simulations, role-plays etc. participants practise peacebuilding skills and gain experimental knowledge of various concepts. Role-plays and simulation exercises aim at improving social and interactive competencies and thus promote intercultural and gender sensitive understanding.

4. PRACTICAL ASPECTS

4.1 Timing

The duration of the peacebuilding course is 9 days (7 labour days). It will be implemented from 18 – 26 April 2009.

The course starts on Saturday afternoon with an introduction of participants and programme followed by the official opening and a welcome dinner. From Sunday morning to Saturday afternoon classes are scheduled from 9:00 – 10:30 hrs, 11:00 – 12.30 hrs, 15:00 – 16.30 hrs and 17:00 – 18.30hrs. The course will be concluded by an oral evaluation session on Saturday afternoon.

On Saturday evening, the official closing of the course and a farewell dinner will take place. Departure of participants will be on Sunday morning.

In order to support group coherence and therewith also the atmosphere and the results of the learning process, a social event is scheduled for Monday evening.

4.2 Venue

The course will be organised at the premises of the Austrian Study Centre for Peace and Conflict Resolution (ASPR) in Schlaining Castle and the Conference Hotel Burg Schlaining in in Stadtschlaining/Austria.

Stadtschlaining is a small town situated about 120 km south of Vienna in Austria's Burgenland province near the Hungarian border. The 15th century Schlaining Castle, housing the offices of the ASPR and the conference centre of the Hotel, together with the European Peace Museum, is a beautifully-preserved fortress which has been restored with modern facilities providing seminar-rooms, conference space, administrative offices, and a small computer lab for the participants. The Knight's Hall and an additional seminar room as well as a computer lab will be used for the purpose of the course.

The environment guarantees tranquillity, and encourages participants to fully concentrate on the training. It also supports team-building mechanisms outside the seminar room.

A 25.000 volume peace library, located close to the castle in the town's former synagogue, will serve the participants research interests during their stay in Stadtschlaining.

Participants and lecturers will be accommodated in the Conference Hotel Burg Schlaining****. The hotel is located across the street from the Castle. The hotel, dating back to the 17th century, combines historical walls with modern comfort. Trainers and participants will be provided with single rooms with bath, cable TV, mini-bar, and telephone.

The hotel bar, steam bath, sauna, solarium, fitness room, and billiard room are available for the participants for recreation during their spare time.

4.3 Logistics and Services

Under the special direction of the ASPR course director who is responsible for the design and planning of the course, the administrative staff will deal with all the logistics for participants and lecturers and will provide secretarial and organisational services before and during the course.

The organisers will facilitate the booking of accommodation for participants. Before their arrival participants will receive all relevant information about their stay at the ASPR and in Stadtschlaining.

A joint bus transport will be organised from Vienna International Airport at arrival day and back on departure day. Upon arrival participants will be handed over a briefcase including the programme of the course, reading material and additional practical information for their stay. At the end of the course the participants will be given a certificate of achievement of the course.

The Peacebuilding course will be moderated by the ASPR course coordinator. The ASPR staff will also be in charge of the management of the seminar rooms, in order to ensure the functioning of the training and to arrange the seminar room according to the lecturers' training exigencies.

4.4 Teaching Staff

Faculty will be drawn from an international group of resource persons familiar with EU, UN, OSCE and NGO activities in the field of peacebuilding. Special attention will be paid to the fact that resource persons should have extensive practical experience as well as the ability to substantiate that experience also conceptually. Furthermore they need to have excellent didactical skills.

4.5 Selection of Participants

The Workshop will be open to approximately 25 participants nominated by relevant institutions of EU Member States, EU candidate countries and OSCE participating states. As the programme generally foresees the participation of trainees from (post)conflict areas, two scholarships for participants from non-OECD countries will be offered.

Besides the organiser's efforts to ensure a heterogeneous participants group with regard to their professional and organisational background, organisers will also strive towards an appropriate level of national and gender balance represented within the group. However, as a limited number of participants can be accepted to each course, priority will be given to those nominees who best fulfil the prerequisites.