

Nonviolent Peaceforce

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Nonviolent Peaceforce Feasibility Study

5. Training and Preparation

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The research was done by Peaceworkers as part of the research phase of Nonviolent Peaceforce with the support of USIP. The opinions, findings, and conclusions or recommendations expressed in the publication are those of the author(s) and do not necessarily reflect the views of Nonviolent Peaceforce or the United States Institute of Peace.

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5. Training and Preparation

Christine Schweitzer

5.1 Introduction¹

Training is a process by which one acquires new skills or further develops existing ones. In contrast to other, more academic types of learning, training describes "learning formats leading to changed behaviours in action situations" (George Lakey).²

There are many types of training with potential relevance to NP. There are conflict resolution trainings, mediation trainings of different sorts, trainings in nonviolent communication, training against prejudice and racist attitudes, training for empowerment, trainings for specific tasks like election monitoring, nonviolent actions trainings, trainings in dealing with direct violence and many more. For each of these categories of trainings there are trainings for trainers, sometimes rather loosely organised weeks, sometimes certified programs running over several years.

And as varied are the target groups for trainings: ranging from pre-school children to pupils, potentially violent youth, prison inmates to lawyers, social workers, teachers, police, soldiers and all the other professional groups one can imagine.

Training for volunteers/staff preparing to work in civilian missions of conflict transformation may include different elements. They could include a number of different training elements, including some sort of basic training, trainings related to the specific roles which people may be called upon to undertake (also called function-specific or task-specific training/preparation, and preparations for a specific deployment (also called mission-specific training).³ This last type of training may be more focussed on relevant issues for that deployment, as well as including information on the sending organisation, country, conflict and often intensive language training.

In addition to these three kinds of pre-mission training, there can also be on-going trainings that may not be directly related to preparation for deployment but may be more aimed at developing and improving one's skills generally. There is also in many cases an on-going programme of trainings in the field, *during deployment*, in order to constantly improve and expand skills relevant to the deployment.

Generally, there are several approaches to training, and it is important to be aware of them when comparing goals, programs and contents of trainings. There is a big dif-

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I have to give special thanks to Tim Wallis who went over a draft of this chapter and made a large number of additions, corrections and comments (of which I did not all include here), as well as to Hagen Berndt, Jill Sternberg and Stella Tamang who were willing to give an interview to me in the middle of a two-week training at the Kurve Wustrow they were just giving, and to Arno Truger and Elise Boulding who commented on the finished text. The responsibility for the contents of this chapter is of course mine alone.

² George Lakey, "Why training for nonviolent action?", print from the International Journal of Nonviolence, VOI II, No 1 (without date). Similarly it could be read in a leaflet from PBI and Kurve Wustrow: "A training is different from a seminar. Its focus is on becoming conscious of values underlying our actions, and transforming them into actual behaviour. It can be emotionally stressful." (Leaflet for European Volunteer Training January 4-17, 1996)

³ See Truger 2001:36

ference in approach between the nonviolence trainers, who focus more on personal development and inter-personal dynamics, and other approaches which focus more on skills, techniques or analysis of particular conflict situations.

Another major difference among nonviolence trainers is between Western and Gandhian styles. In a nutshell, the difference may be that the Gandhian style looks at the participants as whole beings who participate in the training with her/his whole personality, undergoing a longer-term transformation and in addition acquiring a variety of skills. Trainers and training institutions on the African and South American continent have developed yet other approaches, e.g. trying to refer to traditional ways of conflict resolution, or being inspired by the teachings of the Theology of the Oppressed. Generally, trainings in the Southern Hemisphere tend to concentrate more on empowerment of the oppressed. The issue of intervention, and of non-partisanship does usually not play a role.⁴

The Western style often is more skill-oriented, though training institutions vary very much in how much emphasis for example they lay on the philosophy of nonviolence, and/or on influencing personality traits etc. In the extreme, the Western thesis is that personal or social competences cannot be learned - a view taken e.g. by the development services in the German debate on training for Civil Peace Service⁵, while the Gandhian is that everyone can change, no matter at what age she or he starts.⁶

As will be described more in detail in the next chapter, some organisations forego everything but specific mission-preparation.

⁴ Stella Tamang in interview; Kübler 1999. This also explains the lack of training institutions specialised on preparing personnel for civilian missions outside Europe and North America.

⁵ Georg Sticker 1998 and 2000. (AGEH). He lists a profile of a CPS expert going to work in Brazil with the landless movement there, saying that knowledge about country, conflict, institutions and office communications can be taught and learned in full; organisational competences, language, journalist skills, behaviour in violent situations, knowledge of development policy in general and practical skills can only partly be taught, and personal/social competences (ability to live in an isolated area, stability, ability to tolerate closeness, being a person exercising restraint, and team abilities cannot be taught but at maximum supported. See also Tempel 2000:226

⁶ Desai (1965:4) defines four objectives for training in non-violence: 1. To enable participants to reach a deeper understanding of non-violence; 2. To equip them with skill for individual or mass action; 3. To train them for democratic leadership in conflict resolution through non-violence; 4. To help them develop attitudes leading towards non-violence.

5.2 Practice of intervention organisations

Generally it seems that most nonviolent and other intervenors described in Chapter 2 of this study prepare their staff/volunteers with training courses between one and three weeks⁷. This is or has been the case for PBI, Witness for Peace, Michigan Peace Teams, and most of the Civil Peace Service Programs described in Chapter 2 of this research, as well as the larger scale training programmes now preparing civilians for deployment with the OSCE and the UN. There are a few organisations that at least in the past have offered almost no training or preparation (for example OSCE⁸ in the past or PBI at the very beginning).

The only exception I have encountered of organisations providing longer preparation for their own staff are some development services that prepare their personnel for a duration of up to almost one year⁹, including intensive language studies. These preparations often are tailored to the individual needs of each participant.

The other trainings that are longer than 3 weeks (apart from the more academic trainings run by various universities, etc) are provided by organisations that have specialised on training, accepting individual participants from different projects. Project organisations may either send their staff to such courses (as in the model of the German CPS), or recruit their volunteers/staff from the participants of the courses.¹⁰ To mention just a few of them in Europe: Responding to Conflict in Woodbrooke with 3 month courses once a year that take place since 1991, "Working Group Qualification for Civil Conflict Resolution/Civil Peace Service" in Germany with 4-5 month courses that take place twice a year since 1997, International Peacekeeping Courses in Stadtschlaining/Austria of 2 plus 2 weeks (2 weeks basic, 2 weeks specialisation) organised three times a year since 1993.

In the Netherlands, France and Germany there are now training courses organised within the framework of the respective Civil Peace Services there. In the Netherlands there is a course of 4 weeks, in France there is a 3-module training of 1-2 weeks per module stretching over the period of one year, and in Germany there is a 4 month course held *en bloc*. All three courses have problems with finding enough participants

⁷ ZFD, BVTN and Global Peace Service all proposed originally training courses of one year, but subsequently scaled these down to a few weeks or months.

⁸ The OSCE (www.osce.org) as an organisation offers some mission preparation at their headquarters in Vienna. Participation is open to those who have already been accepted for an OSCE mission. The courses last two days and are free of charge. In addition, in some countries, governments recently have started to fund and/or organise courses for civilian OSCE (or UN) personnel that is either concretely preparing for a mission, or added to a roster: Austria uses the Peace Centre of Stadtschlaining, and the German Foreign Office has run 2 week courses for two years now.

⁹ DED (German Development Service): 8 months, including one part of preparation in the host country (Würtele 1998); EIRENE: 3 months including 2 weeks preparation for deployment organised by EIRENE itself; World Peace Service: 3 months, AGEH: average of 5 months, Services Oversees: 3 weeks preparation for departure and additional qualifications as needed. (Berndt 1998). In Germany there is one training institute specifically designed for development aid workers. In the future it will be re-organised and united with training facilities of two or three other development services.

¹⁰ The difference between the two approaches usually being the issue of who is paying for the course - the sending organisation or the participant.

wanting to prepare themselves for work abroad.¹¹ Most established sending organisations (including EIRENE, other development organisations and PBI) have not made much use of these courses. In the Netherlands the Dutch project managed to get the Military interested in the course, while in France and Germany the governmental side has set up other courses for their people.

In North America longer-term trainings are offered mainly by colleges/universities like Eastern Mennonite University, the Canadian Lester B. Pearson Peacekeeping Institute; there are fewer free-lance training institutions than in Europe (: (George Lakey's institute in Philadelphia being one).

A very few organisations have placed at least part of their training in the country, as the very beginning of the work. Witness for Peace is one of them: They organised a training in the home country, and then a 3-week training in the country where the volunteers visited places, liaised with families and checked in daily with the trainers.¹²

Sometimes, mission-specific training (preparation) is separated from general training, while other organisations (e.g. the smaller peace teams) tend to lump the two together. If there is special preparation, it usually includes information on country, culture and conflict, sometimes language training. Some organisations and missions (e.g. EMPSA/South Africa) have organised the preparation in the field, while others prefer to do it before departure to the field (German development services).

Some organisations combine assessment with training, for example Peace Brigades International. At the end of their trainings, there is a self-evaluation of the participants as well as an evaluation by the trainers, ending up in a recommendation to the applicants if they should become volunteers with PBI or not. Balkan Peace Team has experimented with the same form but gave it up after two years because it seemed to BPT that the knowledge of being assessed weighed too heavily on the participants, and prevented them from being open to learn.

The International Committee of the Red Cross (ICRC) and the International Federation of Red Cross and Red Crescent Societies¹³ have introduced one-week (5-6 days) Basic Training Courses that since 1993 are organised by all National Red Cross Societies. These courses are intended to introduce new staff to the Red Cross/Red Crescent organisation, and to prepare them for fulfilling their role as delegates in the field. The courses serve also to evaluate the participants, and to come to recommendations about possible future positions. Before eventual departure to the field, the new staff members undergo additional preparation at the ICRC headquarters in Geneva.¹⁴

The OSCE has recently begun to get interested in training for their civilian personnel. Because it had enormous problems finding a sufficient number of civilian verifiers at short notice for the Kosovo Verification Mission (see Chapter 2.4), the REACT (Rapid Expert Assistance and Co-operation Teams) program has been started in 2000/2001. REACT establishes a matrix of personnel requirements, unified recruitment procedures, and pre-mission training standards. Some countries have started to organise courses for

¹¹ Information from Bart Horeman (e-mail 16.7.01) on BVTN, own knowledge of the author on the German courses, verbal information from MAN representatives of the situation in France.

¹² Schirch 1995:80; I do not know if this is still current practice.

¹³ Having more than 170 National Societies, see Wouters 2001:43.

¹⁴ Wouters 2001.

future OSCE personnel, e.g. the German Foreign Ministry developed a 2-week training, and institutions in Austria and Switzerland started giving training for OSCE personnel (see below).

Regarding military peacekeeping, there is a big difference between the sending countries whether and how much special training soldiers receive for peacekeeping missions. If there is training, it is usually one or two weeks, organised on a national basis, although some of the trainings are open to participants from other countries. Some countries have established training institutions specialising in peacekeeping, for example the Lester B. Pearson Peacekeeping Institute in Canada, the School for Peacekeeping Missions at the Netherlands Manoeuvre Training Centre, the Cairo Center for Training on Conflict Resolution and Peacekeeping in Africa, and the Peace Training Centre in Turkey. In other countries, military academies or comparable institutions take care of this training, e.g. the US School of the Americas or the Swedish National Defence College. Some national militaries have their soldiers come together for a few week special training before sending them abroad, giving them some basic information on the country and the mission before departure. Others may have no special preparation at all.¹⁵

Mission preparation has been a special problem for those organisations that do not train their own participants but send their people to training institutions (like IPT/Stadtschlaining, German CPS etc.). These training institutions usually are unable to provide mission oriented preparation because they have in each course people training for different missions. Truger (1995) already stresses the importance of that preparation but IPT had not seen itself as the place to set up such preparation.¹⁶ The International Trainings of the German Kurve Wustrow have a few times given the possibility to projects like BPT of attaching 2-3 special days to the general training. German CPS had originally expected the sending organisations to organise two weeks of mission preparation after the end of the course, but this has not been realised so far.

Information on approach and field policies of the sending organisation may either be included in the training - usually if it is a training set up by one sending organisation for its own staff, or in the preparation - especially if the staff attended trainings open to future participants in different missions.

To summarise, there are basically the following different options available for organisations sending personnel to conflict intervention missions:

- They may organise a training of their own (examples: Peace Brigades International, Witness for Peace, Austrian Peace Services)
Given the rather small number of volunteers needed each year, it usually means that there are only one or two trainings per year, and that again means that there are longer waiting periods for applicants until they can attend and complete their training. But the sending organisations can fix the dates to meet their needs.
- They may send their personnel to trainings offered by training institutions (examples: German Civil Peace Service, UN and OSCE, sending their personnel to institutions like Stadtschlaining, Swiss Peace Foundation or Scuola Superiore Sant'Anna in Pisa, Italy, as well as NGOs sending their personnel to institutions like Responding to Con-

¹⁵ See Peacekeeping Training Courses Database, set up by the UN Peacekeeping Department. (www.un.org/dpko/training/)

¹⁶ Verbal information by Arno Truger

flict/England or Kurve Wustrow/Germany)

In that case the sending organisations do not have to invest time and energy into the courses, but on the other hand are dependent on the dates of the courses which they cannot influence. In the German CPS there are a few examples of organisations which decided not to send an applicant to the course rather than wait for several months for the course to start.

The training institutions, on the other hand, have the problem of finding enough participants for their courses, especially the longer-term courses. The 4-month German CPS course has never managed to fill its courses, and a comparable middle-term program organised by an Ecumenical organisation has been reduced in favour of part-time courses people can attend while working in their normal profession. Responding to Conflict allows for participation of only part of the program at one time. As mentioned above, also the projects in France and the Netherlands have had problems with filling their courses with appropriate participants.

- Kurve Wustrow once tried as an experiment combining the training for three peace team organisations in a European Volunteer Training: In January 1996 volunteers from Peace Brigades International interested in going to Sri Lanka, from Balkan Peace Team preparing for work in Croatia or Serbia, and Christian Peace Service came together for two weeks.
- They may organise a preparation tailored to fill the gaps each individual staff person newly hired still has (example: German development services).
- They may hire only staff who are sufficiently qualified, e.g. by having attended courses of training institutions at their own expense. (This has been at least in the past the policy of OSCE and often also UNV).

Besides trainings and preparations, there may be five other related kinds of events (see also Chapter 6, Personnel):

- Orientation weekends like PBI runs , and which may already serve to pre-select applicants besides informing potential volunteers about the work of the organisation.
- Assessments that sometimes combine some training elements with their basic objective of choosing future volunteers (e.g. Balkan Peace Team)¹⁷
- Specialisation courses, e.g. in election monitoring or in mediation that people might attend before going to the field, or after having been to the field for some time already.
- Reflection, perhaps combined with further training during the mission.

When BPT had more than one team in the field, the teams used to meet twice a year to discuss and compare their experience, and sometimes an external trainer was present to work with the team.

The majority of the personnel sent out under the German CPS scheme meets once a

¹⁷ Balkan Peace Team has been one of the organisations holding extra assessment weeks separate from (consequent) training. These weeks combined the introduction to BPT and its work with some training elements (working in a team, conflict resolution, report writing, a day-long simulation role game) and with an assessment at the end of the participants. The general evaluation of these assessments has been positive both from the side of the participants and of the organisation. (See for example "Report on BPT Assessment, September 22-26, 1997, in Amersfoort/NL")

year at something called Practice Reflection Seminar, a meeting that is led by two trainers of the 4-month course plus one or two externals.

Also the evaluation of the International Training of the Kurve Wustrow emphasised the use training has for participants with long-term practical experience. Kübler states: "There is a big need for this kind of follow up training for people already working."¹⁸

- Debriefing meetings after the end of the deployment
While most organisations emphasise the importance of such debriefings, it seems that in reality it is often handled in a rather informal way - a meeting with a rep of the organisation (BPT) or a visit in the office. Only some volunteer and development services seem to set up regular debriefing weekends.¹⁹

In the ideal case, there is training accompanying a volunteer from the time of her/his application to the end of her/his work for the organisation.

¹⁸ Kübler 1999:9

¹⁹ And some UN Member States organise debriefings for their UN soldiers, e.g. Denmark. The Netherlands offer this service also to civilian personnel (Information by Arno Truger).

5.3 Goals, contents and organisation of trainings

5.3.1 Goals and curricula

The general goal of those small and large-scale intervenors who organise their own training is to train and prepare their staff/volunteers in a way that they are capable of doing their job.²⁰ That means that usually training and mission preparation elements are mixed; in some cases preparation might loom higher than basic training. Humanitarian organisations like ICRC might concentrate solely on introduction to their mandate/goals, and mission preparation.

Kurt Südmersen²¹, one of the creators of the CPS curriculum, has defined five fields of competence generally important for training:

1. Competence to de-escalate violence and contribute to constructively dealing with conflict in those conflicts an individual is involved in (change of social behaviour);
2. Competence to co-operate in groups in such a way that the skills of all participants are used in an optimal way to work on solving problems and dealing with conflicts;
3. Competence to recognise and analyse conflicts;
4. Competence to know standardised methods of conflict transformation, and choosing the right ones for the conflict in question;
5. Competence to intervene in conflicts on the private, social and professional level.

²⁰ A survey done by the German AGDF (The German umbrella of mostly protestant peace services and training institutions, see chapter 2 (Arbeitsgemeinschaft Dienste für den Frieden) among sending organisations resulted in a list of qualifications expected from 'peace experts' in the field:

Capacity to recognise conflicts and analyse them;

Understanding of theoretical models of conflict dynamics and the ability to leave them behind you in a concrete situation;

Capacity to determine and question one's own role;

Capacity to choose appropriate methods of nonviolent intervention and apply them;

Sufficient knowledge of language, local situation and culture to use these instruments efficiently;

Knowledge of relevant structures of international organisations, regional networks and important local partners;

Developing empathy with other people;

High degree of ability to communicate, diplomatic skills;

Intercultural competences;

Team work capacities;

Pedagogical skills;

Skills to develop and evaluate concepts and strategies for one's own work;

Self-organisation, dealing with/avoiding burn-out;

Sufficient knowledge of administration, office and project management, fund-raising;

Having the necessary technical know-how;

Knowledge of the sending organisations (history, structure), adequate dealing with those structures.

In addition it is also necessary to deal in the trainings with one's own motivation and attitudes.

Berndt 1998. The survey was done in 1997, and included the most relevant sending organisations in Germany.

²¹ Südmersen 1998

While the goals and the curricula developed to meet the goals may vary slightly, it seems to me that most of them reflect these qualification needs, only putting the emphasis perhaps on different aspects. As mentioned above, one of the differences is the question whether preparation for concrete deployment is part of the training, or if the training is rather open/basic or orienting people for work with different organisations.

To give some examples, I have compared the goals of five different trainings in this category, three open and two organisation-specific²².

1. Narayan Desai, the head of the Vedchhi "Institute for Total Revolution" formulated already in the 1960s the below quoted four objectives for training in non-violence²³.
2. Witness for Peace is one of the organisations combining training and preparation. They describe in their Manual six goals for the training they gave their volunteers who prepared to go to Nicaragua in the 1980s²⁴:
3. The four-month courses of the German CPS aim at providing a general training in skills needed for Civil Peace Service, but have tried to include some elements of mission preparation whenever possible. They distinguish seven general objectives²⁵:
4. The (international) trainings of the German centre "Kurve Wustrow" have been developed in close co-operation with the Nonviolence Education and Training Project of the International Fellowship of Reconciliation. They define five central goals, and seven aims of the training. The general goals were:
 - "To build on long term experiences of Peace Teams;
 - To anchor nonviolence as a liberating force;
 - To stimulate creativity in dealing with new situations;
 - To work closely with the needs and expertise of the participants;
 - To empower participants to reflect on their own situation, to identify needs and to adjust the training accordingly."²⁶
5. The Basic Courses of the Red Cross/Red Crescent Societies are intended to introduce new staff to future work as delegates in the field, as well as to assess their qualifications and skills (see Section 7.2).²⁷ They do not specifically deal with conflict, or conflict intervention.

The comparison shows clearly the different emphasis that is laid on personal growth and nonviolence on the one hand, and teaching participants specific skills and specific knowledge on the other.

²² Unfortunately, many organisations seem not to have bothered to formulate detailed goals, or otherwise I have been unable to locate them. So neither Peace Brigades International, nor Responding to Conflict could be included in this comparison.

²³ Desai 1965:4

²⁴ Witness for Peace Training Manual, Third Edition, November 1986

²⁵ Curriculum 'Training for Conflict Transformation/Civil Peace Service' (2000), authors: Hagen Berndt/Konrad Tempel.

²⁶ Kübler 1999:5.

²⁷ Wouters 2001.

Table 5.1 Comparison of Goals defined by different nonviolent training organisations, compared with goals of basic training of ICRC

Institute for Total Revolution (1965)	CPS Course Germany (AG Q) (2000)	Kurve Wustrow; International Training (1998)	Witness for Peace (1985)	ICRC Basic Train- ing Course (2000)
To help them de- velop attitudes leading towards non-violence	Personal growth	To assist partici- pants in the devel- opment of a deeper awareness of their personal strengths, weak- nesses and priori- ties in their work		
To enable partici- pants to reach a deeper under- standing of non- violence;	To value attitudes and methods and to practice it con- sciously (nonvio- lence)	To nurture a deeper under- standing of nonvio- lence in our atti- tudes, thinking and practice		
	To contribute to peace creating and promoting struc- tures and ways of communicating / "peace building" (conflict transfor- mation)	To gain mutual un- derstanding and develop a feeling of solidarity and empowerment	A sense of unity and with a prayer- ful, nonviolent spirit	
	To analyse, under- stand and work on conflict (analysis); To understand de- velopments of the society / social causes and to work on them (analysis)			
		To develop skills in relation to nonvio- lent conflict inter- vention		
		To explore issues and situations that participants are likely to confront in direct intervention /nonviolent action in areas of war / civil war / violent conflict;		
To train them for democratic leader- ship in conflict resolution through non-violence	To cooperate in groups and teams (Group compe- tences and techni- cal skills)		An effective, agreed-upon deci- sion-making capa- bility.	

	To be able to notice gender aspects and to derive relating goals for volunteer practice (analysis)			
	To understand and consider intercultural correlations (conflict transformation)	To explore the social and political circumstances that the participants work in and develop a critical understanding while respecting differences	.	
		Future preparation of those people who are involved in nonviolent action as a form of third party conflict intervention in areas of war or violent conflict	Ideas about what the team wants to do while understanding the need to be flexible and adaptable	To provide participants with knowledge and practical tips to help them work effectively in a delegation
To equip them with skill for individual or mass action	To use technical skills (group competences and technical skills)			To discuss issues, problems, and challenges participants may meet in situations of conflict, disasters, and development; To help develop participants' skills in relation to relief and development issues and dilemmas
			Knowledge on how to stay healthy	
			A good understanding of WfP	Understanding of and commitment to RC/RC structure and principles
	To understand and value the conditions, situation of the guest country / the region of conflict (Specific situation)28		A basic understanding of Nicaraguan history, politics, language, culture, and U.S. involvement."	
				Provide participants and National

28 But remember that the participants usually go to very different countries.

				Society with the opportunity to reassess their suitability as RC/RC delegates
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5.3.2 Length and structure of courses

There are different curricula for longer-term training courses that have been developed over the last years. To mention only two of them:

The Christian Council of Sweden has produced a curriculum for a 8-12 week training for Nonviolent Peace service, based on experiences collected in 12 training sessions/seminars given by different actors, among them the Swedish Military Academy, University Uppsala, Centre for Nonviolence Osijek, Responding to Conflict Birmingham.²⁹

The Federation for Social Defence (Germany) has published a curriculum for a one-year training in CPS in 1996. It has become the basis for the mentioned 4-month-course.³⁰

But the organisations that developed these curricula all found themselves having to scale them down to a few weeks or months when they started to implement their visions.

One of the longest is the German 4-month (11 weeks)CPS course. It is based on a spiral curriculum, meaning that topics are touched upon more than once because it is assumed that this way of learning is more appropriate for adults. Four aspects determine the conduct of the training:³¹

- Orientation toward subjects as defined in the curriculum;
- Orientation toward the needs and experiences of the participants;
- Orientation toward the future projects of the participants;
- Process orientation.

It is structured as follows³²:

Table 5.2

5 weeks Basic Training	2 weeks guest at a project in Eur.	1 w break	1 w Eval	4 week Training deepening	2 w Spec col

²⁹ Empowerment for Peace Service. A Curriculum for Education and Training in Violence Prevention, Nonviolent Conflict Transformation and Peacebuilding, ed. Christian Council of Churches, Stockholm (1996).

³⁰ Training for nonviolent conflict transformation. Two Curricula, ForumZFD/Bund für soziale Verteidigung, Bonn/Minden 2000.

³¹ "Themen und Inhalte Kurs AG" 2000 b", concept paper.

³² Graphic stems from the Curriculum 'Training for Conflict Transformation/Civil Peace Service' (2000), authors: Hagen Berndt/Konrad Tempel (a.a.O.); the numbers of weeks are as practiced today (autumn 2001). In comparison to 2000, the length of the deepening phase has been prolonged, and the basic training shortened. (Before it had been 7 weeks 'basic' to 2 weeks 'deepening').

Language courses that originally were part of the course have now been separated; but some sending organisations provide intensive language training of 4 weeks or more after or before the course, using the facilities of a development organisation that regularly offers such language training in small groups or for even for individuals.

The IPT courses in Stadtschlaining (4 weeks) have a simpler structure, 2 weeks foundation course are followed by a specialisation course of another two weeks:

Table 5.3

2 weeks	2 weeks
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Shorter trainings usually do not have such a structure but try to deal with each subject one by one, often matching the prepared agenda with the needs formulated by the participants. In the extreme, the participants have been offered a list of possible themes, and were asked to choose which ones to tackle, and in which order.³³

Some nonviolence trainings - as PBI trainings and BPT trainings - ask the participants to form small groups (base or affinity groups) for the time of the training. These groups give the participants an opportunity to share in a more informal way, and may be used as a tool for on-going evaluation during the training.

Some also value the aspect of living together during the training as an exercise for team work in the field, e.g. by cooking and sharing other household chores.³⁴

5.3.3 Contents areas for general training, mission preparation, and specialisations³⁵

In the appendix several course programs of European trainings are listed. In spite of the regional concentration of one continent, these course programs clearly show the differences that reflect the different approaches taken by organisations aiming at preparing volunteers/staff for missions abroad. The main differences are:

- Dealing with the issue of nonviolence. Some NGOs from an explicit nonviolent background put much emphasis on it, some deal with it within a longer list of different topics (German CPS course, Responding to Conflict), others - and they constitute probably the majority, from governmental /OSCE trainings over university-based ones to the preparations offered by development organisations - ignore it.
- Conflict analysis and strategizing about conflict, approaches and strategies of intervention play a larger role in trainings given by NGOs.

³³ The Kurve Wustrow has experimented with that method. But participants usually had problems choosing because they did not know what the topics were about, nor know what they needed. The evaluator therefore recommends not to have a very open planning process at the beginning. (Kübler 1999:10-11)

³⁴ The German CPS course has after two years in a house where participants were served all meals decided to go to a 'simpler' house in order to provide this aspect.

³⁵ Sources: Schirch 1995:82 pp; the training programs quoted in the appendix.

- Dealing with the mandate and role of international organisations in the field, including the issue of civil-military co-operation. In the sample, the latter only comes up mainly in governmental courses.³⁶
- International Law is, within the sample, only dealt with by governmental courses.
- Practical exercises like 4-wheel driving, radio communication, mine-awareness training are also only dealt with in governmental courses

What they basically all have in common are:

- gender issues,
- intercultural communication,
- working in a team.

5.3.4 Methods

Most trainings put much emphasis on participatory learning methods. Role plays and simulation games play a big role, as do working in small groups, practical exercises and other interactive methods.³⁷ To give one example from the International Training for Nonviolence in the Context of War and Armed Conflict (Kurve Wustrow 1998): "Methodologically, the training was organised as a shared process of learning, mainly employing participatory exercises. Participants learned by sharing their experiences, discovering new aspects and evaluating them. As such, the training was a combination of short theoretical inputs, the introduction into models of conflict intervention, practical exercises like role-plays or the application of a theoretical instrument of analysis, and the evaluation of these experiences. Among these, the extended role play offered special experiences, integrating a lot of skills and issues previously discussed into a single scenario lasting over an evening, a night and the following morning."³⁸

The trainings differ in how much more traditional means of learning and teaching like talks, written material, preparing own talks are used. It seems that generally nonviolence trainers prefer a learning style by experience rather than by having the right definitions presented, while the more traditional courses work intensively with long presentations, perhaps including a simulation game or a role-play.

5.3.5 Costs of Trainings

The costs of trainings vary widely both on a regional basis, and are dependent on who the trainers/ the training institution are. Basically, the following five kinds of expenses might occur:

1. Rent of venue; if participants stay in-house: accommodation, food;
2. Honorarium of trainers. It seems that the market is very different in different countries. But generally there is a tendency for experienced trainers to make a living by

³⁶ And in the IPT course in Stadtschlaining.

³⁷ See Truger 2001:41.

³⁸ Kübler 1999:4, 13 . Role plays are usually well received by participants, and are one of the elements participants tend to remember later.

giving trainings³⁹, which means that they do not work for free, or not usually(?). Also within one country, prices might vary. To give an example: Training honoraria in Germany vary between DM 500 and 1,500 per day (that is between 217 and 652 US\$), with some professionals asking even higher prices.

3. Materials for the training: This is, even if modern technology, like Powerpoint presentations and the like, is used, rather negligible compared to the other budget items.
4. Travel of participants: If the participants are staff/volunteers of a specific organisation, their travel is usually paid. How much that is obviously depends on the distance.
5. Salary for participants*: Professional organisations usually pay a salary for their staff while they attend the training. That might be somewhat lower than in the field.⁴⁰

To give just one example of total costs: The 11-week CPS course in Germany costs per participant (total costs, including salaries for trainers) about 40,000 DM, that is ca. 18,000 US\$.

5.3.6 Trainers and Participants

Most of the training in this field is not recognised anywhere in the world as a certified profession - like e.g. an electrician in many countries may only call herself/himself such if s/he has passed a certain vocational training and final exam. Some professional groups (e.g. family mediation, lawyers) may give certificates only to candidates who have passed a certain curriculum. Some vocational training institutes might additionally require practical professional expertise in the profession whose members are to be trained, though this is a criterion that is often not fulfilled. (For example, PBI prefers trainers who have been to the field themselves, but the German 4-month CPS course has no trainer with practical experience as a CPS volunteer.)

That means that, particularly with the smaller training organisations, the quality of a trainer cannot be measured by exam degrees but by other indicators: years of experience, numbers of people applying to attend his/her course repeatedly, agreement to voluntary standards that may have been defined among some training organisations (there is such an attempt among some French and German training organisations), or evaluations of her/his courses if there have been any. In the case of more academic training institutes, you might find that all teachers have PhDs or comparable degrees, but that again says little about their practical experience in the field, nor about their pedagogical qualifications.

Some training organisations value working with multi-national teams (Responding to Conflict, Kurve Wustrow), and this is always something that is highlighted as very important and useful. The problems are financial limitations, problems of communication, and problems of getting a visa to enter Europe.⁴¹

³⁹ This was, and in some places still is, different in the case of nonviolent action trainings given by trainers understanding themselves as peers to the activists.

⁴⁰ As mentioned in 7.2, there are also many courses, like RTC, IPT, etc, people PAY to go on. This is the difference between 'hiring' someone who is expected to already have certain skills (and therefore must do their own training) or 'hiring' them as they are and then training them yourself.

⁴¹ See Kübler 1999:10. The Kurve Wustrow more than once saw itself faced with both participants and trainers not getting a visa on time to come to Germany; the same problems some participants of the CPS course in Germany have had.

Regarding the qualifications of participants, most training institutions offering open courses have some limiting criteria of who may participate in their courses. These often are:⁴²

- a minimum age (between 23 and 30)
- experience abroad, often already concrete work in the country of deployment/ affiliation to an organisation
- experience with conflicts
- readiness to use nonviolence and participatory methods
- experience with working in NGOs/social movements
- High motivation and ability to stand frustrations
- Vocational training and experience in the profession
- Ability to speak and understand the language the training is given in
- Proof of these elements by bringing references.

There are two more sets of criteria besides the individual aspects:

1. Group composition (in terms of national and gender balance mainly)
2. Feasibility meaning funding (participants being able to pay the fees, or the availability of other sources to support their participation)⁴³

5.3.7 Lessons learned in different trainings

The evaluation of the above-mentioned 2-week training in the Kurve Wustrow highlights several aspects that are of general importance. The Kurve has been involved over many years in trainings for peace team projects like PBI and BPT. The trainers voiced the following criticism:

- The sending organisation provides the training organisation with a long list of topics. "Therefore the possibility for the creativity of the team, to take in participants' experiences, to respond to group processes, was very limited."
- Nonviolence was perceived as a strategy or even reduced to tactics because participants "had to learn nonviolence". "The liberating aspects of nonviolence got lost."
- "The specific approach of Peace Teams, non-partisanship was perceived like a given dogma. There was not enough room to reflect the strengths and weaknesses of different approaches in specific situations."⁴⁴

This criticism voiced by the trainers should be compared with the evaluation by participants of a somewhat earlier training given by the same institution: An evaluation done by the participants of the European Volunteer Training (given by Kurve Wustrow with PBI, BPT and Christian Peace Service) had as one result on the contents of the training sessions that many people considered the project-specific sessions more useful than the general sessions (e.g. on nonviolence) which they felt sometimes did not go deep

⁴² Berndt 1998; Wagner 2000; Kübler 1999:9; the line about references I have added (CS).

⁴³ Kübler 1999:9.

⁴⁴ Kübler 1999:4-5.

enough into the issues.⁴⁵ This is a very common evaluation to be found in many different evaluations by participants.⁴⁶ That means that there is doubt cast on the usefulness of concentrating on the ideology and principles of nonviolence⁴⁷. But since there has been no study comparing the usefulness of different types of training for personnel in the field, it is difficult to evaluate the different approaches in terms of impact they really have. Interviewing trainers and participants right before and after the training does not provide very useful information about the usefulness of different training types for work in the field.

Another aspect of the International Training that was considered very important was its multinational character. Arguments given were that it challenges one's own priorities, that it allows stepping out of one's own situation, work on one's own stereotypes, sharing with an international community and building networks.⁴⁸.

This positive aspect, to which the international team of trainers (a German, an American and a Nepalese) contributed, outweighed the negatives -namely problems communicating in a language foreign to most participants.

The team evaluating the Swedish contribution to different election monitoring programs in South Africa came to the following conclusions:⁴⁹

- "The main emphasis should be on mediating and preparing the content of the work tasks (conflict resolution, mediating, methods of investigation etc.)
- Deployment at a recipient organisation and geographical district, and also the composition of teams, should be carried out before or at the beginning of the training, so that the building of the team can start during the training;
- The training should be structured and carried out in close co-operation with representatives from all the recipient organisations involved;
- The major part of the training should be carried out in the place where the peace monitors shall work and contain orientation of the local cultures, as well as an introduction to the local language.
- Include preparations for the management of conflicts that originate in the differences concerning sex, class, age, organisation, and culture."

⁴⁵ "European Volunteer Training, Wustrow, 4-17 January, 1996, Report on Participant Evaluation of Training"

⁴⁶ See Summary of the 'Questionnaire for participants of BPT trainings', 1996; Zellentin/Fischer 1998 on the CPS 4-month course.

⁴⁷ This is definitely the case with PBI, which used to be entirely about nonviolence and now is almost entirely about the conflict in the country, team-building, etc. It also plays no part in the trainings of IPT, Pisa, OSCE training, Red Cross, development agencies, RedR (trainings for humanitarian relief workers), mediation training, prejudice reduction training, training of monitors, most conflict resolution trainings etc. (Remark by Tim Wallis).

⁴⁸ Kübler 1999:14-15.

⁴⁹ Ewald/Thörn 1994:30. See chapter 2.4 for information on these projects.

5.4 Basic choices and recommendations

The Draft Proposal of NP envisages the following process⁵⁰:

"Training:

Complex conflict situations require highly qualified competencies. Active members of the Peace Force will take part in a two month general training that focuses on history and theory of nonviolence, nonviolent peacemaking, cultural sensitivity, listening, mediation skills and conflict transformation. In addition, military training models⁵¹ that focus on preparation for entering conflict situations will be utilised.

A more specific training of up to two months duration will follow focusing on the local area of deployment including language, culture, analysis of the conflict and discussion of appropriate means of peaceful engagement. All or part of this training phase will be done in the deployment area in conjunction with local peacemakers.

Advance training will also be offered in various speciality methods including protective accompaniment, conflict transformation, and mediation. Continuing education will be required for all members."

The considerations and recommendations made below have been made independently of this Draft Proposal. That means, it has not been asked: "What is the best way to realise this model?", but: "What would be the best model"?, and compare these reflections with the thinking in the Draft Proposal.

There are several basic choices to be made planning an "Assessment, Training and Placement (ATP)⁵² process.

5.4.1 Why training and preparation at all?

Although not all organisations sending personnel to the field do have special training, the broad agreement is that there should be training.

Arguments are:

- There is a host of knowledge on methods and approaches to nonviolent intervention that have not yet found entrance into normal university-based peace study etc. courses;
- Skills related to managing complex situations within pluralistic cultures and deeply divided societies are needed and these are not covered by a normal professional background.

⁵⁰ It also states: "All active members will be compensated. A provision for college scholarships and contributions to retirement funds will also be developed. Highly visible participants such as Nobel Peace Prize laureates, religious leaders and former government leaders will also be recruited for specific situations."

⁵¹ It has been unclear to me what is meant by 'military training models'. Since the recommendations on strategy and activity all point in the direction of work in smaller teams rather than 'massive troop deployment' because the wars of today are characterised by a lack of clear front-lines that can be monitored by 'massive troops', I think the idea of training a 'nonviolent army' can safely be discarded. What remains the training of a large number of civilian personnel, is dealt with in the recommendations following below.

⁵² See Appendix III to Chapter 6, Personnel.

- The experience of learning in a group is an important practical preparation for working as a team in the field⁵³
- It gives the participants the chance to learn from each other, bringing their personal experiences and knowledge into the course.⁵⁴
- Trainings offer a good chance to build group identity before starting field work.
- The ambitious character of NP projects will demand that, in Carl Stieren's words, "individual members of a NP team must be carefully selected for success in nonviolence, and must have training that goes far beyond merely being an unarmed bodyguard."⁵⁵

5.4.2 Combine training and assessment?

PBI is the outstanding example for combining general training, preparation, and assessment in a one-week long session. They argue in favour of combining assessment and training with the reason that "there will also be a lot of stress in the field; it is important to see how people react under stress", and that also in the field the volunteers are asked to continuously re-assess themselves.⁵⁶ Another argument in favour is that it simplifies the procedure (only one event instead of two), and thereby also lessens the costs to both the organisation and the participants.

Other projects like Balkan Peace Team, for example, found that the assessment element weighed on the participants to the extent of preventing them from learning, being focussed on the assessment and on making a good impression, and therefore gave up the combination soon (see above).⁵⁷

Recommendation: To separate assessment and training, as it has also been proposed by Mareike Junge and Tim Wallis in Chapter 6., and organise an assessment of a few days.⁵⁸

The assessment might, like the BPT assessments did, include information on NP and some introduction to nonviolence, reflect on the motivation of the participants, give some basics about the character of the work within NP, include a longer role play/simulation game, and end with a process of self-evaluation and assessment by the NP staff.

⁵³ This assumes all NP deployments will be in teams. But also in cases of individual deployment, the ability to function within a broader structure/bureaucracy of NP would make training in a team very useful.

⁵⁴ Tempel 2000:231; Truger 2001:36.

⁵⁵ Hagen Berndt/Jill Sternberg confirmed this view in interview when they emphasized the need for nonviolent interveners to be flexible and able to adapt quickly to new situations. In their eyes, it was one of the reasons for the failure of PBI volunteers being transferred from Latin America to Sri Lanka that they just tried to duplicate what they had done in their former deployment, rather than adapting strategy and tactics to another situation demanding a different approach.

⁵⁶ Reason given by one PBI trainer to the author when Balkan Peace Team discussed the issue in 1995/96; Berndt in interview.

⁵⁷ Interview Sternberg/Berndt.

⁵⁸ Junge/Wallis propose assessment week-ends. In my eyes, the length should be discussed further - in BPT's experience four to five days was the ideal time because it took a few days to get a really good impression of people. (It is easier to bluff your way through two days than through five.) (Interview Berndt/Sternberg).

One important aspect to be considered while carrying out the assessment are cultural differences between the participants. Berndt/Sternberg have pointed out that in BPT as in PBI assessments often all African applicants fell through. An assessment for a global organisation must not be based on criteria developed by the members of one culture alone.

But there should be the provision made that after the training the contract/agreement with volunteers may be cancelled, because sometimes new aspects might come up not realised during the assessment, that cast strong doubts on the suitability of a future volunteer. Of course, that right has to be mirrored by the applicant having the right to withdraw after the training without sanctions invoked.

5.4.3 What kinds of training and preparation are needed?

Out of practical reasons (funds, time available), those organisations that train their own staff, combine training and preparation. Training here means dealing with more fundamental issues like nonviolence, conflict transformation skills, cultural sensitivity, gender sensitivity etc., while preparation describes learning about the goals of the organisation, about the conflict, country, and learning the language. A third category is so-called specialisations like specific working techniques (see below). Of course, there is an overlap between the three.

Most training organisations as well as sending organisations surveyed tend to agree that - at least theoretically - it is better to separate basic training and preparation, preparation building upon what has been worked on during a more general training. This observation also agrees with both the NP Draft Proposal and the ATP-Process recommended by Junge/Wallis (Chapter 6).

Recommendation, therefore: Separate a basic training from concrete preparation for work in the field, and offer specialisations for those working techniques that not everyone needs to have a knowledge of. But separation might not necessarily mean that there is a time gap between the two. Also a model could be imagined where the preparation follows the basic training without a break.⁵⁹

5.4.3.1 Basic training⁶⁰

The basic goal of the training would be to lay the foundations needed for each NP volunteer in order to later succeed in her/his work for NP. Concretely, I would like to propose the following objectives for NP training, based on the goals other training and sending organisations have developed for their work:

- To assist participants to explore their motivations;
- To assist participants in the development of a deeper awareness of their personal strengths, weaknesses and priorities ;
- To nurture a deeper understanding of nonviolence in attitudes, thinking and practice;
- To analyse, understand and work on attitudes and behaviour regarding gender, age, sexual orientation, lifestyle, ethnic, cultural and national differences;

⁵⁹ Proposal at the Research Review Seminar of NP in July 2001 in St. Paul.

⁶⁰ This would be the equivalent of what Junge/Wallis call "boot training" or "boot camp".

- To learn to analyse and understand different kinds of conflicts and their sources;
- To get to know what instruments of conflict transformation (including peacebuilding, peacekeeping and peacemaking) are available and under which circumstances they may be used appropriately; and to develop skills in relation to nonviolent conflict intervention;
- To explore issues and situations that participants are likely to confront in direct intervention /nonviolent action in areas of war / civil war / violent conflict;
- To learn to co-operate in multinational and multicultural groups and teams.
- Perhaps to work on mandate and policies of the organisation (if the basic training is organised by NP itself).

There are different options, and according choices to be made regarding the Basic Training:

1. Should every active member of NP have undergone the same training, or should allowance be made for the individual qualifications each person brings, as well as for possible tasks she/he will be earmarked for? The arguments in favour of each are:

Same Basic Training	Different ones
NP would be sure that everyone has some common background	The training would fit better to the individual needs of each person
Easier to set up because it needs less co-ordination than matching applicants with different types of training	In a larger-scale mission, not everyone needs to have the same skills because there would be probably a higher degree of division of labour

Recommendation: To try to adapt to the individual needs of each applicant as much as possible. That might mean for example, that at the beginning there are only three options:

- One more basic Basic Training for those without any relevant experience either in working abroad or in conflict transformation,
- One training for persons that have worked abroad but don't know anything about conflict transformation, and
- Waving of basic training for those who have experience working on conflict in their own countries, because what they need to learn would be contents of the mission preparation.

2. **Should NP make use of existing open trainings, or organise one of its own?**, The advantages of each are:

Using existing trainings	Organise own NP trainings
Less co-ordinating efforts needed because applicants can choose when	NP would be sure that everyone has some common background

and where to attend a course (out of a list of NP-approved courses, of course); and probably less costs (?).	
Getting to know different approaches might later enrich a team	The corporate identity of NP gets strengthened at an earlier stage
NP would avoid competition with other organisations offering trainings	Possibility to further assess the future staff/volunteers
Possibility of relying on the experience of trainings that work (guarantee of quality)	Possibility to set own standards and determine own approach to training
Need to develop and apply training standards, in order to decide which trainings are appropriate.	Need to develop own curriculum
Examples: foundational two-week course in Stadt-Schlaining or the International Training by Kurve Wustrow (10 days), or the longer courses in Woodbrooke (Responding to Conflict) or CPS Germany	If one of the possible roles for NP will be to train other people in conflict situations, to be able to do that would be a very strong case for developing our own training.
	Example: NP Canada could organise basic training for Canadians; NP Japan for Japanese; or central places could be chosen where people from all over the world come. .

The decision whether to organise own trainings or use existing trainings also depends on the length of the training envisioned. There are very few trainings on the market of a length of two months or more, and these would not be able to cope with a sudden demand of about 200 (or more) NP volunteers to be trained. That means that a decision to have a training of that length would have as consequence that NP would have to set it up by itself.

If the decision is made in favour of short, 2-3 week trainings, the courses of existing training institutions could be used, and perhaps additionally some NP country groups might decide to organise their own trainings (e.g. Canada). Looking at the pros of each model above, I tend to vote for own trainings because the arguments for own courses seem to me to be the more important ones.

If NP decided in favour of 2-3 week long own courses, it could approach existing training institutions if they were willing to provide such a service in co-operation with NP, rather than NP organising everything (including finding trainers) by itself from scratch.⁶¹ The advantage of the first would be that there is already infrastructure in place. The disadvantage is that of course the contents of the trainings would be influenced by the style of each training institution, and that the sense of unity might be

⁶¹ I propose this only for the 'short' version because it is highly unlikely that existing institutions would be able to handle additional 2-month courses, perhaps several of them per year.

lessened. To overcome this problem, there is the possibility of raising a corps of NP trainers who know exactly what NP is about, and who as co-trainers in these trainings, or the job could only be given to such institutions that have at least one trainer who underwent a NP training for trainers, learning about NP's specifics.

Places: If NP voted for setting up its own trainings, the question would arise of where they should take place. Here the advantage of training in a multicultural/national team have to be weighed against travelling costs.

Recommendation: If there are own trainings, set them up as multinationally as possible, because that will be the reality in the field, and the factor of people learning from each other would be much stronger. It is recommended to identify two key centres in each world region in a well-connected network that would take care of the training.⁶²

This recommendation has to be weighed against another model that would work with national contingents, and it also assumes that everyone in NP will be able to speak a common language.⁶³

3. The **length of the basic training** might prove a controversial issue within NP. While the Draft Proposal speaks of 2 months, the recommendation by Mareike Junge and Tim Wallis considers 2 weeks an appropriate time for this initial training.

Several aspects have been mentioned above:

- Costs of a two month training: Probably costs would depend a lot on the country where the training is held. Lacking more concrete figures, an average cost of about 6.650 US\$ per participant is estimated, based on the price level in Germany. That sum would include the salary of two trainers, one assistant and child care, venue, food and accommodation, a (very low) salary for the volunteers, and some overhead for the administration.⁶⁴ It further assumes a training group of about 15 participants because this is the size appropriate to interactive and participatory methods recommended by most trainers. Larger groups would of course lessen the costs, as would making the participants pay a fee.

⁶² Recommendation by Elise Boulding (in her "Commentary on Chapter 7, received July 2001), and also a preferred approach at the Research Review Seminar organised by NP end of July 2001. An alternative might be the foundation of one central training institution somewhere (e.g. Costa Rica, Switzerland, India, Japan, Canada) could be considered where all future NP staff go.

⁶³ Speaking a common language means of course domination by those whose native language that common language is, be it English, French and Spanish, and would strengthen the tendencies of globalisation that some people in NP might find problematic. On the other hand, the experience of UN missions has shown clearly the need for a common language.

⁶⁴ The calculation is based on usual salaries and costs for venues in Germany, and is only meant as an example. I have no doubt that in other countries the costs would be much lower. The salary of the participants is in my eyes the lowest a staff person of NP should receive because it is just what someone needs to survive in Germany without getting into debts (net ca. 700 US\$ per month?, the rest would go for insurance etc.). Salaries for 2 trainers for 2 months (total brut costs): 5,000 DM x 2 persons x 2 months = **20.000 DM**; accommodation and stay in the house: 12,000 DM; assistant/child care: 2.500 DM x 2 months = **5,000 DM**; 15 participants travel to the training: participants ca. 500 DM x 15 = **7,500 DM** (might be higher); accommodation and stay in a house with full board: 15 x 100 DM per day x 60 days = **90,000 DM**; salary for participants during the training: 2,500 x 15 x 2 = **75,000 DM**; 10% admin overhead including materials for the training etc. = **20,950 DM**; total costs = **230,450 DM**, divided through 15 participants is about **15.363 DM**. That is with a rate of DM to USD to 2,3:1 about 6.650 USD.

- Even if the participants are paid a salary by NP for the time of the training, there is the question whether a sufficient number of people would be able to afford that time span. A problem would arise if the participants would have to bridge time between the training, and later preparation and deployment, because probably nowhere in the world can someone afford to take leave of 2 months and still keep her/his job. Probably only unemployed, those kept by a husband/wife/family, or students would be able to be away from work for 2 months.⁶⁵ In order to not limit the choice of future personnel , NP would have to offer to start the period of employment beginning with the training.
- If a longer training then 2-3 weeks is wanted, there is one other option to explore: The training could be organised in modules over week-ends with a few whole weeks in between, and over a period of one or two years. As mentioned above, this is the model some training organisations are going for because of the availability of their participants.
- What length is appropriate? Here the views among trainers as among sending organisations and former participants of trainings vary a lot. There is a blatant lack of comparing evaluations. What is the training meant to achieve in that time? Perhaps for different applicants different lengths are appropriate - the less experienced, the more training needed (see recommendation above). On the other hand, the experience with the German CPS course has cast doubts - at least in my eyes - on the ability of even a 4-month course to overcome shortcomings and deficits weaker participants brought. At least those qualifications having to do with personal traits in my eyes have already to be there, unless a training process of several years were envisaged.

Recommendation: To start with shorter basic trainings of about 2 weeks length (to which then preparation is added) because of costs, and because the usefulness of longer trainings is not proven. (It must also not be forgotten that there are mission preparations and possibly specialisation courses in addition.)

5.4.3.2 Mission-specific Preparation

"To perform successfully during their assignment, peacebuilders need to adapt as much as possible to the specific conditions in the mission area and to link their activities to the prevailing conflict situation and the actors involved".⁶⁶

All evaluations have shown that it is considered to be a big advantage if it can be organised, that teams are being trained together⁶⁷, because it helps a lot to bind teams together. There is a strong argument to do the preparation in the field or at least close by if the country in question is too dangerous.

The length of the preparation would depend on the character of the mission for which the volunteers would be prepared. For example, PBI trainer Michael Valliant thinks that accompaniment etc. can be taught in about one week, while additional training and ex-

⁶⁵ : International participants in Kurve Wustrow cannot afford more than 2-3 weeks according to the experience of this training institution. See Berndt 2000:277

⁶⁶ Truger 2001:38.

⁶⁷ See Schirch 1995:80. THis was also the experience made in BPT, and in EMPSA (Ewald/Thörn 1994:30).

perience is gained in the field.⁶⁸ My view is that a thorough preparation would probably take more time, even if the participants are required to prepare themselves carefully beforehand, e.g. by reading about the region, making contacts to resource persons knowledgeable about the conflict etc. I would recommend at least another two weeks for preparation as the absolute minimum.

Language training should not be part of this preparation, but be attended to separately because of the longer amount of time needed to learn a foreign language. There are institutions offering intensive (all-day) trainings to be found in most countries of the world, and the recommendation here is that NP applicants after having generally been accepted, and put into the pool, are not only encouraged but required to attend such courses - in my eyes necessarily at the expense of NP.⁶⁹

5.4.3.3 Specialisations

Following up on the recommendations in the personnel section (Chapter 6), it would be very useful if further trainings and possibilities for specialisation were provided. There are two - not contradictory - options:

- Training for volunteers who are already in the field. As mentioned above, everywhere where this has been tried it was considered to be very useful, and should be built into the NP plan.
- Encouraging people to attend specialisation courses offered on the market, be it on mediation, election monitoring or practical skills like bookkeeping.

The average length of such specialisations is one to two weeks.

5.4.4 Contents areas of general training (T), mission preparation (P), and specialisations (S)⁷⁰

The contents of the training basically fall into the realm of curriculum development, and cannot be part of this study. It is recommended that the curriculum should be developed by a working group of trainers from different parts of the world, bringing their specific experiences into the training curriculum. Thereby, hegemony by one culture (e.g. the Western training tradition) could be avoided.

Having said this, the following list of topics is proposed based on programs developed by different sending organisations and training institutions. Whoever prepares the curriculum should read and refer to those curricula that do exist.⁷¹ Perhaps it is not necessary to re-invent the wheel. It should be further kept in mind what has been said above about the different approaches to training and preparation. Specifically, there is an issue around the question how much nonviolence should be part of the training. If NP is aiming at mainstreaming nonviolent intervention, it has certainly to take care that it does not

⁶⁸ Michael Valliant, "Training Research Report", submitted to the Research team meeting 17.-18.1.2001 in St. Paul.

⁶⁹ Tim Wallis argues against this saying: " Why should NP be paying people to learn Spanish or French, for instance?"

⁷⁰ Sources: Schirch 1995:82 pp; the training programs quoted in the appendix.

⁷¹ Besides the different sources and curricula quoted above, I have used the result of a study Christoph Dieringer did recently on competences of development workers (Dieringer 2001:29 pp)

give the impression of wanting to missionise people or exclude those with a pragmatic approach. On the other hand, the work it proposes to do requires understanding of how nonviolent conflict transformation works.

The nonviolence training model assumes that all people need equally to be trained in nonviolence (and not necessarily in anything else). The professional training model (e.g. IPT etc) generally trains people, who already have specialist skills, how to *adapt* these to a specific conflict environment. A middle approach might be to train people for different roles and levels of responsibility appropriate to their level of skills and experience at that time - including a very basic training for people with little or no skills or experience, right up to very specific trainings for people with highly specialised roles or high levels of responsibility in the field.

The starting point for any training programme must be to look at what is needed on the ground, and then ask what training or preparation may be needed for people to do that.⁷²

As already mentioned above, many organisations distinguish some kind of general or basic training, and more specific mission preparation. If the participants of the basic trainings will later work with different organisations, the basic training probably will not include elements like mandate/approach of specific organisations, nor conflict analysis and culture of one conflict area. If they all will work for one and the same organisation, but still go to different missions, the training would probably include the former, but still not the latter.

In addition, there are some special tasks that require more specific training⁷³, and that may be taken care of by only certain mission members, not by everyone in one mission, for example information dissemination, project management, book-keeping and office administration. It is those practical tasks that will be marked as specialisations here. To avoid confusion, I would like to state clearly at the beginning that most of the specialisation courses as given by IPT in Stadtschlaining or the German CPS course (e.g. election monitoring, civil society building) deal in fact with tasks that might be specific to certain missions, but would have to be included for everyone participating for example in an election monitoring mission. Only if the mission was a very large and complex one, similar to complex UN mission with different divisions for peacekeeping, peace-building and e.g. election preparation, it would make sense to call tasks like civil society building or human rights protection specialisations. Eventually NP might arrive at such a point where division of labour of this type might be introduced. But based on the lessons learned looking at smaller (and larger-scale) civilian missions, it seems to me that the personnel usually had to be rather multi-functional, being able to monitor, negotiate with local parties, and give advice to a NGO in the field all at the same time and as part of their work description. Therefore, I have listed these areas here as mission preparation/specialisation rather than as specialisation only.

Motivation of participants (T & P)

- Motivation, e.g. Sharing personal journeys;

⁷² This and the paragraph before have been added by Tim Wallis.

⁷³ I exclude here tasks that require a special professional background like medical or psychological training, for example. The specialisations referred to here are such that can be learned within a short time frame. This goes also for the qualification to work as a trainer.

- Dealing with possibility of death and/or suffering

Theoretical framework (T)

- Conflict analysis, including gender-specific issues
- Intervention strategies
- Concept of impartiality

Conflict resolution skills (T, some S)

- Communication and listening skills
- Mediation, facilitation etc.
- Training skills

Nonviolence skills (T)

- History and theory/principles of nonviolence
- Positioning oneself to nonviolent philosophy
- Concept of reconciliation

Interpersonal competences and awareness (T, P)

- Reflection of own role
- Being able to deal with frustration and ambiguities, dealing with dilemmas
- Stress reduction and relaxation techniques; dealing with possible trauma, handling fear
- Gender issue awareness
- Age issue awareness
- Lifestyle issues
- cultural and national differences

Special nonviolent working techniques (P,S)

- Accompaniment/presence
- Different monitoring techniques, e.g. election monitoring
- Crisis intervention in cases of threatened violence (interpositioning etc.)⁷⁴
- Crowd control
- Nonviolent direct action

Knowledge of relevant issues (T)

- Human Rights, International Law

⁷⁴ This is an area where many organisations in Europe and North America offer trainings in today WHO??. Special experience might also be found in groups like London's 'Guardian Angels' (see Appendix).

- Mandate and policies of international organisations (UN, OSCE, NATO etc.)
- Mandate and policies of international NGOs in the field
- Peacebuilding by local/indigenous groups
- Humanitarian assistance

Other work-related skills (P,some S)

- Strategy development and project planning
- Campaigning
- capacity-building
- Dealing with media attention, information dissemination
- Report writing
- Project management
- Book-keeping and financial reporting
- Fundraising
- Death and trauma counselling
- Mine awareness
- Radio communication, 4-wheel driving, map reading
- Project evaluation

Working in a team (T & P)

- Decision-making
- Life-style and community issues,
- Trust building,
- Intercultural communication (in the team)
- Giving and receiving criticism
- Leadership training⁷⁵

Practical issues, logistics (P)

- Information on visas, entering the country etc.
- Working with interpreters
- Information flow
- Communication technology
- Appropriate clothing
- Other do's and don'ts in a country
- Medical conditions
- Other safety recommendations

⁷⁵ This point is an addition by me; I have not found it in any of the training programs surveyed.

Knowledge about the organisation, its mandate, objectives of the project.

Knowledge of country and conflict (P)

- History and dimensions of the conflict
- Understanding the culture (cultural sensitivity)
- Local NGOs, Indigenous peacemaking efforts
- Language Training

5.4.5 How to deal with large numbers of participants

One of the greatest challenges of NP will be to handle large numbers of personnel - the plan is to have up to 2,000 people in the field at the same time. Assuming an average length of stay of one year, and a turn-over every six months so that not all 2,000 stop working at the same time, it means that at least 6,000 people⁷⁶ would have to be trained and prepared per year. Assuming a group size of 15 participants per training, that would mean that there would have to be 200 trainings and 200 mission preparations per year.

I would strongly advise against trying to deal with this daunting number by rising the numbers of participants per trained unit, or introducing military-style trainings if by that is meant to train a crowd of hundred or two hundred persons together. The success of the trainings would suffer. Rather, either the establishment of a smaller number of training institutions in different parts of the world that concentrate only on training NP personnel, or even more decentralising the training to the level of individual states should be considered. This would not exclude for example having 100 people in one venue at one time, as long as that group is split up in smaller training units.⁷⁷

5.4.6 One final word

Training nowadays is a business, and a market with competitors fighting for their survival. NP will be faced with many expectations and wishes by training organisations to play a special role in setting up training for NP, and many of them may have claims on friendship and solidarity to support them. There will also be concerns - and probably not unfounded ones - that setting up NP-own trainings means competition for the existing organisations. Here NP will have to find a way to manage this kettle of worms without compromising its own needs regarding training.

⁷⁶ Verbal information by Arno Truger: The military usually calculates with three times the number necessary.

⁷⁷ Idea proposed at the Research Review Seminar of NP at St Paul in July 2001.

Appendix⁷⁸ 1: Examples of different course programs

Christine Schweitzer

The following examples are all recent programs of different lengths, intended for personnel of NGOs (and governments) going to work in civilian missions in conflict areas:

1. International Training for Nonviolence: Nonviolence in the Context of War or Armed Conflict (Kurve Wustrow)

In a 2-week course given by an international trainers' team in the English language the following subjects are dealt with:

- Principles of nonviolence, nonviolent direct action and nonviolent conflict intervention
- Understanding and transforming conflicts
- Political analysis and reconciliation
- Observing/reporting human rights violations
- Dealing with stress, fear and traumatic experiences
- Consensus decision making and team work
- Issues of cultural sensitivity
- "Other topics, such as nonviolent communication skills, strategy development, or dealing with threatening situations, may be included in the agenda if this is relevant to the group's work." it says in the program leaflet.

2. International Civilian Peace-keeping and Peace-building Training Program of the Austrian Study Center for Peace and Conflict Resolution (Stadtschlaining)

In a two-week foundation course (in English language) the following themes are dealt with:

- Strategies of various actors for intervention
- Human rights protection
- Project Planning and Project Management
- Workshop on conflict transformation
- Case studies on particular conflicts
- Stress training and trauma work
- Gender aspects in peacebuilding
- Cooperation with the military, security issues, mine awareness training
- Role of CIVPOL
- Practical exercises: radio communication, map reading, four wheel drive

⁷⁸ The research was done by Peaceworkers as part of the research phase of Nonviolent Peaceforce with the support of USIP. The opinions, findings, and conclusions or recommendations expressed in the publication are those of the author(s) and do not necessarily reflect the views of the United States Institute of Peace.

- Complex simulation exercise

Specialisation courses (two weeks each) are offered on the following subjects:

- Election Observation and Assistance
- Empowerment for Political Participation
- Human Rights Protection and Promotion
- Humanitarian Assistance
- Information Dissemination
- Post-conflict Reconstruction
- Conflict management (e.g. mediation)

3. German CPS 4-month course

The curriculum, defining ten goals, has been described above. Each course is based on this curriculum, but the concrete layout of the program so far has differed from course to course, dependent mostly, it seems, on the personal preferences of the trainers - and the composition of the trainees' group that varies quite a lot.

The program of the autumn course in 2000 looked like this:

Phase 1: Group finding, communication, conflict

week 1: Getting to know each other, NCBI workshop,

week 2: Nonviolence, communication and conflict

Phase 2: Political peace work

week 3: Political peace work (international organisations, development work and CPS, conflict analysis, history of the courses)

week 4: Project experience and planning

week 5: Project work and organiser training

Phase 3: Border experiences

week 6: Preventing trauma and burn-out

week 7: Gender and intercultural competences

Phase 4: Being a guest at a project (weeks 8-10)

week 11: Evaluation of these two weeks

Phase 5: Deepening issues

week 12 and 13. Subjects were, among others, training in facilitation, dealing with direct violence, justice, reconciliation in the Caucasus (?), death and trauma, dealing with group conflicts

Phase 6: Specialisation courses

The topics of the specialisation courses aren't (yet) fully standardised but vary. They have a duration of one week so that each participant may choose two of them. Usually topics that have been regularly chosen included:

- Civil Society Building
- Death and Trauma
- Mediation, Conflict Resolution or something similar
- Pedagogical Competences

- Project Management

A specialisation on spiritual roots of nonviolence fell through two times, as have some of the mediation/?specialisations.

Phase 7: End of the course:

week 16: Project development, planning next steps, evaluation

4. OSCE Course of IPT⁷⁹

The program of the 2-week OSCE course given by IPT in Stadtschlaining in 2000 included:

- Introduction to the OSCE
- Introduction to field work issues in war-torn societies (human rights, democratisation, gender issues, trauma work)
- Cross-cultural communication
- Field work techniques (monitoring, communicating via interpreters, conflict management techniques, information flow, report writing)
- safety and security (e.g. mine awareness, co-operation with police and military)
- stress management and mission readiness
- recruitment procedures and employment conditions of OSCE.

5. OSCE course German Foreign Ministry

The two week course organised by the German Foreign Ministry lays more emphasis on knowledge about the different actors, and practical skills like mine awareness and radio communication. It included⁸⁰:

- Roles of Foreign Ministry in crisis prevention, United Nations, OSCE (2 days all together)
- German NGOs and governmental organisation abroad; ICRC (1day)
- Human rights and minority protection (1 day)
- Humanitarian International Law (1/2 day)
- Support of women (1/2 day)
- Intercultural praxis: sensitivity, personal behaviour, medical precautions, safety
- Civil-military co-operation (1/2 day)
- Mine awareness training (1 day), given by the German Army
- Orientation exercises and radio communication (1/2 day), given by the German Army.

⁷⁹ Leaflet "Mission preparation training for the OSCE", 14.-27. October 2000

⁸⁰ Program of the course 22.-31.Mai 2000

Appendix 2: Training Resources

Christine Schweitzer, Mareike Junge

A) Directories

Many organisations have produced directories of trainers and/or training institutions, or keep a database offering to link requests with trainers. International directories of that type are kept by:

- **Nonviolence International**: They have announced an update of their International Resource Guide for Nonviolence Action Trainers (March 1995). This resource guide includes individual trainers as well as much literature (mostly US-based and English language). An updated Annotated Bibliography can already be found on the website. (www.igc.org/nonviolence/biblio.htm)
- **International Alert** had published a directory in 1993⁸¹ but it seems that there is no recent update. It includes many non-Western training groups and persons, and therefore might still be worth looking at.
- The **European Platform for Conflict Prevention** has published a directory of organisations, including training resources, working on conflict prevention. The directory contains many addresses from the Southern hemisphere. (www.oneworld.net/euconflict/publicat/directin.htm)
- The **International Fellowship of Reconciliation** has a database formed around their Nonviolence Training program (that is put on hold at the moment)
- The US-based **Coexistence Initiative** has a online resource centre (www.coexistence.net/resource_centre) of which 3 sections are of particular interest to this appendix: training consultancies; training courses and a directory of trainers in the field.
(http://www.coexistence.net/resource_centre/capacity_building/)
- The **World Peace Directory of Housman's** (an affiliate to War Resisters' International) that is updated every year contains many training centre addresses. It is not on internet but can be ordered at: Housmans, 5 Caledonian Road, London N1 9 DX, UK, Tel +44-20-7873 4473. E-mail of the Directory: worldpeace@gn.apc.org (Albert Beale).
- **War Resisters' League** (USA) has a resource list of nonviolent action trainers. They may be contacted at: wrl@igc.org. (The list is not on their webpage.)
- The **ReliefWeb** has a Humanitarian Assistance Training Inventory (www.reliefweb.int/training/), and **VENRO**⁸² regularly updates a similar one (on paper) concentrating more on German resources.

⁸¹ "Intercultural Conflict Resolution Training".

⁸² VENRO = Verband Entwicklungspolitik Deutscher Nichtregierungsorganisationen (Association of German Development NGOs). The directory is called: "Offene Qualifizierungsangebote von Organisationen im Bereich humanitäre Hilfe". Address: VENRO, Kaiserstr. 102, D-53113 Bonn, Germany, e-mail: sekretariat@venro.org, website: www.venro.org

- The **United Nations Peacekeeping Department** has produced a database on Peacekeeping Training Courses on a world-wide level, listing offers per Member State and per Type of training/courses. While most of them are specifically for soldiers, there are a few open for civilian personnel. Address:www.un.org/Depts/dpko/training/list1.htm

In addition, there are many compilations either around certain types of trainings (e.g. mediation), and/or of training opportunities in one country or one region:

- South-East Europe: The **Center for the Study of Balkan Societies and Cultures** (University of Graz/Austria) has published a Documentary report with an extensive address list of institutions and NGOs in Albania, Bosnia-Hercegovina, Bulgaria, Croatia, Macedonia, Romania, Slovenia and Yugoslavia. The list includes training organisations.
Address: www-gewi.kfunigraz.ac.at/csbsc/
- USA and international: The **Nonviolence Web** offers excellent links to peace and nonviolence organisations mainly in the USA. It is a project developed by people coming from New Society Publishers, and regularly updated.
Address: www.nonviolence.org/
Searching the internet will provide other directories, e.g. the one by the Conflict Resolution Center including eleven organisations offering training on conflict resolution and violence interruption (www.pforpeace/dir1.htm).
- Germany: the **AGDF** has published a new directory in 2001 called "Civil, nonviolent conflict transformation"⁸³, including about 35 programs and institutions in Germany and neighbouring German-speaking countries (although these latter are far from complete). Address for orders: AGDF, Blücherstr. 14, 53115 Bonn, Email: agdf@friedensdienst.de
The Study by Christoph Dieringer (2001) includes German and international courses for development workers, and can be seen as a supplement to the AGDF publication.
- **Canada:** Carl Stieren has compiled information on eight training institutions that is appended here.

B) Training Centres offering open courses

a) Europe

- **Swiss Peace Foundation / Institute for Conflict Resolution**
The Swiss Peace Foundation has started to offer courses for practitioners in the fields of humanitarian aid, civil society building both from NGOs and the Swiss Foreign Ministry. Mediation techniques and intercultural relations are central to the courses that are organised **together with the German Berghof Institute**

⁸³ "Zivile, gewaltfreie Konfliktbearbeitung. Qualifizierungsprogramme in der AGDF. Übersicht der Aus- und Fortbildungen im deutschsprachigen Raum, 2001

- **German CPS Course = Working Group Qualification for Civil Conflict Resolution/Civil Peace Service (Arbeitsgemeinschaft Qualifizierung für zivile Konfliktbearbeitung/ Zivilen Friedensdienst - AG Q)**

The four-month courses held by the AG Q provide preparation for concrete civil peace service tasks. The training that is held in German language focuses on conflict analysis and management, communication/interaction, education, group work and organization as well as personality work. The courses generally require a placement in a civilian conflict management project, participants are either Germans/citizens of EU states preparing for work abroad, or come from a crisis area. Average number of participants is 12 per course.

They are held twice a year from February to June and August to November.

The ACQ is managed by

Aktionsgemeinschaft Dienst für den Frieden e.V., Blücherstrasse, 53115 Bonn;

Forum Civil Peace Service e.V., Wesselstr. 2, 53113 Bonn

Kurve Wustrow (see above);

Federation for Social Defence, Ringstr. 2, 32427 Minden

Ökumenischer Dienst im Konziliaren Prozeß e.V. (See above)

Address:

AG Qualifizierung

Wesselstrasse 12

D-53113 Bonn, Germany

Tel.: 0228-9814473

Fax: 0228-9814475

e-mail: agqualifizierung@t-online.de

- **Bildungs- und Begegnungsstätte für gewaltfreie Aktion (KURVE Wustrow)**

The Kurve Wustrow is a training centre based close to a nuclear waste depot; it was founded in the context of resistance against that depot in the 1980s. They offer different training programs, including a training for trainers, and an "International Training for Nonviolence: Nonviolence in the Context of War or Armed Conflict"

The 2-week course takes place once a year, and is given by an international trainers' team in the English language. It deals principally with: principles of nonviolence, non-violent direct action and nonviolent conflict intervention; understanding and transforming conflicts; political analysis and reconciliation; observing/reporting human rights violations; dealing with stress, fear and traumatic experiences; consensus decision making and team work; issues of cultural sensitivity.

Trainers: three or four trainers from Germany, US, Palestine and Nepal.

Costs: DEM 1.200

Address:Kirchstrasse 14

D-29462 Wustrow, Germany

Tel.: 05843-507

Fax: 05843-1405

<http://www.comlink.apc.org/kurwewustrow/>

- **Ecumenical Services in the Conciliatory Process/Germany (Ökumenischer Dienst im Konziliaren Prozeß e.V./ Schalomdiakonat)**

The Ecumenical Service is a Christian-based program offering basic courses of 4 week-end seminars plus one week, and two types of advanced courses: compact

courses of 3 month length and a consequent internship, and a part-time course over 2 years (13 week-ends, 1 week, 3 weeks compact at the end)

Their programs include conflict resolution techniques, intercultural work, interreligious dialogue, mediation, spirituality and the like.

The courses are based on a joined religious orientation and motivation of their participants. They describe: Knowledge - skills - being - vision as four basic goals.

Knowledge e.g. refers to history (of conflict, of church), skills, to conflict resolution), being, to training an attitude in the daily life of the training group, vision refers to nourishing dreams and open sources of hope and strength"⁸⁴

The courses are open for everyone aged 30 or older, and being interested in ecumenical spirituality.

Address:

Oekumenischer Dienst /Schalomdiakonat
Mittelstrasse 4
D-34474 Diemelstadt-Wethen, Germany
Tel.: ++49-5694-8033
Fax: ++49-5694-1532
e-mail: schalomdiakonat@t-online.de
www.schalomdiakonat.de

- **Austrian Study Center for Peace and Conflict Resolution (Österreichisches Studienzentrum für Frieden und Konfliktlösung- ÖSKF) and European Peace University (EPU)⁸⁵**

The Austrian Study Center for Peace and Conflict Resolution in Stadtschlaining together with EPU in Austria offers several courses every year to prepare civilian personnel for international missions. Besides the open IPT courses (see below) there has been in 2000 first special mission preparation courses for OSCE.

IPT course

The courses are open to international participants. International Civilian Peace-keeping and Peace-building Training Program (IPT courses) have today a duration of 2 weeks basic course plus 2 weeks specialisation/function oriented courses. The courses started in fall 1993, and are supported by the Austrian government.

The program of the foundation course (2 weeks) includes in 2001⁸⁶:

- Strategies of varies actors for intervention
- Human rights protection
- Project Planning and Project Management
- Workshop on conflict transformation
- Case studies on particular conflicts
- Stressstraining and traumawork
- Gender aspects in peacebuilding
- Cooperation with the military, security issues, mine awareness training
- role of CIVPOL
- practical exercises: radio communication, map reading, four wheel drive

⁸⁴ Voß ?1998

⁸⁵ Truger 1995; leaflets and internet information on IPT courses

⁸⁶ IPT Program 2001/2002

- complex simulation exercise

Specialisation courses (two weeks each) include:

- Election Observation and Assistance
- Empowerment for political participation
- Human Rights protection and promotion
- Humanitarian assistance
- Information dissemination
- Post-conflict reconstruction
- Conflict management (e.g. mediation)

Participants include a wide range of NGO activists, OSCE and UN personnel, Austrian civil servants and soldiers preparing themselves for peacekeeping missions.

Fee: 8000 ATS/wee, including full accommodation.

OSCE Course⁸⁷

The program of the 2-week OSCE course in 2000 included:

- Introduction to the OSCE
- Introduction to field work issues in war-torn societies (human rights, democratisation, gender issues, trauma work)
- Cross-cultural communication
- Field work techniques (monitoring, communicating via interpreters, conflict management techniques, information flow, report writing)
- Safety and security (e.g. mine awareness, co-operation with police and military)
- Stress management and mission readiness
- Recruitment procedures and employment conditions of OSCE.

Participants: The program was generally open for all participants but preference was given to applicants supported by their Foreign Ministry or OSCE institution. The number was limited to 25.

Costs: US\$ 1.800 for the 2 weeks.

Address:

Austrian Study Center for Peace and Conflict Resolution

A-7461 Stadtschlaining, Burg, Austria

Tel. ++43-3355-2498

Fax ++43-3355-2662

Website: www.aspr.ac.at

- **IFMAN: Institut de Formation du Mouvement pour une Alternative Non-violente**

IFMAN is organised on a regional basis; each centre offers training courses on different subjects, from mediation in schools to intervention in violence. They have also set up the training for the French CPS volunteers planning to go with Balkan Peace Team France to Kosovo and/or to one of the PBI projects.

Subjects of the training for CPS are : non-violence (4 days stretched over 3 meetings), non-violent conflict resolution (9 days in two meetings), handling difficult situations (3x3 days), political and cultural issues (5 days), evaluation skills (3 days).⁸⁸ In 2001 another training of again three stages of 1-2 weeks each is under way.

⁸⁷ Leaflet "Mission preparation training for the OSCE", 14.-27. October 2000

⁸⁸ "Interventions civiles non-violentes. Formation des volontaires. Projet (15 octobre 1998)".

- **Cun de Larzac**

The Cun was established in 1975 by draft resisters who wanted to show their support for the resistance movement of farmers in the Larzac area (France). The education centre leads seminars and trainings about nonviolent conflict resolution for both French groups and international groups coming from Africa, Near-East and the Pacific Rim.

Address:

F-12100 Millau

Tel ++33-6562-6033

- **Scuola Superiore Sant'Anna**

School of University Studies and Doctoral Research

This university that offers mainly programs for advanced students in different fields, offers, among other courses, a 2-week training for Human Rights Field Officers.

Address:

Via Carducci,40

56100 Pisa

wwwmgr@sssup.it

- **Responding to Conflict** (Woodbrooke/Birmingham).

Offers a course of 11 weeks in 5 modules that may be attended separately, and also other courses, e.g. for NGO workers.

Produced a handbook "Working with Conflict"

Courses

1. Working with Conflict (WWC) is designed as a single full-time course, consisting of four modules and lasting ten weeks.. A formal certificate is issued to each participant who completes the full course or a module. Participants also have the option of applying for formal accreditation through Birmingham University in order to gain 60 credits towards an undergraduate degree.

The four modules are: April - July 2001

1. Understanding Conflict and Change (30 April - 18 May)

2. Organising Effectively (21 May - 1 June)

3. Strategies for Addressing Conflict and Building Peace (4 June - 22 June)

4. Preparing for Action (25 June - 6July)

Participants come from an average of 25 different countries, all are working in or going to work for local or international agencies, NGOs or governments. All have practical experience of dealing with political and or social conflict. Requirement: good knowledge of English. Costs £3000 for full 10 weeks. 3 of 4 modules could be taken separately 1,3 £900 each, 2 £600. Accommodation can be arranged for £1660 for ten weeks, to get accreditation will cost extra £350.

2. Practical Strategies for Agencies Working in Areas of Tension and Conflict

23rd - 27th July 2001, Birmingham, UK.

A residential workshop for staff of international agencies with advisory or direct management responsibility for relief, development, rights and peace-building pro-

grammes. It is especially relevant for those engaged in the planning and implementation of programmes of humanitarian assistance, and for those concerned with developing policies for appropriate responses in complex political emergencies. This course has proved very popular in the past.

Objectives:

- methods for understanding and analysing conflict
- learn about approaches to evaluating the effect of programmes on conflict, including Do No Harm
- develop tools for assessing impacts of development and relief programmes on conflict
- reassess the impact of their programmes in areas affected by conflict
- methods for intervening in conflict, including negotiation and mediation
- explore ways in which their agency can integrate effective conflict prevention and peace-building into programme planning.

Method: The workshop will be highly participative and experience-based, including short presentations, case studies and concrete examples, as well as group discussions, role-plays and practical exercises.

Fees: The fee for the workshop, inclusive of accommodation and food, is £750. Where participants are staying elsewhere and do not need bed and breakfast, the rate is £650. Places: Numbers will be limited to 26

Address:

Bristol Road, Birmingham B29 6LJ, UK

Telephone: +44 (0)121 415 5641

Fax/answerphone: +44 (0)121 415 4119

Email: enquiries@respond.org

- **Conciliation Resources**

Conciliation Resources is a British NGO having programs supporting conflict transformation in different parts of the world.

Address

173 Upper Street,

GB-London N 1 1 RG

Tel ++44-20-73 59 7728

cr@c-r.org

www.c-r.org

- **INCORE**

Summer School (June 10-15 2001) Three courses:

1. Psychological approaches to conflict resolution
2. Post-Conflict Situations, Dealing with the Past
3. The Challenges and Contradictions of Development and Conflict

WHO: Upper/ Middle level NGO, gov't, int'l/local agency workers, researchers, academics

Cost: £425 w/accommodation, lunches, £325 without

INCORE, Northern Ireland: The Initiative in Conflict Resolution and Ethnicity, Derry, N. Ireland

+44 02871 375507
www.incore.ulst.ac.uk

- **De Expeditie**

is a house run by two trainers: Magda van den Ende and Abel Hertzberger. They have organised international trainings in non-violence and conflict resolution. Recently, they are concentrating on work in Bosnia-Hercegovina.

Address:

De Expeditie
Schimmelpenninkkkade 30
NL-3813 AE Amersfoort
Tel ++31-33-475 3001

- **Gernika Gogoratz**

Gernika Gogoratz is a peace research centre based in Gernika/Basque country, and headed by Juan Gutiérrez. Among other activities, it organises seminars and trainings on conflict resolution

Address:

Gernika Gogoratz
Centro de Investigación por la Paz
Artekale 1-1
E-48300 Gernika-Lumo
Biskaia-Spain
Tel. ++34-4-625 35 58
Fax ++34-4-625-67 65
gernikag@sarenet.es

b) North America⁸⁹

- **Lester B. Pearson Peacekeeping Institute**

See description in appendix on Canadian resource

- **Training for Change, Philadelphia**

The training centre organised by George Lakey offers several trainings and workshops on nonviolent action, training for trainers and the like.

Address:

T4C, Training for Change
1501 Cherry St
USA-Philadelphia, PA 19102-1477
Tel. ++1-215-241 7035
Fax ++1-215-241 7242
Email:peacelearn@igc.org
Website: www.trainingforchange.org

⁸⁹ For further information, the following persons should be contacted: George Lakey, George Willoughby.

- **Summer Peacebuilding Institute at Eastern Mennonite University**

These summer courses are designed to provide specialised, intensive training in peacebuilding, conflict transformation and restorative justice to practitioners from around the world. They consist of five sessions(modules) of 5-10 days length; each may be attended separately. One session might deal with several topics, e.g. with Refugees/humanitarian assistance and conflict, with religion as source of conflict and peace, and with Intermediary roles and practices.

The costs for all five sessions are all together about US\$11.500.

Address:

Summer Peacebuilding Institute
Eastern Mennonite University
1200 Park Road
USA-Harrisonburg, VA 22802-2462
Tel ++1-540-432-4491 or -4295
Fax ++1-540-432-4449 or -4444
Email:spi@emu.edu
Website: www.emu.edu/spi/

c) Middle and South America

- **SERPAJ (Servicio Paz y Justicia)**

has branches in several Southern American countries, and is a good address to start inquiries about training programs.

Chile: serpaj@crnetnet

Costa Rica: serpaj@sol.racsa.co.cr

Ecuador: serpaj@ecuanex.net.ec

Mexico: serpaj@laneta.apc.org

Brazil: serpajbr@brnet.com.br

e) Asia⁹⁰

- Institute for Total Revolution

Vedchhi

Surat Dt

Gujarat 394 641

Tel ++91-26-252 074

(Director: Narajan Desai)

- **Akkapka Foundation**

PO Box 1756;

Central Post Office, Makati City 1257

⁹⁰ Other organisations mentioned in the interview with Stella Tamang and Hagen Berndt were: Tamil Nadu Theological Seminary, THREAD, Gandhian University, the FOR branch on Sri Lanka and Sampreeti in Bangladesh

Philippines
pating@fc.emc.arm.ph

- **Neve Shalom/ Wahat al-Salam**

Israel, Doar Na/Mobile Post,
Shimshon 99761
pr@nswas.com

f) Africa⁹¹

- **All Africa Conference of Churches, Youth Desk**

Offers trainings for young people in all Africa.
Address:

Mutua Mulonzya,
selfhood@insightkenya.com

- **Building Eastern Africa Community Network (BEACON)**

Work in Kenya, Tanzania, Uganda, Eritrea, Ethiopia, Djibouti, Sudan with NGOs, Churches and Networks on governance, peace, policy dialogue, capacity training.
Beaconre@africaonline.co.ke

- **Nairobi Peace Initiative**

POB 14894
Nairobi, Kenya
npi@africaonline.co.ke

- **Amani Peoples' Theatre**

Conflict transformation and peacebuilding training with grassroots and middle level communities
PO Box 13909
Nairobi, Kenya
apt@maf.org

- **ACCORD (The African Centre for the Constructive Resolution of Disputes)**

Pvt Bag X018
Umhlanga Rocks 4320

⁹¹ There is an elaborate list of contacts in Kenya to be found in a training manual produced by Tanya Spencer and Florence Andenyi Machayo, "Mulembe. A Peace Education Manual for the Friends Church - Kenya" in 2000. Other groups mentioned in interviews have been: Katkara, INADEP network (Catholic network in West Africa), the Zimbabwe branch of the Fellowship of Reconciliation, the group, Nonviolent Action and Strategies for Social Change (NOVASC) and others. For more information and addresses the following persons have been recommended as resources: Simon Fisher (Woodbrooke), David Grant, Shelley Anderson (IFOR).

South Africa
www.accord.org

g) Australia and Pacific

- **Conflict Resolution Network**
PO Box 1016
Chatswood, NSW 2057
E-mail: cm@crnhq.org)

h) International

- **International Fellowship of Reconciliation**

IFOR has got both a truly international nonviolence trainers network and a Women Peacemakers' Programme that also mainly uses training techniques, and is especially active on the African continent.

IFOR
Spoorstraat 38
NL-1815 BK Alkmaar, Netherlands
office@ifor.org
www.ifor.org

- **Committee for Conflict Transformation Support**

This Committee is a loose networks of trainers mainly from Britain offering training in nonviolence, conflict transformation and reconciliation on an international level. They can be reached through the IFOR office in Alkmar (see above).

- **Transcend**

Transcend is a Peace and Development Network headed by Johan Galtung. They have developed a standardised training program (with a manual available on internet) for what they call the "Transcend Method - a method for conflict transformation by peaceful means".

In 2001 they have organised a five day seminar in Norway on "Peacebuilding, Conflict Transformation and Global Development" together with a couple of other organisations, among them the Transnational Foundation for Peace and Future Research.

E-mail: 102464.1110@compuserve.com

Website: www.transcend.org

C) Examples for organisations offering training in special fields

These are really just examples given in order to provide those who are not familiar with training an impression on what is out there. It is not a specially recommendation of those organisations mentioned here, implying that they are better or especially exemplary of their field, though some care has been taken to include only such that ARE recommendable to the best knowledge of the author.

Mediation

- **Mediation UK**

Mediation UK

Alexander House

Telephone Avenue

Bristol

BS1 4BS Telephone: (0117) 904 6661

Facsimile: (0117) 904 3331

E-mail: enquiry@mediationuk.org.uk

<http://www.mediacionuk.org.uk/>

Run courses in mediation and advice on other services offering training.

General: No particular qualifications or skills are necessary to enter into training as a mediator. Currently, community mediation training is provided by local mediation services. The training is vocational, and is normally offered when the mediation service requires additional mediators. There may be a fee or an agreement to give some of your time as a volunteer in exchange for training. There are also two qualifications: Level 2 Mediation Skills - Intermediate Award and Level 3 Mediation Skills - Advanced Award which are sometimes provided by services or colleges. To find out if these are being provided locally, contact your nearest mediation service or college. Mediation UK: has launched a major new pilot training scheme for youth justice practitioners. They have brought together some of the country's most experienced practitioners in the field of Restorative Justice and mediation to deliver training. They are holding courses in various regions according to demand, to give practitioners the opportunity to learn new skills in Victim/Offender Mediation

Training provided in:

- Benefits of using Victim/Offender Mediation
- How to deliver reparation within the new legislation
- Developing mediation within a voluntary or statutory agency
- Developing a service agreement in partnership with a local service
- What is needed in order to develop local policies and protocols
- Developing effective skills in Victim/Offender Mediation
- How to set up relevant, realistic and socially inclusive restorative justice schemes

Nonviolent Communication

- **The Center for Nonviolent Communication (CNVC) - European Office**

Marshall B. Rosenberg

PO Box 232,

CH-4418 Reigoldwil

Phone: ++41-61-941 2440

E-mail: Marshal_Rosenberg@compuserve.com
www.cnvc.org/contact.htm

Intervention in direct violence on the street

- **Guardian Angels**

local group in London, taken up here as an example for training in intervention in direct violence.

Cost: free.

Time: three months of weekly (uninterrupted) training, plus patrols to become a full member. The training programme is cyclic, so anyone can join at any time. No previous training or experience is required to be a Guardian Angel, simply the right attitude. Communication training includes legal training, negotiation skills, street-smarts, patrol craft and in-depth training on how to diffuse violent confrontations. Role playing is a must.

Address:

London Guardian Angels
22 Bardsley Lane
GB-London, England SE10 9RF
Phone: 011-44973110644
E-Mail: london@guardianangels.org.uk
www.guardianangels.org.uk

Prejudice and Racism

- **National Coalition Building Institute (NCBI)**

NCBI is a nonprofit leadership training organisation based in Washington, D.C. Founded in 1984, NCBI has today Chapters in many towns in the US as well as in other countries. They offer different kinds of training, from one-day prejudice reduction workshops to full-sized training for trainers.

Address: NCBI
1120 Connecticut Avenue, NW
Suite 450
US-Washington DC 20036
Phone: ++1-202-785 9400
E-mail: ncbiinc@aol.com
www.ncbi.org

Human Rights Training

- There is an excellent directory of Human Rights Education programs produced by the US-based Human Rights Internet. It includes 196 records from all over the world.
Address: www.hri.ca/coldfusion/cfteac/

Dealing With Death and Trauma

- Kurve Wustrow, Germany (see above)

Affirmation and Resistance

(community resistance facing threats of torture and death)

A handbook "Afirmacion y resistencia. La comunidad como apoyo" has been published by Carlos Martín Beristain and Francesc Riera (1992) Both are trainers who have been involved with Peace Brigades International; PBI can provide contact to them. Beristain is based in Spain.

Nonviolence in its Gandhian meaning

- Institute for Total Revolution, India (see above)

D) Online Courses

- **United Nations Peacekeeping**

The United Nations Institute for Training and Research (UNITAR) is an independent institution within the United Nations and has the mandate to contribute to a more efficient functioning of the United Nations by providing training opportunities and engaging in research. They run a correspondence course on UN peacekeeping that is open for non-soldiers. Address: www.wm.edu/unpeacek/nf-index.html

- **International Online Training Program on Intractable Conflict**

by Burgess, Guy and Burgess, Heidi

Organization: University of Colorado: Conflict Research Consortium

This is a free online training program on the theory and management of difficult and intractable conflicts. This website contains a set of theoretical and practical materials on common problems and solutions, designed to help people better deal with difficult, long-lasting, and resolution-resistant conflicts.

<http://www.colorado.edu/conflict/peace/>

- **Nova Southeastern University: School of Social and Systemic Studies-Dispute Resolution Program**

Organisation: Nova Southeastern University, USA

This is the site for the NSU School of Social and Systemic Studies' Dispute Resolution program. It provides an overview on the program, as well as faculty information, and distance learning information. It also contains links to conflict resolution resources and programs in higher education.

<http://www.nova.edu/ssss/DR/>

- **Online Course Transforming Civil Conflict**

Organisation: The Network University (TNU), Amsterdam, Netherlands and Centre for Conflict Resolution at the Department of Peace Studies in Bradford

This course is a four-week Online certificate course in conflict resolution, - prevention and -analysis. It is designed for professionals that work in conflict areas.

www.netuni.nl/demos/tcc

Appendix 3: Training in Canada

Carl Stieren

Summary and Recommendations By the Author

On a per-capita basis, Canada may have more training available than any other country under consideration for training for a Nonviolent Peaceforce.

Canada could play a key role in training for a Nonviolent Peaceforce because of the following:

- the Canadian government's role in creating the Pearson Peacekeeping Centre in Nova Scotia
- the level of activity in Ottawa where there are three training centres
- the role and experience of PBI-Canada in hosting training for PBI projects worldwide

Trainers NP would like to use from other training centres could be brought to the place where the training would be given, most likely in Ottawa, Ontario; Waterloo, Ontario; or Clementsport, Nova Scotia. Ottawa may be the first choice for NP training because the largest number of NP supporters are located there, and there has been an office of NP-Canada in Ottawa since June, 2001.

The eight training centres in Canada offering courses that would be appropriate to NP are the following (in order from east to west):

- Lester B. Pearson Peacekeeping Training Centre
- Canadian Institute for Conflict Resolution
- Canadian International Institute for Applied Negotiation
- Nonviolent Peaceforce - Canada
- Peace Brigades International - Canada
- Institute of Peace and Conflict Studies, Conrad Grebel College, University of Waterloo
- Conflict Resolution Studies, Menno Simons College, University of Winnipeg
- Peace and Conflict Studies Division, Royal Roads University

Trainers' Fees: Only three centres answered the question about what fees they paid their trainers. These three centres' rates for trainers range between \$75 and \$583 a day, which may be near the bottom of the scale. One Canadian-based international trainer with a number of years of experience, whose own fee is CDN \$1200 per day, said the range for most trainers' fees in Canada are between \$850 and \$1200 per day. A second trainer stated the range of most fees in Canada as between \$800 and \$1500 per day. The first trainer also quoted a UN study that said the average international trainer's fees were US \$650 a day (about CDN \$1000).

Highly Recommended: The Advanced Course: Issues In Modern Peacekeeping (C99) at Pearson Peacekeeping Centre was highly recommended. So was the general course given by CIIAN. Among individual trainers, Karen Ridd of Menno Simons College (also a PBI trainer) was highly recommended, and so was Sylvia McMechan of Royal Roads

University. A contact at one centre said a dream team would include Lyn Adamson of Toronto (PBI), Karen Ridd of Winnipeg (Menno Simons), Walter Dorn of Kingston (Royal Military College), and Andrea Young-Bernier of Ottawa.

Other Centres: While there are peace studies departments at MacMaster University in Hamilton, Ontario; Mount Saint Vincent University in Halifax, Nova Scotia, and the University of Toronto in Toronto, Ontario, these programs are more academic and not practice-oriented. The programs at Menno Simons College and Conrad Grebel College are more practice-oriented.

1. Lester B. Pearson Peacekeeping Training Centre

Summary

The Pearson Peacekeeping Centre was established in 1994 as part of the former Cornwallis Canadian Forces Base in Clementsport, Nova Scotia.

Their website, on June 8, 2001 said "The PPC conducts roundtables, research, seminars, and courses, and produces a number of publications each year. All are attended by Canadian and international military and civilian participants. Programs are presented in English and selected courses are also offered in French and Spanish. Off-campus activities in Canada and abroad are conducted by mobile training teams."

They offer two-week and four-week courses, two of which are offered in French.

Trainers

There are 6 to 7 course managers, and 350 external faculty from across Canada and around the world who can be called upon for any particular course, and brought to the course site for the duration of the course.

Per-diem average or average honorarium per day (or per hour) for a trainer: Classified.

Students

PPC has up to 30 per cent civilians in some of its courses, and would like to increase that percentage to 50 per cent in some courses. For other courses, PPC sees an ideal course composition as one-third Canadian Forces, one-third military from overseas, and one-third civilians. The Canadian Department of National Defence funds the Canadian Forces members who study at PPC, the Military Training and Assistance Program or MTAP from the Canadian government funds the overseas military, many from the Global South or Eastern Europe. Canadian civilians are eligible for some funding or scholarships.

For longer-term courses from April 1, 2000 to March 31, 2001, there were
Canadian Forces: 320 participants

International Military: 351 participants

Civilians: 292 participants (of these, between 5 and 7 per cent were employees of the Canadian Forces)

In 2000, PPC did a cross-country tour to raise awareness of the centre (the facts on which workshops were available and to discuss the Brahimi Report and its implications for Canada's role in international peacekeeping with one-day workshops in Halifax, Montreal, Ottawa, Toronto, Winnipeg, Calgary, and Vancouver that attracted 1058, of whom 766 were civilians.

Courses

Approximately 100 courses have been offered since PPC began. Most are offered at Clementsport, NS, but some are offered in Montreal, and others have been held overseas.

Their on-site courses, from their website, June 8, 2001:

- *C-01: Interdisciplinary Cooperation: The New Peacekeeping Partnership In Action
- *C-02: Creating Common Ground : Negotiation for Peacekeepers
- C-03: Myths And Reality : The Legal Framework Of Modern Peacekeeping
- *C-04: The Humanitarian Challenge: Refugees and Internally Displaced Persons
- C-06: Live, Move And Work : Technology And Engineering In Modern Peacekeeping
- C-11: La coopération interdisciplinaire: Le nouveau Partenariat pour le maintien de la paix en action (French version of C-01)
- C-12: Hard Road Home : Disarmament, Demobilization, And Reintegration
- C-16: "As Pass On The Seas..." ..." The Peacekeeping Dimension of Maritime Operations
- *⁹²C-25: "Free And Equal... Human Rights and Modern Peacekeeping"
- *C-26: "Libres et égaux...": les droits de la personne et le maintien de la paix (French version of C-25)
- C-46: "To Secure The Peace" Civil-Military Co-Operation In Modern Peacekeeping
- C-99: Advanced Course: Issues In Modern Peacekeeping
- CS-12: Risks And Rewards: Conflict Zone Preparation Training, a Programme for the Media
- CE-66 ELDERHOSTEL: An Introduction to Modern Peacekeeping

Selected Course Descriptions⁹³:

C-99: Advanced Course: Issues In Modern Peacekeeping

Oct, 2000 Session: 38 students participated, of whom 14 were civilians (Roger Wilson)

The aim of this course is to provide a comprehensive perspective on key issues in modern peacekeeping appropriate to intermediate and senior members of the New Peacekeeping Partnership - all those individuals and organizations working together to improve the effectiveness of peacekeeping operations. This course is unique in its attempt to establish a common standard of professional knowledge on vital issues relevant to successful peacekeeping, applicable to such a diverse group. The course consists of four principle Series:

Central Presentations - addressing key issues within the framework in which modern peacekeeping occurs (Changing Face of Peacekeeping, Conceptual Framework of Modern Peacekeeping, Peacekeeping Partnership, UN, Legal Framework, NATO, Human Rights, conflict Indicators, Human Security, Early Warning & Strategic Options, Refugees, Humanitarian Assistance, Peace Agreements, Law & Order, Civil Military Co-operation (CIMIC), Disarmament, Demobilization & Reintegration(DD&R), Governance, Mission Transition, Information & Intelligence, Cross-Cultural Dynamics, Measures of Ef-

⁹² Asterisks: Higher than average enrollment by civilians in these courses

⁹³ website, June 8, 2001

fectiveness, Media, Building Sustainable Capacity, Reflections on Modern Peacekeeping);

Exercise - in a realistic simulation, experience the complexities of all peacekeeping partners conducting peacekeeping operations across the four principle phases of the spectrum of peacekeeping - Prevention, Mitigation, Termination, & Recovery (Conflict Indicators, Minority Rights, Developing a UN Response, Negotiating a Peace Agreement, Putting the Law into Practice, Law & Order, CIMIC, DD&R, Governance, Mission Transition, Measures of Effectiveness, Sustainable Capacity) how function;

Discussions - an opportunity to explore lessons learned in peacekeeping and the issue of peacekeeping reforms, and

Field Studies - a study trip to an active peacekeeping mission in order to experience first-hand how current peacekeeping issues are being handled by senior peacekeeping staff.

Duration: 4 weeks

Language of Instruction: English

C-06: Live, Move And Work: Technology And Engineering In Modern Peacekeeping

The way in which engineering and technology are applied to peacekeeping missions greatly affects how well both peacekeepers and the people that they help live, move, and work in the face conflict situations. The accommodation of personnel, the transportation of aid, the provision of local assistance, for example, all require the application of basic or special engineering skills. Technologies are indispensable tools for many engineering projects and for other essential mission tasks. Modern technologies can extend the range of observation and communication, improve the safety of personnel, and enhance the efficiency and effectiveness of the mission. Peacekeepers also need to know about the technologies that can be used by them, by others working with them, and even by belligerent factions with whom the Peacekeepers may come into conflict .. There is a need for all members of the New Peacekeeping Partnership to have the best possible understanding of the roles and realities of engineering and technology in modern peacekeeping. These issues are examined in this course.

Duration: 2 weeks

Language of Instruction: English

Fees

The fee for a two week course is of \$2,300 CDN.

The fee for C-99 : "The Advanced Course; Issues in Modern Peacekeeping" is \$9,000 CDN. Course C-99 lasts four weeks and includes a field study trip to an active peacekeeping mission.

Fees include tuition and materials, accommodation and meals, meet and greet, happy hour, Company of Good Cheer dinner, and transportation to and from Halifax and Yarmouth airports.

Scholarships:

Aside from scholarships for Canadian military personnel and military from overseas, civilians as well as military may apply for the Lester B. Pearson Memorial Scholarship. Scholarships awarded from this fund are usually partial scholarships: for the C-99 course, that includes a trip to Bosnia and Herzegovina, the maximum scholarship amount awarded is 50 per cent of the course fee.

The website states: "If you wish to apply for a scholarship your application must include a Curriculum Vitae together with a letter of request for financial assistance and the course application form. You should include, in your letter of request, an indication of the amount of assistance you would require. The degree of assistance provided is determined by the scholarship committee."

Residences: 138 rooms for students in two residences

Contacts

Registrar

Pearson Peacekeeping Centre

Cornwallis Park

P.O. Box 100

Clementsport, Nova Scotia B0S 1E0

Canada

Email: registrar@ppc.cdnpeacekeeping.ns.ca

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

Telephone: (902) 638-8611 Ext. 107

Fax: (902) 638-8888

Our Contacts

Lyndell Findley 638 8611 Ext.. 117, Email: lfindlay@ppc.cdnpeacekeeping.ns.ca

Roger Wilson 638-8611 Ext. 107

2. Canadian Institute for Conflict Resolution

The Canadian Institute for Conflict Resolution, founded in 1988, is on the campus of St. Paul's University in Ottawa, Canada. Its website on June 9, 2001 listed its mission as 'in the public interest, to foster, develop and communicate resolution processes for individuals, organisations and communities in Canada and internationally, and to further the objective to embody, within the conflict resolution process, the positive attributes of common sense, compassion and spirituality.'

Diplomas or Certificates

A 160 hour Third Party Neutral certificate program.

Courses

Number of courses offered in 2000/2001: information not available by 24 June, 2001

Number of courses offered since inception: information not available by 24 June, 2001

Selected Course Descriptions:

TPN 1 - Becoming a Third Party Neutral

This is experiential, basic training that stands on its own as a training course but is also a prerequisite for the other Third Party Neutral (TPN) training workshops. Here, participants explore the differences between disputes, underlying conflict and deep-rooted conflict and are introduced to mediation and conciliation skills, group process, as well as the responsibilities of the Third Party Neutral. Participants are given the opportunity to both mediate and facilitate. The foundational skills in these processes can be further developed through more specialized training.

In French: TPN1 - Devenir une tierce partie neutre

TPN 3 - Developing Mediation Skills

The course is a combination of theory and the practicing of skills. The mediation process is placed within the context of conflict theory and interest-based bargaining. Mediation training includes such things as building rapport, identifying interests and issues, analysis of options, and implementation of agreements. It is augmented by the application of enhanced communication skills. Participants practice effective listening, questioning and reframing. Additional themes include caucusing, intake and assessment, and complex mediation.

In French: TPN 3: Développer les habiletés de la médiation

Language: All courses are offered in English and in French.

Trainers

Richard Batsinduka, Esther vanGennip, Colleen Walker

Non-staff trainers:

Robert P. Birt, Elaine Bushnik, Louis Carrière, Nicole Charron-Poggioli, Vesna Dasovic-Markovic, Julie Lalonde, Sylvère Kabwa, Brian McQuinn, Andrea Morrison, Jean Ogilvie, Nabil Oudeh, Kendel Rust, Henri Tremblay, Rick Weiler

Per-diem average or average honorarium per day (or per hour) for a trainer is not public information and is negotiated with each trainer.

Students

Number of Students in year ending Spring, 2001: information not available as of 24 June 2001

Number of Students since inception: information not available as of 24 June 2001

Fees

\$975 CDN for each four-day course

Contacts

The Canadian Institute for Conflict Resolution

c/o St. Paul University

223 Main Street

Ottawa, ON K1S 1C4

Canada

Tel: (613) 235-5800

Fax: (613) 235-5801

E-mail: cicr@ustpaul.uottawa.ca

Web: www.ustpaul.ca/cicr

3. Canadian International Institute for Applied Negotiation

Summary

The Canadian International Institute for Applied Negotiation or CIIAN began in Ottawa in 1992 and offers domestic audiences courses in "negotiation, mediation, anger management, multi-party, multi-issue consensus building. CIIAN works in partnership to offer peacebuilding and conflict resolution courses to target international audiences.

The Canadian International Institute for Applied Negotiation (CIIAN) offers two certificates:

Certificate Program in Alternative Dispute Resolution (ADR)-largely aimed at domestic dispute resolution in various sectors

Certificate Program in Peacebuilding and Conflict Resolution - largely aimed at an international audience for those working in conflict or post-conflict (read violence) zones

Courses

Since its inception, CIIAN has offered 70-80 courses in addition to the Peacebuilding and Conflict Resolution Program, which started in 1998.

"The ADR Certificate Program is offered a number of times each year. The PB & CR Program has been offered once each year. This year it will be in the Fall in either Ethiopia or Somalia."

Content of Certificate Program in Peacebuilding and Conflict Resolution:

Peace Nurturing Triad - Challenges and Themes

Complex Humanitarian Emergencies

Transitional Society - Emerging Democracies

War Torn Societies

Human Rights and Humanitarian Law

Rules of Engagement

Negotiation skills

Mediation skills

Role and importance of culture

Students

600 since 1992

CIIAN's ADR Program draws largely from the workplace and corporate sector with some NGO personnel. The PB & CR Program involves a diverse group of participants with the majority from NGOs. CIIAN has done specific training for military personnel including UNMOs and also for civilian police(UNCIVPOL) and UN nuclear site inspectors.

Trainers

Contract faculty as needed.

Per-diem average or average honorarium per day (or per hour) for a trainer. Per diem ranges and is negotiated at the time of engagement.

Personnel⁹⁴:

Peacebuilding and Conflict Resolution Program and programs in general:

Flaurie Storie, Executive Director, Canada

ADR Certificate Program: Gerry Tessier, Director

Contacts

Flaurie Storie

The Canadian International Institute for Applied Negotiation

200 Elgin Street, Suite 701

Ottawa, ON K2P 1L5

Canada

Tel: (613) 237-9050

Fax: (613) 238-3340

Email: conciian@magma.ca

Website: <http://www.canadr.com/main.html>

4. Nonviolent Peaceforce - Canada**Summary**

Nonviolent Peaceforce - Canada (NP-Canada) began meeting in May, 2000, and in the spring and summer of 2001 offered its first training series in Ottawa. The goal of NP-Canada training is to provide training that could be used personally (or be of personal interest) and be of use on a peace team for a domestic or international project.

Trainers

There are no faculty members - individuals are recruited as needed from NP-Canada's good connections and good will among personal networks of trainers in the Montreal/Toronto/Ottawa triangle (to keep transportation costs down). For the Introductory Training Series in Conflict Resolution Techniques: Veronica Pelicaric, Montreal; Andrea Young-Bernier, Ottawa; Lyn Adamson, Toronto; Vern Neufeld Redekop, Ottawa; Peter Dougherty (willing, but unable to travel to Canada), Lansing, Michigan USA and Sheri Wander, Ann Arbor, Michigan USA.

Per-diem average or average honorarium per day (or per hour) for a contract trainer:

For the introductory series, all trainers donated their time. For the fall training series, because NP-Canada has funding, the plans are to offer \$150 CDN per half-day of training.

Students

For the first series, 35 individuals, with an average seminar attendance of 19. The maximum per seminar was 24 or 26, and although this number was enrolled, attendance never exceeded 22 because of illness and other reasons for cancellations. All may apply, but the targets of NP were participants from NGOs (staff and volunteers), members of the federal civil servants, and members of faith communities. All these groups were represented in the spring, 2001 training series.

Courses

⁹⁴ from website, June 8, 2001

For the Spring, 2001 Introductory Training Series in Conflict Resolution Techniques, five Saturday afternoon seminars were offered:

- From Violence to Wholeness
- Interpersonal Conflict Resolution
- Peace Brigades International introductory training
- Reconciliation of Deep-Rooted Conflicts
- Michigan Peace Team introductory training

Selected Course Descriptions:

Michigan Peace Team introductory training

Peter Dougherty of Lansing, MI (June 9) is the Outreach Co-ordinator for Michigan Peace Team. He has been on violence reduction peace team projects in Chiapas, Mexico; Bosnia, Haiti, Hebron & Michigan. Michigan Peace Team has also helped prevent violence at rallies in the United States where the Ku Klux Klan was present.

Participants will be invited to explore their boundaries of nonviolence in hands-on exercises. They will experience working in simulations as small affinity teams, primarily in international situations.

Conflict is for the birds: interpersonal conflict resolution

Andrea Young-Bernier of Ottawa is a trainer in conflict resolution who received her training at the Canadian International Institute for Applied Negotiation in the same city.

Participants will learn a common-sense approach for recognizing the differences in personal styles that may lead to interpersonal conflicts. Every encounter with someone whose views differ from your own offers the potential for friction, wasted time, bruised feelings and looking foolish. Using a specially-developed conflict mode inventory, this workshop offers the opportunity to learn to use the differences well. Recognize your personal patterns for handling conflict, for anticipating and for dealing with conflict, and feel more confident when you are confronted with conflict. Participants gather in type-alike groups and work out a solution to the conflict, then share the solution with the whole group.

Fees

First series: \$15 CDN per four-hour seminar or \$55 CDN for the series of five seminars. Fees for the fall series have not been determined as of June 14.

Contacts

Carl Stieren, Chair

Nonviolent Peaceforce - Canada

211 Bronson Ave. - Suite 100A

Ottawa, ON K1R 6H5

Phone: (613) 564-0999

Fax: (613) 564-0068

Email: canada@nonviolentpeaceforce.org

5. Peace Brigades International - Canada

Summary

Peace Brigades International (PBI) is a non-partisan international organization dedicated to practicing nonviolence in conflict areas. PBI volunteers, by providing protective accompaniment, create "breathing space" for groups working nonviolently for social justice in their respective countries. PBI currently maintains protective accompaniment teams in Colombia, Mexico and Indonesia, with a joint project in Chiapas, Mexico. Former PBI projects include those in Sri Lanka, Guatemala, El Salvador, Haiti, and with First Nations in North America. Specific work done varies according to the specific requests received in the situations where the team is located. The general areas which PBI volunteers are often asked to respond to include requests for protective accompaniment from individuals and groups threatened with political violence, facilitation of workshops on non-violence upon request, and dissemination of first-hand reports internationally. (from PBI-Canada website)

PBI-Canada was founded in 1982, as the first country group of PBI, one year after PBI International was founded on Grindstone Island near Portland, Ontario, Canada in August , 1981. There was a Central America office of PBI in Toronto started in 1982 for the project in Guatemala. The first staff of the Central America office was JoLeigh Commandant, and a key volunteer Alaine Hawkins. The first CIDA (Canadian International Development Agency) grant was received when PBI's Canadian operations were a project of Canadian Friends Service Committee, the Quaker peace and service agency. PBI-Canada later separated from CFSC and received its own charitable registration with Revenue Canada (now CCRA). (from Carl Stieren).

PBI-Canada only organizes physical (logistical) arrangements for trainings, which are the responsibility of the PBI project committees. The project committees, which have members worldwide, decide on the training curriculum and choose which trainers to invite.

Trainers

Canadians who have been PBI trainers now living in Canada include Karen Ridd of Winnipeg, Lyn Adamson of Toronto, Lucho van Isschot of Montreal, and Alan Dixon of Toronto. Lyn Adamson, a conflict resolution professional from Toronto who worked on the Indonesia project, also did a half-day introductory training in Nonviolent Peaceforce - Canada's five-session Introductory Training Series in Conflict Resolution on April 28, 2001.

Per-diem average or average honorarium per day for a trainer: CDN \$75 to \$150.

Students

Typically, only the applicants for PBI service who have applied to volunteer on a PBI mission are eligible to participate in trainings. An average PBI-Canada training has between 8 and 20 selected volunteers as participants. However, one or two other interested individuals may be able to attend if space permits.

Courses

There have been an estimated 5 to 8 trainings held in Canada since training began in the 1980s. Many more have been held in the U.S. and in Europe, which Canadians have attended.

An example: East Timor Training for June, 2001

The agenda will include sessions on the history of PBI, on the principles of nonviolence, and on the political analysis of the Indonesian/East Timor and Aceh contexts as well as participatory exercises, role-plays, to help orient people to what work on a PBI is like. The session will be conducted in English with some Indonesian. At the end of the training, the volunteer meets with the training team to jointly evaluate their suitability for the work, and, if accepted, joins our pool of available volunteers. Actual scheduling for service varies and will be negotiated individually. Volunteers are also encouraged and supported to do outreach and fundraising work in their own communities and regions. (from PBI-Canada website)

Requirements⁹⁵:

you are at least 25 years old

availability to make a one-year commitment

fluency in Bahasa Indonesia (OR, have experience learning foreign languages and are willing to learn the language before service)

experience with NGOs, human rights or international work

Dates: June 8 - 20, 2001

Location: (Camp NeeKauNis (a Quaker camp in Wabushene, Ontario near Toronto, Ontario, Canada (at a camp on beautiful Georgian Bay -- transportation will be provided from Toronto and Toronto Airport)

Application Deadline: May 1, 2001 (can be extended with prior arrangement - please contact us)

Cost: \$300-500 US - sliding scale - to cover training packet, lodging & vegetarian food (limited subsidies available)

Colombia Training:

A two-week training for potential volunteers for the Colombia project (in Spanish) is tentatively planned for fall 2001 in Montreal. A North American training for the Mexico Project is also tentatively planned for fall 2001. Contact PBI-Canada for more information.

Contacts

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⁹⁵ Before being accepted, all candidates must complete an application form, present letters of reference, take part in a telephone interview, and participate in a 10-day training session (from website - dates indicate an 11- or 12-day training session)

Website: <http://www.web.net/~pbican/>

6. Institute of Peace and Conflict Studies, Conrad Grebel College, University of Waterloo

Summary

The Institute of Peace and Conflict Studies offers a Certificate in Conflict Management, a techniques-based curriculum. IPACS is part of Conrad Grebel College, a Mennonite College that is part of the University of Waterloo, about 100 km west of Toronto, Ontario. Conrad Grebel College also has a Peace and Conflict Studies department, which offers a more academic program and offers undergraduate degrees.

"The program, at the Institute of Peace and Conflict Studies, is designed to provide practical and relevant skills training in conflict management that inspires and empowers proactive, positive agents for change within personal and family relationships, the commercial sector and within our communities. It intends to prepare participants to respond in creative and positive ways to the conflict each may face in their daily lives. Instructors employ information sharing, case studies, role plays and group discussion to illustrate collaborative responses to conflict. Participants not only learn theory, but will experiment with techniques that develop confidence in their ability for effective problem solving in business, societal and personal situations."

The Certificate in Conflict Management has two streams:

professional and work skills (ADR, Advanced Mediation, Coaching Skills for Effective Managers, Dispute Resolution in the Workplace, Negotiation).

effective community influences (Communities in Conflict, Community in Diversity, Building Peaceable Communities).

Sample course description

Advanced Mediation

Course objectives focus on development of analytical and mediation skills; application of mediation model to both transactional and relational disputes with emphasis on strategic use of evaluation mediations; techniques for overcoming impasses and achieving closure with maximum hands-on experiential learning through role-playing in small groups and use of videotaped playback.

Students

Number of Students in year ending Spring, 2001: information not available as of 24 June 2001

Number of Students since inception: information not available as of 24 June 2001

Number of certificates awarded last year: information not available as of 24 June 2001

Number of certificates awarded since inception: information not available as of 24 June 2001

Trainers

Permanent teaching staff: 8

Sessional lecturers: 11

Per-diem average or average honorarium per day (or per hour) for a contract trainer: information not available as of 24 June 2001

Contacts

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7. Conflict Resolution Studies, Menno Simons College, University of Winnipeg

Summary

Conflict Resolution Studies seeks to understand the nature and dynamics of human conflict, and to look at appropriate alternatives for dealing with conflict in ways that develop healthy relationships and prevent violence. Conflicts are analysed from an interdisciplinary perspective together with topics such as violence, power, justice, peace, communication, culture, war, conflict transformation and dispute resolution. CRS prepares students to understand and interact constructively in response to personal, local, and global conflict situations.

Our program offers a BA in Conflict Resolution Studies involving 30 unique courses. These courses are interdisciplinary and utilize small-group, problem-based learning methods. The key organizing principles for course progression in CRS are theoretical and applied in nature. Courses prepare students for theoretically informed "hands on" conflict transformation work and research. These emphases highlight the close relationship between careful academic scrutiny of particular problems and a firm grounding in experiences of people living in community, whether in personal relationships, organizational settings, civil society, or our global culture.

Conflict Resolution Studies is one of the two majors offered through Menno Simons College (MSC), an affiliated college of The University of Winnipeg. There is flexibility in this program to allow for double majors. All MSC students register as University of Winnipeg students. All degrees are University of Winnipeg degrees.

There are two undergraduate degrees offered:

Three-year B.A.: 90 credit hours

Four-year B.A.: 120 credit hours

Sample course description:

60/61.2443/3 CONFLICT AND DEVELOPMENT ISSUES IN INDIGENOUS COMMUNITIES

Within the broad frameworks of international development and conflict resolution studies, this course explores the dynamics of indigenous people globally, with special refer-

ence to the Canadian context. The course describes key elements of indigenous cultures and world-views. It will examine inter- and intra-group conflict and conflict resolution processes involving indigenous communities. Processes of marginalization and underdevelopment will be presented in order to understand the indigenous communities' social, economic, and political situations. Strategies for community development and conflict resolution will be highlighted as means to achieve transformation.

Trainers

Per-diem average or average honorarium per day (or per hour) for a contract trainer: \$3,000 CDN per 36 hour course (which averages out to \$583 for a seven-hour day).

Students

In year ending May, 2001: 508

Since inception: 2,375

Degrees conferred in year ending May, 2001: 50

Degrees conferred since inception: 230

Part-Time:: 800 full-course equivalents

Contacts

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

8. Peace and Conflict Studies Division, Royal Roads University

Summary

Royal Roads University is located 10 km from downtown Victoria, British Columbia, Canada. It was created in 1995 after Royal Roads Military College was closed. RRU offers three programs in conflict analysis and management from their Peace and Conflict Studies Department:

an M.A. program, in Conflict Analysis and Management - 32 credits (Cost: \$16,000 for two years for Canadians; \$24,000 for international students)

a graduate diploma program - 16 credits (Cost: \$8,500 for Canadian learners and \$13,000 for international students)

a certificate program - 6 credits (Cost \$4,500 for two semesters)

Courses

The Certificate Program requires completion of the following:

CAM 500 Introduction to Conflict Analysis and Management (offered during 3 weeks in residence, during which you also can take CAM 520 - Applied Theory)

This course provides an introduction to conflict analysis and management including the most commonly used concepts, terms, models, and practices in the field. Topics include the types, sources, processes, and consequences of conflict at the group, organizational, inter-group, and international levels, as well as the various methods for managing and resolving conflict.

CAM 530 Designing Dispute Management Systems for Multicultural Environments (offered as distance education)

This course is comprised of the theory and practice of designing effective dispute resolution systems for different kinds of conflicts and organizational settings, especially in multicultural environments. The course first examines the basic principles and elements of dispute resolution policy and processes, with emphasis on alternative dispute resolution techniques and various combinations of arbitration, conciliation, and mediation. This is followed by a study of the ways in which culture, especially ethnicity, contributes to the origins, expression, dynamics, management, and resolution of conflict. The course concludes by examining how recognition of, and respect for, cultural differences can be incorporated into the design and operation of conflict management systems.

Skills-based Certificate or Diploma from a recognised post secondary institution such as the Justice Institute of British Columbia.

Cost: \$4,500 CDN

M.A. in Conflict Analysis and Management

Length: 32 credits over two residence semesters and two distance semesters, chosen from the following: (* = required course)

*CAM 500 (3 credits) Introduction to Conflict Analysis and Management

*CAM 520 (3 credits) Applied Theory

CAM 510 (2 credits) Introduction to Law and Its Relationship to Conflict Analysis

CAM 511 (2 credits) Legal Framework for International Trade and Commercial Disputes

CAM 512 (2 credits) Legal Framework for Environmental Conflict Management

*CAM 521 (2 credits) Practicum in Conflict Analysis and Management Skills (student must arrange this)

*CAM 530 (3 credits) Designing Dispute Management Systems for Multicultural Environments

*CAM 575 (3 credits) Methods for Conflict Research and Analysis

*CAM 600 (3 credits) Issues in the Theory and Practice of Conflict Analysis and Management

CAM 650 (5 credits) Analyzing and Managing Conflict Involving Political, Ethnic and Security Issues

CAM 661 (5 credits) International Trade and Commercial Conflict Management

CAM 662 (5 credits) Environmental Conflict Management Issues

CAM 670 (5 credits) Modern Peacekeeping Issues

CAM 690 (8 credits) M.A. Action-based Major Research Project

Trainers

14 permanent faculty members with either Ph.D. or M.A. degrees.

Per-diem average or average honorarium per day (or per hour) for a contract trainer:

Classified

Students

175 students since 1995.

Contacts

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Dean, Peace & Conflict Studies Division

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Sandra Lewis, Senior Program Associate

Our contacts

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