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Qualification for Civilian Peacekeeping

Documentation of a symposium on the 10. October 2020



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Abstract

In the symposium it became clear that work in civilian peacekeeping / UCP requires many different competences, many of which are rather "soft" or social competences - stress resilience, the ability to build relationships, intercultural skills and - to a much greater extent than in other international work in the field of conflict transformation - the willingness to stand back and let the accompanied partners take the lead.

A picture of qualification for this work as a step-by-step process emerged in the discussion: At the beginning there can be basic training, as provided in Germany by various institutions, e.g. the Education and Meeting Centre "KURVE Wustrow" or the Academy for Conflict Transformation of forumzfd. This basic training is the same for all areas of work, regardless of whether someone later goes abroad with the Civil Peace Service or with pbi or Nonviolent Peaceforce. Civilian peacekeeping also requires certain specialisations that can be acquired in additional courses and training. A third, indispensable, element is agency-specific preparation, in which volunteers and staff are prepared for the mandate, philosophy, security rules and teamwork. Instead of the first two steps, there can often be other forms of qualification - from studying relevant subjects to gaining professional experience in the social field.

Regarding colleges: In France people managed to create a training course with a state-recognised certificate. In Leeds there is a course on "protection". In Germany, there is often a complaint about the lack of practical relevance in peace and conflict studies. Establishing something similar to France in Germany would require the cooperation of professors and moving in this direction step by step, perhaps through individual courses as part of the degree programme.

There was also an exchange on the question of the effectiveness of civilian peacekeeping. It was noted that scientific study of Civilian Peacekeeping / UCP is at the very beginning. The big challenge is: how to prove the effectiveness of prevention, of something that does not happen? More systematic and comparative studies were called for.

Editor:

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Glossary

ICP Committee = French Committee for Civil Intervention for Peace

DC = Development Cooperation

GIZ = German Society for International Cooperation

IPON = International Peace Observers' Network

KfW = Reconstruction Loan Corporation

NGO = Non-Governmental Organisation

NP = Nonviolent Peaceforce

OSCE = Organisation for Security and Co-operation in Europe

pbi = Peace Brigades International

UCP = Unarmed Civilian Protection

UN = United Nations

ZKB = Civil Conflict Transformation

CPK = Civilian Peacekeeping

Introduction

How and where can you learn to protect other people from violence? How can women become "civil peacekeepers"? These were the questions that occupied us at our expert discussion on 10 October 2020 in Bonn, Germany. Due to the Corona pandemic, it was held "hybrid" i.e. around 20 people took part on site and others joined in via Zoom to follow individual lectures or the entire event.

Civilian peacekeeping / UCP is about preventing violence in conflict situations through the presence of peacekeepers or volunteers who are on the ground and actively intervene.

The main tasks of civilian peacekeeping - sometimes also referred to as¹ unarmed civilian protection (UCP) or protective accompaniment¹ - are as follows

- the protection of civilians in war situations;
- the protection of particularly threatened groups and communities, such as refugees or ethnic minorities, where there is a threat of attacks against such groups;
- the observation of ceasefires;
- Work with potential perpetrators of violence to influence their behaviour;
- protective accompaniment of human rights defenders or other activists.
- In addition, civil peacekeepers are actively involved in building and strengthening local early warning systems and doing educational work with affected people to strengthen their resilience.

Organisations active in this field include Nonviolent Peaceforce, Peace Brigades International, the Ecumenical Accompaniment Programme in Palestine and Israel, Christian Peacemaker Teams, as well as many groups doing similar work in their own countries - here in Germany, for example, working in social hotspots or with the threat of right-wing extremist mobs.

In its guidelines on crisis prevention adopted in 2017, the German government explicitly said that it wanted to support international civilian peacekeeping.

There are at least 50 organisations worldwide, mainly from civil society, which are active in over 30 countries. The organisations work partly with volunteers, partly with people who have made civilian peacekeeping / UCP their profession.

Protecting people from violence or ensuring that violence does not occur in the first place is a challenging task. It requires great social skills as well as know-how, e.g. in conflict analysis. Such skills are taught in workshops, seminars and training courses. The formats range from weekend seminars conducted by the organisations themselves or by training institutions to courses lasting several months.

Even organisations whose primary mandate is not civilian peacekeeping / UCP - be it humanitarian aid in conflict areas or work in development cooperation - are repeatedly confronted with violence that threatens their partners or even themselves. Those affected are quickly overwhelmed by such situations. Therefore, the question of how civilians can protect themselves and others from violence should also play a role in their preparation, instead of giving up their work or calling in armed security forces or the military for help. Sometimes these are very simple methods that can increase security.

The aim of the symposium was to look at different educational formats in which knowledge and skills in civilian peacekeeping / UCP are imparted. For this purpose, we invited experts from different contexts to talk about their experience in peace education.

The symposium took place within the framework of our project "Share Peace" and was funded by the Foundation for Environment and Development NRW.

This documentation is oriented in the course of the conference:

In the morning, after an introduction by Dr. Christine Schweitzer (BSV), Dr. Cécile Dubernet from the Catholic University of Paris and Joana Kathe from Peace Brigades International gave presentations. Cécile Dubernet is a university lecturer and has been able to introduce a

¹ Different organizations prefer different terminology.

certificate course in civilian peacekeeping / UCP at her university in 2020. Joana Kathe works with Peace Brigades International, which specialises in protection accompaniment for human rights defenders. She presented the training steps that volunteer protection facilitators go through at pbi.

In the afternoon, three experts exchanged views in a panel. Jochen Neumann from the educational and meeting centre for non-violent action "KURVE Wustrow" represented an institution in Germany that trains peace workers for the Civil Peace Service, among other things. Dr. Gregor Hofmann and Oberkirchenrätin Karen Hinrichs came from the university peace research sector in Frankfurt (Leibniz Institute Hessian Foundation for Peace and Conflict Research) and the Freiburg University of Education respectively. A number of proposals were developed on how training in civilian peacekeeping / UCP could be given greater weight in Germany.

Christine Schweitzer, 16.12.2020

Introduction to Civilian Peacekeeping / UCP

Revised presentation by Christine Schweitzer (CS)

Dr Christine Schweitzer is the Executive Director of the Confederation for Social Defence. She co-founded and led the international Balkan Peace Team in the 1990s and worked for Nonviolent Peaceforce for almost ten years in the early 2000s. She is currently involved as a consultant in a project by NP to record "good practice" in civil peacekeeping.²

Moderation: Outi Arajärvi (OA)

Civilian Peacekeeping or Unarmed Civilian Protection- Protecting People in Crisis and War Zones Without Violence

What is it about?

It is considered the task of the police and the military to protect people from violence. But in war zones or fragile states, but even in countries like Germany, this does not always happen. Sometimes the security forces are among those who violate human rights, or are even the ones from whom human rights violations emanate in the first place - think of Belarus or many countries in Latin America. There, other mechanisms of protection are needed.

Protecting people without weapons

There is a deep-seated conviction that as soon as there is a war, there is nothing more that can be done by civilians; that soldiers are needed to protect civilians. But practice shows that this is not true.

There are non-violent approaches to protecting people. One of these is civilian peacekeeping / UCP or "unarmed civilian protection". Others speak of "protective accompaniment". What is actually meant is always the same thing.

Civilian peacekeeping / UCP is the term used to describe the protection of civilians from violence in conflict situations by unarmed peacekeepers or volunteers. They are present on the ground and use a variety of instruments to prevent violence and protect people.

This task can be carried out by international and local peace workers. And it also involves a variety of methods of self-protection.

Isn't that what the UN does?

The term peacekeeping was coined by the United Nations, which deploys troops (so-called "blue helmets") to monitor ceasefires and peacekeeping. Weapons are carried for self-protection and sometimes to enforce the mandate. Blue helmets are deployed at the invitation of the host country or following a decision by the UN Security Council.

Civilian peacekeeping / UCP is not comparable to this - peacekeepers do not carry weapons. If they belong to civil society organisations, they are not bound by the directives of specific governments. In terms of numbers, UCP projects are usually smaller - a maximum of three-digit numbers instead of four to five figures for military peacekeeping are the rule.

However, there have also been missions by international organisations that can be regarded as civilian peacekeeping³, e.g. the Kosovo Verification Mission 1998-99 of the OSCE; the EUMM in Georgia also seems to me to contain many elements of civilian peacekeeping.

² <https://www.nonviolentpeaceforce.org/what-we-do/developing-and-expanding-the-field>

³ Though this is controversial. Some protagonists would prefer to limit the concept of UCP / civilian peacekeeping to civil society work only.

There are various NGOs working around the world, including:

- Peace Brigades International (pbi), who specialise in providing protective accompaniment to human rights defenders - they are present in their offices or communities or accompany them as "unarmed bodyguards".⁴
- The Ecumenical Accompaniment Programme in Palestine and Israel (EAPPI), initiated by the World Council of Churches, observes and accompanies people in Palestine who are fighting non-violently for their rights.⁵
- Nonviolent Peaceforce (NP) is an international organisation, some of which have over 150 staff on the ground in war zones. It is currently (2020) active in South Sudan, the Philippines, Myanmar and Iraq.⁶
- Cure Violence is an organisation founded in the USA that primarily targets and successfully stops violence in hot spots.⁷

There are also several organisations that call themselves "peace teams", e.g. Christian Peacemaker Teams⁸, Meta Peace Teams⁹, the Balkan Peace Team co-founded by the BSV in the 1990s¹⁰; and other organisations of a similar nature, e.g. the Italian Operazione Colomba¹¹.

However, it would be a mistake to assume that only international organisations are active in this field. In many countries there are local or national organisations that successfully protect their fellow citizens from harm. An example follows below.

Areas of tasks include:

- Presence and violence prevention in refugee camps;
- Protection from gender-based violence;
- Protective accompaniment for human rights defenders and other activists;
- Monitoring ceasefires and other agreements;
- Prevention of violence during potentially particularly dangerous situations, e.g. before and during elections or referendums, or during demos;
- Establish local early warning systems; control rumours;
- Protect politically engaged communities that declare themselves peace zones;
- Protect refugees from attacks by racist violent mobs;
- Presence and patrolling of vulnerable places, be it school routes and schools, hospitals, wells or markets;
- Intervening in acute situations of violence;
- Creating safe places where communities can resolve their conflicts through dialogue;
- Initiation of dialogue between groups and communities in conflict;
- Actively encourage and empower civil society to take their protection into their own hands;
- Training and information dissemination on relevant topics;
- Public advocacy for concerns and problems that have been observed.

Example: Mindanao (Philippines)

In Mindanao, the southern large island belonging to the Republic of the Philippines, whose

⁴ <https://www.peacebrigades.org/en/>

⁵ <http://www.eappi-netzwerk.de/>

⁶ <https://www.nonviolentpeaceforce.org/>

⁷ <https://cvg.org/>

⁸ <https://www.cpt.org/>

⁹ <https://www.metapeaceteam.org/>

¹⁰ <https://soziale-verteidigung.de/bereich/abgeschlossene-projekte>

¹¹ <https://www.operazionecolomba.it/>

population is partly Muslim and demands more independence from Manila, there have been repeated fights with the Philippine military for many years - with changing actors from the side of the insurgents. Currently, a peace process is underway, but not all actors are participating; moreover, tensions and problems arise again and again, e.g. when elections are due. At least three organisations can be counted among the activities of civil peacekeeping:

- In view of continuing violations of the ceasefire agreement between the Philippine government and the rebel group Moro Islamic Liberation Front (MILF), civil society groups from the Philippines founded the Bantay Ceasefire initiative in January 2003. Its aim is to independently monitor the ceasefire and the peace process. Bantay Ceasefire is a project of various Filipino organisations working in the field of peacebuilding. It has monitored the various ceasefires that existed before the final peace agreement and intervened where their violation was threatened.
- Nonviolent Peaceforce is an international NGO that has been active in Mindanao since 2007 and has official status within the state peace process and the Malaysia-led International Monitoring Team, where it is responsible for the protection of civilians with (among others) Bantay Ceasefire.
- IPON (International Peace Observers Network) is an international network that sends observers to elections and other events.

Civilian peacekeeping / UCP is successful

Scientific research on civilian peacekeeping / UCP is still in its infancy. Nevertheless, a growing number of evaluations and other studies, including the work of pbi, NP and the US organisation Cure Violence, show that it is effective:

- Violence is stopped and lives are saved.
- Women, children and men are protected from abuse.
- Communities can stay at home; or if they have to flee, they are well prepared.
- ZPK creates space for peace and human rights work by local actors because it protects them.
- Relationships in divided communities are restored.
- Conflicts are prevented or resolved.
- Early warning mechanisms are created.
- The behaviour of armed actors is influenced.

Why is that possible?

- "The world is watching" is often a factor that stops those willing to use violence.
- Relationships are built with "influencers" on the ground (leaders) who in turn can stop those willing to use violence.
- Building trust and relationships with all sides enables communication and civil conflict transformation.
- The capacity of local communities to protect themselves is strengthened.
- The deep-seated conviction that in extreme situations "only violence helps" is often an illusion. On the contrary, sometimes carrying weapons can mean additional danger because one becomes a "legitimate" military target.

Who does this work?

Who the people are who do this work varies from organisation to organisation. In many places it is the citizens themselves who become active in their community. Of the groups that intervene in conflicts elsewhere, many work with volunteers who go to projects for anywhere from a few weeks to 1-2 years. Others, such as Nonviolent Peaceforce, use paid staff who sometimes work in a country for many years.

It is important to note that it is by no means only people from the Global North who intervene in conflicts. Especially in Nonviolent Peaceforce, the majority of staff and project leaders come from the global South.

Isn't that too dangerous?

Working in war zones or where human rights violations are commonplace is never completely safe. That is why all organisations doing this work put a lot of emphasis on security measures. But unlike military peacekeepers, these are designed to allow close contact with the population - there is no retreating behind fences or walls. Once again, building relationships with all sides plays an essential role. Evacuation, if necessary, usually means only temporary relocation to a safer part of the country.

Protection is also always a reciprocal relationship - not only do the outsiders protect the local ones, but the reverse is also true. Outi Arajärvi saw how important protection by local partners is when she visited South Sudan with Nonviolent Peaceforce. In one refugee camp, there was a violent atmosphere against anyone coming from Kenya. Several people from Kenya were working as NP international protection officers. One morning, partners from the camp called NP and warned the Kenyans not to come to the camp that day.

A residual risk remains - this applies to people in civilian peacekeeping / UCP just as it does to all those who choose to work here in Germany, for example in the police or fire brigade.

Preparation / Trainings

The vast majority of organisations and projects prepare their volunteers/professionals in so-called trainings, which vary greatly in length. They range from a preparation of a few hours to courses lasting several weeks. The Federation for Social Defence, for example, participated in peace marches in Bosnia-Herzegovina during the war there and held weekend training sessions to prepare for this.

Sometimes the trainings have an element of assessment at the same time - i.e. the examination of whether the participant is suitable for an assignment. Sometimes the two are separated.

When it comes to the question of who is suitable for such work, it can generally be said that social skills play a decisive role in the selection. For example, role plays are used for this. "Hard skills" - with the exception of language skills - play less of a role.

As far as I know, there are only three colleges that teach or have taught protection, CPK or related topics: Leeds Beckett University in England, where Prof. Rachel Julian teaches and has a course on protection; the Catholic College in Paris, where Cécile Dubernet, who is about to present, teaches; and Selkirk College in Canada, where Randy Janzen taught. He is now retired and it is not clear whether his work will find a successor.

And who pays for that?

This also varies. Many of the smaller peace teams are funded solely by donations from their members and supporters or receive money from Christian churches. Larger, professional organisations seek funding from the United Nations, the EU and certain individual governments. The German government also finances the work of pbi through the Civil Peace Service and in the beginning also gave some money to Nonviolent Peaceforce in Sri Lanka.

However, the money is usually far from sufficient. What would be needed is much more funding for civil conflict transformation in general and for civilian peacekeeping / UCP as one of its instruments. At the moment, 10 times more funds are earmarked for the military than for civilian measures in Germany. Peace organisations demand that this ratio be reversed.

Political recognition

The work of civilian peacekeeping (often referred to as Unarmed Civilian Protection) is identified as a task to be promoted in several UN reports and in the German Guidelines on Crisis Prevention ("Krisen verhindern, Konflikte bewältigen, Frieden fördern.", 2017). The guidelines state: "The Federal Government supports the further development of civilian approaches within the framework of the R2P concept and the reform of the UN peacebuilding

architecture, as called for by the *High-Level Independent Panel on United Nations Peace Operations*. In particular, it promotes *civilian peacekeeping* as a proven methodology to protect people from violence and serious human rights violations. " (S. 51)

The UN reports include:

HIPPO Report (a 2015 report of a High Independent Panel on Peace Operations,

http://www.un.org/sq/pdf/HIPPO_Report_1_June_2015.pdf

Peace Architecture Bericht,

<http://www.un.org/en/peacebuilding/pdf/150630%20Report%20of%20the%20AGE%20on%20the%202015%20Peacebuilding%20Review%20FINAL.pdf>

Women, Peace and Security Report on the Implementation of UN Resolution 1325,

<http://wps.unwomen.org/~media/files/un%20women/wps/highlights/unw-global-study-1325-2015.pdf>.

Questions

Question: What do these trainings look like and how long should they be?

CS: A core part of these trainings are usually role plays, where you try out how to deal with possible conflict situations. Of course, there is also an introduction beforehand, information about the organisation and its principles, about the country, the situation. Then participants try out what they have learned in role plays. Working in a team is another focus usually. One-day trainings are the absolute minimum and are actually not enough. But you have to see: There is a very wide range of organisations working in this field and they also show different degrees of professionalism.

Question: Have there already been casualties?

OA/CS: No one from the international staff has been killed at NP. Many years ago, a staff member was kidnapped in the Philippines.

pbi has not had any deaths either, as far as Christine knows, but there have been several violent attacks on volunteers where they have also been injured. Unfortunately, this is not the case for other organisations and staff have been killed - for example in Latin America, Iraq, Israel and Bosnia-Herzegovina.

Protection and Civilian peacekeeping / UCP at a University

Lecture by Dr Cécile Dubernet, Paris (CD).

Dr Cécile Dubernet is a lecturer at the Faculty of Social and Economic Sciences of the Catholic University of Paris, specialising in measures to protect people trapped in war zones. For more than 10 years, she has been interested in non-violent intervention in conflict zones and in initiatives to protect civilians. She also teaches in several training courses combining field experience and theoretical work, and is very interested in the educational use of new technologies.

She has published, among others:

"La paix comme absence de guerre : les limites d'un prisme" (avec Sophie Enos-Attali), *Questions Internationales*, n° 100, septembre-décembre 2019, pp. 120-126.

"Paroles d'intervenants civils de paix: repenser l'impartialité comme espace paradoxal", *Terrains Théories*, n° 9, décembre 2018.

Relations Internationales, Manuel, Collection paradigme, (avec Michel Drain) Larcier, Bruylant 2019

The following text is an edited transcript of her talk.

Moderation: Outi Arajärvi (OA)

The Diploma of Civil Peace Intervention at the Catholic University of Paris

I would like to thank you for the invitation. Thank you for organising this seminar on a topic that is of personal importance for the coming years and for myself. How can we train in the field of Unarmed Civilian Protection, what skills do civilians need to acquire in order to protect other civilians? How can we integrate the topic formally and informally into our courses of study?

In 2020, we launched a university diploma in civilian peacekeeping / UCP together with several organisations. It is a hybrid diploma divided into six modules. It was not easy, because France is a country that does not have a university tradition in peace studies. But the feedback from the first generation of students has been very good, and the diploma was included in the national register of professional skills of the Ministry of Labour this summer. This means that the French state recognises that the diploma provides professional skills.

I will start by briefly describing the diploma¹², then present its specificities and give a short reflection on the lessons learnt over the years of work. Finally, I will list some challenges ahead to convince the French authorities that Unarmed Civilian Protection is a key competence and that it is necessary to train for it.

History: a development in stages

The training is young, but its origins go back more than 20 years. Shortly after the Kosovo war, around 2000, a first training course was launched by French non-governmental organisations (NGOs) specialised in non-violent action. Despite many theoretical components and an interactive pedagogical approach, the programme was discontinued after a short time. But an NGO committee, the Comité Français pour l'Intervention Civile de Paix¹³ (French Committee for Civil Peace Intervention) continued to follow European efforts to develop Civil Peacekeeping. Together with them, I observed peacekeeping training in Austria in 2007. I was very impressed by the training centre in Stadtschlaining¹⁴ and the international participation of the participants from all over the world. During this time, the centre was in negotiations with the University of Vienna to have the courses recognised.

Back in France, I took a little diversion into the English-speaking world. We decided to offer a training course again. Our original aim was to introduce the work of protecting civilians to a wider public in order to support the recruitment of volunteers, e.g. through pbi. However, the

¹² <https://www.icp.fr/formations/diplomes/diplomes-universitaires/diplome-universitaire-intervention-civile-de-paix>

¹³ www.interventioncivile.org

¹⁴ <https://www.aspr.friedensburg.at/>

only trainings based on field experience that we knew of were in English. For this reason, from 2009, the first training programmes of the ICP committee were entirely in English, with a trainer ready to translate into French. Soon we were able to offer two trainings per year.

Surprisingly, the contact with the French university system came through the English language course. The director of a master's programme in geopolitics with a strong military orientation took part in our training week in 2012 and was very interested in the active pedagogical work and the experience of the trainers. In the following years, he asked his students to take this training week in the Master's programme. At this stage, the training remained mainly an experimental week, was only accessible to English-speaking students and did not receive much recognition except in a small professional community.

In 2017, we had discussions with one of the NGOs on the committee to go further. Nonviolent Peaceforce (NP) had established a partnership with a Mennonite college in the USA and with UNITAR¹⁵ to set up an online course. Together with NP, we decided to translate the existing online material into French and combine it with our practical weeks. Interest from partners in French-speaking Africa was important, as it is clear that there is a demand for training on the French-speaking African continent. NP was also interested in setting up a mission in a French-speaking country in Africa. Importantly, issues related to protection in the context of migration issues have also developed in France. So in 2017 we submitted a project to the Commission for Migration at the Catholic High School in and to Justice et Paix¹⁶ (Justitia et Pax), the commission of the French Bishops' Conference. We received the necessary funding to set up the course and also for scholarships for students. Then we also got the support of Pax Christi France¹⁷ to document the project and Nonviolence XXI¹⁸ helped us to build links with some African partner organisations.

The training

In 2018, we started a certificate course with more than 30 people participating. In 2019-20, we had the first full course with about 22 participants.

We don't know yet what will happen in 2021. We are worried that many foreign students will not be able to come. But maybe students from the other Master's courses will come instead. The course is organised in modules so that students from other courses can also attend individual modules. The ideal number of participants would be about 20.

The cost for the course participants is 1,400 euros. This sum includes all the costs for the week we spend at the training centre outside Paris. If the participants are sent by their employer, they have to pay more. For those who are already enrolled at university, the cost is 1,000 euros.

We have opted for a combination of virtual and face-to-face teaching. The training lasts one semester. The course is structured in modules (teaching units). It consists of four online modules and two one-week face-to-face seminars. We remain convinced that an education that includes know-how and empathy and interpersonal relationships requires face-to-face teaching. We cannot assess these skills from a distance. We need a two-week face-to-face class where the emphasis is on physical experience and acquiring skills that are not taught in the university system either, such as active listening, self-control, stress management, team living, etc.

The decision for a hybrid course can also be explained by the fact that this training, unlike that of our American colleagues, is aimed at both undergraduate students and professionals. The students are at the end of their studies in humanitarian, development and geopolitical subjects or in social work or want to specialise in disaster management. Professionals are, for example, those responsible for humanitarian missions, logisticians, development project managers, social workers, mediators, university lecturers or police officers who want to complete their education by acquiring new skills in conflict analysis and observation, dealing with tensions etc. and crises.

In the French context, it must be taken into account that Unarmed Civilian Protection is largely

¹⁵ UNITAR is an education and research institute founded in 1963 by the United Nations. See www.unitar.org.

¹⁶ <https://justice-paix.cef.fr/>

¹⁷ <https://www.paxchristi.cef.fr/v2/>

¹⁸ <https://nonviolence21.org/>

unknown to the general public. France is a country with a strong military and a classical humanist tradition.

The training consists of two introductory modules to master the basics, one online and one face-to-face, then three online specialisations (mediation, international law, operational issues), and a final face-to-face seminar with simulations. The latter is the highlight of the training.

UE 1 (online, 20 h estimated total working time)	Introduction to Civil Nonviolent Intervention	Literary commentaries, a quiz ; forums and exercises
UE 2 (attendance, 35 h)	Introduction to Civil Nonviolent Intervention	Case studies and analyses of examples
UE 3 (online, 20 h estimated total working time)	Mediation	Participation in the online course, questionnaires and case studies
UE 4 (online, 20 h estimated total working time)	The legal framework of civil non-violent intervention	Questionnaires, information research and case studies; Literature commentaries
UE 5 (online, 20 h estimated total working time)	Operational issues, preparation for departure and security issues	Participation in the course and written test
UE 6 (presence, 35 h)	Civil non-violent intervention in practice	Simulations, cases and role plays, exchange of readings

The online modules consist of various elements, including exercises, exchange, tests and feedback. The individual modules are gradually made accessible via the online platform. Experience has shown that the platform we use is stable. But there are limits, especially for participants from the African continent. Limited network access etc. is a problem for interactive work. We therefore need more low-tech alternatives that consume little bandwidth and computer power.

Reflexivity and experience are very important. They are a priority in both distance and face-to-face learning. It's about making mistakes and learning from them. We have tutors for online seminars and actors for simulations and role play. Feedback is an essential part of our training. In this context, it is interesting to look at the career and experiences of the individual participants. This is often instructive and enriching.

The feedback from the students is mostly positive. We have managed to get honest feedback. I will show you a short video about the course. It first describes the work of Unarmed Civilian Protection and then lets some of the course participants have their say.

<https://www.youtube.com/watch?v=Li3MAf4wlhg>

Teachings

We do not know today whether the experiment will continue. Every year is new, university operations are disrupted by the pandemic, travel restrictions are unpredictable, which is a big

problem for the participants. However, we can learn from the experience of the last few years. There are two types of lessons we can learn: pedagogical and strategic.

On the pedagogical side, I personally learned a lot, also about the value of silence and the mechanisms of reverse pedagogy. I would like to highlight two points. First, it is important to have a plan on how to implement innovations. It is important to get the students out of the university and into a training centre that allows them to work outside and at night. A new setting that is foreign, but where new learning experiences are possible. Secondly, learning is a journey, a coming and going, a journey between theory and practice, between emotions and analysis, taking in and sharing. A journey that all participants take from different starting points. And we have the duty to accompany the participants on this journey. At least that is our claim.

Strategic lessons: I learned to start where you are, with the strengths you have. France is particularly complex. But every country has its history, its academic traditions, its networks of activists, its strengths and weaknesses. Germany, for example, has a much smaller military tradition than France. Germany introduced a peace service, including training, more than twenty years ago. It is lucky that this exists. We didn't have that in France. On the other hand, I come from a Catholic university that is very interested in the concept of peace, but had no peace training.

The second strategic lesson: a university is as difficult to manoeuvre as a supertanker. Building an innovative education takes time. It is a slow, gradual process, a long journey that requires a long-term vision and staying power.

The third lesson is to start from the small, concrete without giving up the long-term vision. It is important to demonstrate the efficiency of the method. We did not try to create a Master's programme as a first step. Instead, we started with a small university course. But every step gives us strength.

Finally, we believe that universities need to work with local actors if they want to remain relevant. They need to develop partnerships based on the different needs. Therefore, they need to be well equipped. Each partner must have a clear interest in the partnership, then they will stay interested.

Cooperation between the university and NGOs is also important because this training requires special forms of participation - as players, as observers, as conversation partners during the coffee break. The university does not have the human resources to take on all the tasks. NGOs are rich in experience and human resources, but they need access to training facilities, computers, communication facilities, etc.

In conclusion: Challenges:

Sustainability needs money. In order to be able to offer the training in the coming years, we have to secure the finances. We hope that the Ministry of Labour will continue to recognise the training. But we have to continue to develop.

The training is designed to be modular, flexible to be shared with partners. To stay relevant, we need to be able to respond to local circumstances, and I believe that this transformation and adaptation of training in crises will make it resilient and thus sustainable.

However small, young and fragile it may be, this education is for me an example of what I can positively think of as "the university of the world to come"; for it is the fruit of collaboration, alternating modes of learning and exploring their intersections, mixing young and professional, European and African, and working on the capacities of mind, heart and body. Perhaps this is a humble illustration of what Catholics call "integral pedagogy".

Questions

Question: Are there any surveys on the practical effects of the course? What did the graduates do afterwards? To what extent have they become active in practical peace work and/or in crisis countries, and what experiences have been made of the extent to which the course has had a positive impact?

CD: That is a very important question. Some participants work in Mali, Togo or Cameroon. In Togo, they used the course to train other people with our material. There were presidential elections in February. They trained volunteers in election observation. There was much less violence than normal during the elections. The small teams contributed to this.

We had some priests from Cameroon. One is working in the north, where Boko Haram is present. He works in churches to set up a monitoring system there.

There was feedback from Mali that it is good that there is French-language material. There is a lot in English, but French is also important for the African continent.

For the French participants in the course: some are with the authorities, some with Nonviolent Peaceforce, pbi and other organisations. We also had some social workers who want to integrate these approaches into their work in France. We need Unarmed Civilian Protection also in Europe. This is a dimension that I would like to develop further.

Question: Can you briefly summarise again which core competences are necessary for ZPK and can be taught through training?

CD: There are many. On the one hand, theoretical: context analysis, risk analysis, dealing with rumours, security issues. On the other hand, there are also many social skills. Especially important: observing and active listening. That is what we train through the simulations. You have to know yourself. And we have a big focus on mediation. We have a list of competences that I can pass on. It is very detailed.¹⁹

¹⁹ This list of competencies can be found here: <https://www.francecompetences.fr/recherche/rs/5246/>

Peace Brigades International (pbi)

Presentation by Joana Kathe, pbi (JK)

Joana Kathe was a volunteer protection facilitator with pbi in Honduras and currently works as a temporary counsellor within the framework of the ZFD programme at the pbi office in Hamburg.

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The following text is an edited transcript of her talk.

Moderation: Renate Wanie (RW)

Training in protection accompaniment / civil peacekeeping

Thank you very much for the invitation and for setting up this perspective-rich exchange. With the intention of providing as concise an insight as possible into the specific project trainings of Peace Brigades International (pbi), I will start by outlining how pbi works in order to present the qualification process for international protection accompaniment against this background.

The work of Peace Brigades International (pbi)

Since 1981, pbi has been operating as an international non-governmental organisation with the conviction that sustainable and constructive conflict transformation cannot be brought about from the outside, but must be fundamentally shaped by local actors. Furthermore, pbi shares the view that the implementation of internationally recognised human rights is an indispensable part of any conflict transformation.



In view of this, pbi protects and supports human rights defenders²⁰ in conflict regions within the framework of local projects²⁰, who work for the respect of rights and the restoration of dignity in their communities of reference and civil society. To give shape to this

approach, pbi uses the triad of physical protection accompaniment, advocacy and capacity building.

Due to the necessary flexibility in view of diverging contexts, the respective project practice is designed individually. However, pbi's work is always developed in recognition of the unifying and guiding framework:

*pbi's mandate is to create space for peace and protect human rights. At the heart of pbi's work is international presence, defined as one or more of the following: physical presence, physical accompaniment, outreach, networking, monitoring, reporting and building international support networks. [...]*²¹

pbi thus creates space for peace by aiming to expand the scope of action for accompanied human rights defenders through an international presence on the ground and the increased visibility of the respective abuses that this evokes. This is done by improving the security situation of the accompanied persons in such a way that they are able to carry out their work for human rights as safely as possible.

²⁰ Currently there are projects in Mexico, Guatemala, Honduras, Nicaragua/Costa Rica, Columbia, Kenia, Indonesien und Nepal.

²¹ Approved by the General Assembly, Ontario, Canada, June 1992, amended by the General Assembly, Manenbach, Switzerland, November 2001, amended by the General Assembly, Hamburg, 2008.

In order to be able to implement this protection principle, pbi's work is based on **concrete binding principles** in addition to compliance with the mandate:

✓ The principle of **non-violence**

pbi is committed to giving the highest priority to human life and its defence. The organisation is guided by the conviction that sustainable processes of conflict transformation and peacebuilding cannot be achieved through violent means, and therefore rejects violence of any kind and from any source. pbi strives to support the processes of building a peaceful society by promoting cooperation between groups working in a democratic manner and striving to find political solutions to conflicts through non-violent means. pbi believes that the philosophy and politics of nonviolence is dynamic and has grown historically with those who resist various forms and structures of violence - such as gender and other identity-based discrimination and socio-economic exploitation. Therefore, pbi as a civil society organisation with its international presence and long experience strives to overcome injustice and violence in order to build a humane society.

✓ The principle of **internationality**

pbi is a global organisation. It represents the concerns of the international community in relation to conflicts and crises and offers volunteers the opportunity to act as a link and/or representative of the international community in order to promote mutual dialogue between parties to a conflict and provide them with opportunities for contact with the international community. The non-violent intervention work of pbi teams in conflict contexts thus supports and promotes peace initiatives in the respective conflict areas. pbi respects the autonomy and right to self-determination of all people and sees its work as a complementary contribution to local peace-building efforts and therefore avoids imposing or obstructing ways of thinking and acting. As a consequence of this approach, pbi only goes into a conflict region if this is desired and actively requested by the people affected in the region.

✓ The principle of **non-partisanship**

As an international actor, pbi acts independently and impartially. This principle implies an open approach to all parties to the conflict, reporting that strives for objectivity, refraining from judgmental responses and expressing concerns to those responsible without being accusatory. However, non-partisanship does not mean indifference, neutrality or passivity towards injustice or the violation of human rights. On the contrary, pbi is fully committed to these values and fights against violence - physical or structural - as a means to build lasting peace. Therefore, pbi's work as an impartial third party requires that pbi teams and their members do not interfere in the work of the groups or individuals they support or accompany; that they make every effort to remain impartial, despite their possible emotional identification with affected people; that they do not interfere in the official policies of the host country; that they share the conflict resolution tools at their disposal with those who ask for them - be it in the form of information or workshops.

• The principle of **horizontality**

pbi uses a non-hierarchical model of organising and decision-making that gives importance to relationships and processes, not just the level of outcomes.

Under these circumstances, pbi works in three synergetic spheres, as mentioned at the beginning: Physical protection accompaniment, capacity building and advocacy. In addition, pbi Germany, as a country group²², offers political education for different age groups in order to

²² In pbi's organisation chart, country groups refer to those entities that have traditionally worked in particular for the financial and political support of the projects as well as for the accompaniment of volunteers. Due to the insight (and the concrete input of the accompanied HRDs) that something has to change not only in the project countries but also in societies worldwide in order to deal with conflicts, pbi Germany has also estab-

raise awareness in Germany for the respective problems that the human rights defenders accompanied by pbi are confronted with.



Physical protection accompaniment is a central strategy of pbis for the protection of human rights defenders and communities acutely threatened by violence. For this purpose, international teams of volunteer protection companions are formed to physically accompany individuals and collectives in their work. The teams are always available and can thus react immediately in emergency situations. In the case of an acute threat, protection accompaniment is often necessary around the clock. In other situations, the protection escorts regularly visit the offices of human rights organisations or accompany threatened activists in

their work and on their travels. In their work, they are always recognisable as international eyewitnesses (for example, by wearing clothes with the pbi logo) and deter potential perpetrators of violence (supported by the politically effective networking of pbi with national and international actors). At the same time, the detailed information generated in the context of protection accompaniment is fundamental for national and international advocacy work and the public and international visibility of human rights violations.

To ensure the success of the protection accompaniment, pbi has built up an international network of contacts to politics, diplomacy and civil society as part of its **advocacy work**. Relations with all conflict parties, government agencies, embassies, national and international organisations as well as the media are necessary to guarantee or increase the safety of the pbi teams and the people and organisations they accompany. This international support is an essential prerequisite for a functioning protection accompaniment.

As part of **capacity building**, pbi also offers workshops, seminars and peer-learning spaces to support human rights defenders and collectives in strengthening their own protection strategies (e.g. in the areas of digital security, advocacy and psychosocial health).

Within the framework of this triad, pbi employs volunteer protection facilitators in the project offices, peace experts who are seconded with the German Civil Peace Service (ZFD), as well as other staff (e.g. for project coordination). Unlike the peace experts, the volunteer protection facilitators do not receive any remuneration, but all costs on site are covered for them, such as health insurance, travel costs, food and accommodation. In addition, volunteers receive a small amount of pocket money, ranging from 150 to 200 dollars, depending on the project.

The qualification for an assignment with pbi



In today's presentation, I have decided to focus explicitly on volunteer protection facilitators. This focus is based on the specificity of this human resource: in contrast to peace workers, who work in very concrete fields of activity (advocacy, public relations, capacity development) that correspond to their training, the work of volunteer protection facilitators and their qualifications are often more difficult to grasp: The volunteer protection facilitators offer a central moment of pbi's holistic protection concept for human rights defenders on the ground in the conflict country. They commit themselves for at least one year, protect human rights defenders through their physical presence and often accompany emotionally

complex situations. As a team, they are available 24 hours a day, seven days a week for human rights defenders, weigh up certain accompaniment assignments in advance with the help of collectively prepared risk analyses, and work and live together in the project. They conduct advocacy meetings with national officials, representatives of the state security apparatus and the diplomatic corps. They build relationships of trust with human rights organisations and

lished awareness-raising and educational work in this country. More information at: <https://pbideutschland.de/menschenrechtsbildung-das-pbi-bildungsprojekt>

activists, inform themselves, analyse the daily work context on this basis and, as eyewitnesses, create the basis for well-founded reports on the respective human rights situation in the project country. The following outline of the qualification must be understood against this background.

I have created an overview of the steps our volunteer protection facilitators go through, whereby I would like to emphasise that the detailed elaboration is the responsibility of the respective project of the intended assignment.

Even before the first qualification phase, there is a **written application and an interview**. Here, the basic requirements and motivation for the assignment are asked.²³

Phase 1 and phase 2 of the qualification take place before the departure, phase three accompanies the guardians during the mission and phase 4 takes place after the mission.

The first two modules extend over a total of about half a year and, in addition to qualification, serve to prepare for the potential assignment. At first, this may seem quite lengthy. However, it is important to pbi that sufficient **time is** spent to initiate serious and critical reflection among the potential protection facilitators: What does a life as a protection facilitator mean? What does the violent context mean for me? Is such a one-year assignment conceivable and feasible for me? Although such questions can certainly never be answered conclusively before the assignment, pbi as an organisation would like to provide a space in which an approximation to the real situation in the field can be achieved. At the same time, the process also gives pbi the opportunity to take a close look at whether the applicant is actually suitable to carry out a protection accompaniment with pbi.

The first phase, which begins the moment the written application and the interview are successful, is a guided self-study. For the most part, it consists of writing and research work using usually three workbooks that the applicants have to work on and send in. Detailed feedback on the respective work results is then provided by the respective assignment project. In general, the concrete work assignments are very project-specific, but there are nevertheless unifying elements. The first workbook deals with pbi in general, namely with the vision, the principles, the history, the mandate, the working approaches and the organisational structure. The second workbook is more specifically tailored to the respective project country and context. Here, the theoretical discussion takes place about the context-relevant history, the conflicts, the human rights situation and relevant actors of the respective country of operation. The third and last workbook deals explicitly with the respective project. This includes, for example, the strategy(s) of the project, the actors involved and first approaches to the aspect of holistic security.

The international project training



After successful completion of this guided self-study, the applicants are invited to an international project training. This usually lasts between one and two weeks and is designed and carried out by the respective project. The costs for this are usually borne by the applicants, unless their respective financial situation does not allow this. In this case, the project contributes to the costs or bears them completely.

The diagram opposite shows which topics are essential in the context of project training. Security is at the centre. This is based on the shared experience that pbi can only offer protection for human rights defenders if the security of the staff and the organisation is guaranteed at all times. Security is not understood by pbi as a state, but as an interplay of complex connections that need to be

taken into account and strengthened: As Cécile Dubernet already explained in the morning:

²³ As a general rule, pbi does not accept volunteers from the country where the mission is to take place. This decision is based on the principle of non-interference and security concerns; for example, the danger to family members would be unacceptable.

The key is a distinct and rapid ability to analyse, which the applicants already have in the best case and which is to be further developed in the context of the training; on the context, on the conflict, on potential risks and strategies.

Basic knowledge, for example in the areas of advocacy, intersectional challenges, do-no-harm and interpersonal or collective conflict dynamics are also part of this training moment. Our projects also require a high degree of psycho-emotional stability, i.e. applicants must learn to be very sensitive to their own well-being and be able to recognise the moment when they need outside help. If, for example, protection facilitators become fearful and let themselves be guided by this emotion, then the whole safety apparatus that pbi strives for is quickly rendered useless due to dangerous short-circuit reactions.

It is also a matter of working out the mandate and principles of pbi in depth and successively internalising them. These are not repetitions in the sense of a mantra, but quite concretely the guiding and irrevocable guidelines that enable relative security and thus the closely related legitimacy of the work as a volunteer protection facilitator. If individual elements of this structure become fragile, this inevitably has an impact on the security of the pbi projects and thus on the security of those accompanied.

Another central element of the international project training is the participants' own reflection and motivation. Living for a year in a confined space with an international team in challenging contexts should be well considered: Is this for me? Can I handle it? What is my motivation for doing this? Is it possibly more about collecting credits for my CV or about making the human rights situation in the country visible and protecting human rights defenders?

Living together in a team under extreme stress also requires certain social skills, which we try to work on together in the training. This also includes, for example, how decisions can be made by consensus so that they are supported equally by all participants.

In order to ensure intensive engagement with these content-related elements and at the same time to evaluate the applicants' skills, the trainings use various methods. For example, there are inputs on certain topics with a subsequent group discussion, the integration of elements of forum theatre, role plays - for example on potential decision-making issues in the context of concrete accompaniment situations or on how to conduct actor-specific advocacy talks -, and simulations - for example a late-night call from an accompanied person urging ad hoc accompaniment and the subsequent negotiation in the group. The interplay of these methods, which are only roughly sketched here but are diverse, not only allows the applicants to get closer to the work in the project and thus to answer the question of whether or not to work as a protective companion. At the same time, it gives the project's selection team a substantial insight into the individual interaction mechanisms of the applicants and the general group dynamics.

The project trainings are also the last selection moment in the application process: Afterwards, the applicants are asked whether they really want such an assignment, of which they now, in the best case, have a more precise idea than before. At the same time, the project has to ask whether they think that an assignment is conceivable for the person in question, whether further, specific conditions have to be fulfilled beforehand (for example, the development of language skills) or whether the person applying does not seem suitable in general at this moment.

Introduction and operational training

The training that accompanies the assignment then takes place in the project itself. At the beginning of the assignment, there is an initial training period of several weeks, which deals with current developments in the country and in the context of the project. The new protection facilitators get to know the accompanied human rights defenders and try to establish a personal relationship with them. Another focus of this introductory training in the country is the internalisation of the project's internal security protocol (How do I move? How do I behave in certain situations? What structures are there in the project? How do I communicate safely with activists? etc.). After this training unit, the regular work assignment usually begins, which includes continuous training elements. These are partly offered regularly (e.g. on topics of digital security or psycho-emotional well-being), and partly used according to needs and situations. In this accompanying training, external experts are also invited to discuss current

contextual dynamics and/or topics relevant to human rights.

After the assignment, there are intensive final discussions and workshops in which returned volunteer protection facilitators can participate. The aim of these workshops is to allow for an initial reflection on the experience and one's own deployment in an accompanied space: How do I feel now and where am I going now, what can be the way forward? Do I want to continue working on issues that I have encountered during my outreach and what can this path look like? It is certainly debatable whether this last phase can and should be understood as part of a qualification, but it is so substantial and completing that it should be mentioned.

Peace workers

As I mentioned at the beginning, pbi does not only send volunteer protection facilitators, on whom I have focused so far, but also professionals who are deployed within the framework of the Civil Peace Service (ZFD). Many of the pbi professionals have already gained experience in the work of pbi or related organisations. They are specialised in their respective fields, e.g. advocacy, capacity building or communication/public relations. There are also, for example, experts who support the projects in terms of consistent gender justice or help to practically equip the projects with tools for dealing critically and constructively with intersectional challenges. Since their qualification against this background is very position-specific, they make use of individually tailored elements in their qualification phase. Some of these are offered by pbi itself, others are provided by external training providers, such as KURVE Wustrow.

Questions

Question: Does pbi work together with universities?

JK: In the project countries, student collectives are often accompanied directly or indirectly. At the same time, there are always experts on certain topics at local universities who can be part of the training elements that accompany the project. These connections always become problematic when universities or their actors have to fight against being taken over by party-political interests. This opens up a very sensitive field for pbi, in which it must be examined with great care and in favour of the legitimacy of our projects, which is, among other things, centrally fed by non-partisanship, whether and if so, in what form a connection can be entered into in accordance with the mandate and principles. This may sound rather cryptic in this theoretical version.

Accordingly, I would like to illustrate this briefly: In Honduras, at the time when I myself was active as a volunteer protection escort, we accompanied a journalist who in turn accompanied a student collective of the state university - we thus indirectly accompanied the latter. Now it happened that some of the central actors of this student movement were charged by the university administration. We were present at the court hearing while accompanying the journalist. The observers of this trial were then joined by representatives of the opposition party, who assured the defendants of their full support. In this situation, for example, it was absolutely relevant for security that we, who were there as pbi observers, were not photographed by the press, which was also present, and on the basis of which a possible friendly relationship with the opposition party could have been established. And even if this situation is only a snapshot and should in no way lead to the impression that pbi generally gives universities a wide berth, it clearly shows how complex and meaningful brief moments can be in certain contexts.

In Germany, however, pbi as a national group does maintain close contacts with colleges and universities.

Question: Are there people who have signed up for a training and then realise that it is too demanding for them after all? So during the training or drop out shortly before?

JK: Yes, there are always people who drop out of the application process. That happens and is a good thing. Because it shows us that we offer training that, in addition to qualification, is also able to convey a relatively good idea that what is involved in an assignment is not one-

dimensionally exciting and enriching. We are happy that people go into reflection and can then also openly say that it is not for them. That is a success for us in this respect.

Question: The people who declare themselves willing to go on such a training or ultimately on such a mission: Are they people who come from the peace movement or have a socio-political background, think in extreme terms of peace policy or have already had certain experiences or training who decide to do this?

JK: Whoever applies to pbi has certainly changed in the course of the organisation's history. In the beginning, there were many people who were very grassroots activists and were shaped in the context of the classical peace movement. I don't want to generally deny that this still plays a significant role today. But we are noticing an increasing professionalisation among the volunteers. This can perhaps also be seen in the prerequisites that have grown out of years of experience, which have to be in place from the start, such as language skills, analytical skills, etc. I have to ask myself about certain dynamics and dynamics of the peace movement. I have to be aware of certain dynamics and structures and know how to deal with them. I must not let myself be guided by spontaneous emotions of basically correct solidarity and sympathy. I would say that the backgrounds are very different. I find it particularly nice that in recent years more and more people from conflict-affected countries in the global south are joining the projects as protection facilitators. They often bring with them a particularly high level of competence in numerous areas relevant to the work. For example, I had a team colleague who had been accompanied by pbi in his home country as a human rights defender and then came to Honduras to accompany himself. There were certain structures, dynamics and options for action that were much clearer for him than for me, for example.

Question: How is Corona doing in the meantime? Have all the volunteers left?

JK: No, that is currently difficult due to the existing entry bans, the partly precarious health care on site and the resulting change in context, which has not yet been conclusively assessed. Even those who have remained in the project - and this decision is made in sensitive coordination between the person on assignment and the project staff based outside the country - have to reorganise their work, for example because of national restrictions on freedom of movement. The projects are currently working on alternatives to physical accompaniment, for example, by using digital or telephone channels. There is no doubt that the COVID 19 pandemic is a great challenge for our projects. At the same time, it forces innovations that may provide added value in the long term. I would like to go into more detail, but I don't think there is enough time.

Afternoon panel

What Role Could Qualification in Protection / Accompaniment / Civilian Peacekeeping / UCP play in German Qualification Formats?

The speakers of the afternoon

Dr. Gregor Hofmann (GH)

Dr. Gregor Hofmann is a research officer of the management at the Leibniz Institute Hessian Foundation for Peace and Conflict Research (HSFK). He has published on the United Nations, peace missions in armed conflicts, institutional peacekeeping, the responsibility to protect and on Syria, among other topics. He is also a member of the board of Genocide Alert e.V. The HSFK cooperates closely with Goethe University in Frankfurt/Main.

His contribution was revised by him.

Jochen Neumann (JN)

Jochen Neumann is the executive director of the KURVE Wustrow education and meeting centre. The KURVE Wustrow has been training activists and peace workers in non-violent action for many years, and runs Civil Peace Service projects in Nepal and Myanmar, Israel-Palestine, Ukraine, Sri Lanka and the Western Balkans. In the early 1990s, the KURVE experimented with an international Peace Team in Gorleben, where it observed protests against nuclear waste storage with the participation of volunteers from the Global South.

Mr Neumann's contributions have been editorially summarised here. ²⁴

OKR Karen Hinrichs (KH)

Oberkirchenrätin Karen Hinrichs is co-director of the "Peace Institute Freiburg" at the Protestant University of Applied Sciences Freiburg, which was founded in 2019. She was previously a pastor in various congregations in Baden for 15 years before moving to the Evangelical High Church Council in Karlsruhe in 2004 as the first theological Oberkirchenrätin. Since then she has headed the department of "Policy Planning and Public Relations". She is a member and co-founder of various peace initiatives. While working, she completed training as a mediator. Ms Hinrich's contributions have been summarised here.

Chair: Dr. Christine Schweitzer

Gregor Hofmann

I am mainly concerned with the United Nations, peacekeeping and the responsibility to protect, but more on an institutional level, less from experience on the ground. Therefore, in the first round, I would like to go into the current state of research on the topic and classify it. In the academic discussion, the protection of civilians is primarily a topic of UN peacekeeping missions. Protection of civilians is usually understood as a practice that has to work on three levels: firstly, as dialogue with the conflict parties and support for a political process; secondly, as the provision of physical protection for civilians; and thirdly, as the establishment of a secure environment, for example by supporting state sovereignty, rule of law and security sector reform. In my opinion, civilian peacekeeping / UCP can be applied on at least two of the three levels, above all in the area of dialogue, but also in the area of physical protection through accompaniment. However, I would say that compared to UN peacekeeping missions, there are also limitations here, which I will come back to in a moment.

Looking at the research on the topic, one thing becomes clear: while research on the effectiveness of UN peacekeeping could already fill a small library, there is a manageable number of studies on the impact of civilian peacekeeping. Most of them are single-case studies or, at best, comparisons of small numbers of cases. There are few systematic comparative studies

of the kind we know from military peacekeeping, few that allow a conclusive statement on how civil peacekeeping, viewed from a macro perspective, works on the ground.

The studies on the effectiveness of UN peacekeeping show that monitoring activities, i.e. monitoring ceasefires, are more effective when the military is used instead of unarmed observers. The key to the success of such peacekeeping missions seems to be to signal commitment and willingness to use armed force against violations if necessary. Especially when it comes to massive acts of violence, serious human rights violations on a large scale, unarmed observers do not seem to have a sufficient deterrent effect or influence on potential perpetrators.

Studies also show in this context that observation and also police missions seem to have little influence on lasting peace after the end of a conflict. But - and this is the inverse in this context - these studies are of course only limited to those cases where a UN mission is on the ground. We saw earlier on the map of Peace Brigades International that unarmed peacekeepers are often active in contexts where there are no international military missions on the ground. This means that, based on the data I have just described, we cannot conclusively judge what effect civilian peacekeeping can have. More comparative studies are needed here.

What seems plausible to me, based on what I have read about this, is that it is important to identify the conditions under which civilian peacekeeping / UCP can be effective. It seems to me that an important precondition is that there is at least a certain degree of pacification of the situation and at least a fundamental willingness on the part of all parties to the conflict to implement this peace in reality. One must be aware in the discussion that civilian peacekeeping / UCP may not be the right instrument for all situations. If we find a situation, such as in eastern Congo or in parts of the Central African Republic, where there are groups that are simply not interested in a peace process because they benefit from the insecure conditions - the UN calls them spoilers - then it seems to me that the use of the military is necessary in order to at least prevent massive violence against civilians. This is an important distinction that I would like to make.

Nevertheless, in its most recent report on the evaluation of peacekeeping, the so-called "Hippo Report" (the High-level Independent Panel on Peace Operations), the United Nations also emphasises that non-violent, non-armed measures must be at the forefront of activities to protect civilians.²⁴ By creating a safe environment - through reforms, human rights education, etc. - and dialogue with and between the parties to the conflict, much more can be achieved than through the use of weapons, precisely because people who carry weapons can also become targets themselves and therefore perhaps trigger violence in the first place. In addition, the thinking of members of the military, trained in training and missions, often follows a military logic, and therefore soldiers are often unsuitable to have a calming effect on situations.

Another point that is often mentioned is something that is perhaps also important later with regard to qualification: the military is usually accused of lacking the ability to adapt to local conditions. This is certainly true, but one should not be too optimistic. There is a study by Séverine Autesserre, for example, which shows that even civilian peacebuilders on the ground are often very detached from the local population in their "expert bubble".²⁵ They are not really perceived by the local people as people who can help them or solve their problems, but rather as arrogant Westerners who keep to themselves, go shopping in their own shops and implement projects tailored to evaluation requirements. One must also always have a critical view of both.

In conclusion: I think the discussion today has shown that there is an urgent need for more comparative studies to show under which conditions civilian peacekeeping can work and to derive recommendations for action, when it might be better to rely on a civilian rather than a military mission. And also to identify ways in which cooperation between the two can take place without the military side taking over or overly appropriating the civilian side.

²⁴ <https://peacekeeping.un.org/en/report-of-independent-high-level-panel-peace-operations>

²⁵ Séverine Autesserre (2014): *Peaceland. Conflict Resolution and the Everyday Politics of International Intervention*, Cambridge University Press. (<https://doi.org/10.1017/CBO9781107280366>).

Jochen Neumann

As a short reaction to the previous speaker: I did not want to go into the mode of action and effectiveness in particular. But I think there is still a treasure to be found. For example, I know that pbi not only conducts an exploration before each project, but also evaluates projects every three years to decide whether the project should be continued. Also in the preparation, which was also expressed in Joana Kathe's contribution, the focus is clearly on understanding one's own mode of action and pointing out the limits.

From the contributions this morning and the topic for this round, "What role can skills training play in German formats?", I would like to highlight the question: "What core skills are needed for this kind of peace work?" I think it has already become clear in the morning that there is a need for general basic qualifications and also specific qualifications that depend on the assignment or assignment region and vary according to the sending organisation.

At KURVE Wustrow, my organisation, "Education and Meeting Place" is part of the name. For the last six years we have had our own training programme for "peace experts"²⁶, as it used to be called. The Academy for Conflict Transformation of the Forum Civil Peace Service also does such training. KURVE Wustrow helped develop the course 25 years ago. Six years ago we decided to set up our own course again because it was important for us to work more on the attitude and understanding of partners. Being able to get involved in the local situation is important to us. Our perception was, as we observed in the applications for the Civil Peace Service, that sometimes there is only a modest motivation for the work, namely to go abroad for one's own CV. You have to filter out those who can get involved in the local context. That is precisely the criticism of the "expert bubble" I mentioned. We have also seen this as a problem and that is why our qualification focuses on the one hand on the attitude and on the other hand on the creation of practical references. The training includes a 3-6 month practical part and therefore spans 16 months. This cannot be done in short, small sequences. We want to convey the practical reference to the methods in the training.

This also means that some of our training participants find their practical part or their later field of activity for example at pbi, Carea or IPON or other organisations. In short, the training formats that exist in Germany already provide qualifications for civil peacekeeping.

As an example: At the Academy for Conflict Transformation there was a special course called "Human Rights Monitoring" until 2004, which I did together with someone else from pbi. Briefly about my background: I worked as a volunteer with pbi for ten years and helped lead the training work in the Indonesia project. The course lasted one week, including a two-day simulation. The task of the simulation was to carry out a human rights observation in a peace village in Colombia. The course no longer exists in this form. That would be an element that could perhaps exist again, because this format - technical seminars or specialisation courses on certain areas of work that are located between general qualification and carrier/mission orientation - can be found both at the academy and with us.

The Master's programmes should perhaps also be mentioned, which have mushroomed. Many students say: "Yes, now I've studied this so long and beautifully, but quite theoretically. I actually need a practical experience. I want to go abroad." But we have always shied away from offering these relatively young and relatively inexperienced people to our partners. You can't just send them to a peace worker position without further ado. That's why I would like to emphasise that after a Master's degree, you still need the practical specialisation and basically also one of these training courses. At the moment, this is also the way our programme is structured. You can start with a relevant Master's degree or with a basic course in civil conflict transformation. Both are offered by numerous organisations in Germany.

For example, there is the "Qualification Network" in the Aktionsgemeinschaft Service for Peace.²⁷ The training courses of the participating organisations are based on common standards, e.g. in terms of how many days the course should last, what content is covered, what background the trainers must have. For example, we offer an 18-day basic course. The trainers and participants are international. For me, this is the closest to pbi's programme of about two

²⁶ Today it is more common to speak of "counsellors". The full title of the KURVE course is "Training as a counsellor for non-violent conflict transformation and social movements".

²⁷ <https://friedensdienst.de/>

weeks. I would say that this basic course already covers 70% of the preparation for civil peacekeeping. What is still missing could be made up with individual specialisation courses. We could also embed certain contents differently at certain points, for example in certain specialised seminars. We would only have to exchange a certain model, e.g. how we present the range of methods of civil conflict transformation. If, for example, we were to choose George Lakey's model of third party intervention, we could embed much more of what civil peacekeeping actually means.

Cécile Dubernet

The question of effectiveness and the conditions under which it makes sense to intervene in the form of civilian peacekeeping / UCP is very important. I agree that there are far too few studies and that we lack data. We don't do studies where something is not taking place. That is one of the key points in my research. I try to make visible what is really happening. Jochen also answered the question when he said that we have a treasure trove of material in our reports. The problem is one of methodology. If we work on prevention and nothing happens, then it is very difficult to prove that one's actions had an impact. However, we have a lot of qualitative data.

In the trainings, it is very important to train the participants to learn how to assess when intervention is useful and possible.

In comparative studies, we have to look not only at effectiveness, but also at efficiency, i.e. at the costs - the costs of a military intervention, for example. The military would also have to assess this for its activities.

In France, part of our work is to make civilian peacekeeping / UCP known. That is why it was necessary to work with universities and introduce a diploma, because diplomas are very important in France, perhaps even more important than in Germany. The task is to make civilian peacekeeping / UCP visible, to make it known and now also to try to enter into a dialogue with the military. We got good feedback when we tried to inform humanitarian personnel about this kind of work, but we have to go further.

Christine Schweitzer

A few people, mainly from Nonviolent Peaceforce, founded a small research network on civilian peacekeeping / UCP a few years ago. It is coordinated by Professor Rachel Julian from Leeds. What we have observed: At the moment we know most of the people who are working on this in some way, e.g. writing their dissertation on the subject, by name or personally. They are often people who have been in the field before with pbi, NP or other organisations and then work it up. Of course, this is a sign of how much research has been done on this at the beginning.

On this issue of "armed soldiers": I hope that it did not come across as us claiming that civilian peacekeeping is always and under all circumstances the right approach and can always and everywhere work. I can speak from my own experience: In the 1990s we had a peace team project that the FSIA helped to fund, the Balkan Peace Team, and I worked for Nonviolent Peaceforce for almost ten years in the early 2000s. In both organisations, assessments of whether or not a project could be started somewhere showed time and again that the situation was not suitable. The reasons for this were of course different - the lack of opportunities to be allowed into the country by the government in question or the lack of opportunities to raise funds can also be part of it - but the level of violence often played a role. Whether the UN is necessarily much more successful could be debated for a long time, but fortunately that is not the issue today. In any case, it should not come across as if civilian peacekeeping / UCP is the answer to all our problems, but only that it is an approach that could be used successfully in many cases if it were practised and if there were more resources for it.

Question: Is there more detailed research on the criteria on which such studies are based? For example, if it is said that the presence of the military is more likely to reduce violence. Then I

can well imagine situations where that is possible and of course that is also an important goal, but on the other hand, the mere prevention of violence does not create peace. We have always said that peace is more than just the silencing of weapons. It is about the internal development and promotion of civil society, which is much more central to civilian peacekeeping / UCP than is perhaps the case with UN missions.

Gregor Hofmann

I would go into that very briefly. Indeed, studies here often differ in their operationalisation. Some studies base their measurement of peacekeeping activities on the level of violence. For example, colleagues of mine at the HSKF have created a data set that looks at the impact of humanitarian military interventions, including military peacekeeping with a mandate to protect the civilian population. They mainly took the level of violence as an indicator and ultimately came to the conclusion that about one third of the interventions lead to a reduction in violence.²⁸ Many studies take as a basis the mandates that the mission has and then examine the extent to which the mandates given to the mission by the Security Council have been fulfilled. This is also a fundamental problem in the overview I cited at the beginning and in all meta-studies on the topic: the studies are not always comparable with each other because they are based on different indicators, which then makes the analysis more difficult.²⁹

Karen Hinrichs

Oberkirchenrätin Hinrichs has been the head of a newly founded Peace Institute at the Protestant University of Applied Sciences in Freiburg since January 2020. Many competences play a role in the training of social workers and community deacons that can also be valuable for civil peacekeeping. For example, a course in mediation is planned.

Christine Schweitzer

Mr Hofmann, as an employee of the HSKF, you are very close to university life, to the peace research institutes and political science institutes. Can you imagine something in Germany like in France or Leeds? In other words, a course on 'protection', where everything from UN to civilian approaches is taught. Do you think that's just a dream or is it conceivable?

Gregor Hofmann

I think it is conceivable, but I would also agree with what Mrs Dubernet said earlier. Universities are as flexible as a heavy-duty tanker. That's why something like this takes time and probably also requires the drilling of thick boards in order to be able to really anchor it here as a qualification component. It has to be integrated into the logic of the credit points. In order for it to be interesting for students to participate, it has to be usable as part of their studies.

The HSKF is involved in a joint Master's programme at the University of Frankfurt and the University of Darmstadt on International Studies/Peace and Conflict Research. Here, for example, there is an additional certificate in the field of development cooperation that students can acquire. I could imagine establishing something similar. The students have to take seminars in four modules (4x 2 semester hours) that cover different areas of development cooperation and then receive an "interdisciplinary certificate of specialisation in technology and international development".³⁰ One could tie in there. Perhaps it would be conceivable to

²⁸ The PRIF Dataset on Humanitarian Military Interventions since 1945: <https://www.humanitarian-military-interventions.com/>

²⁹ See also: Jessica Di Salvatore and Andrea Ruggeri (2017): Effectiveness of Peacekeeping Operations, in: *Oxford Research Encyclopedia of Politics*, online: <https://doi.org/10.1093/acrefore/9780190228637.013.586>

³⁰ Interdisciplinary Study Focus Technology and International Development (iSP TuE) at TU Darmstadt: https://www.tu-darmstadt.de/isp/studienangebot_esp/schwerpunkte_1/isp_technologie_und_internationale_entwicklung_1/tue_1.d.e.jsp

have an additional certificate in civilian protection or civilian peacekeeping that consists of a theoretical part and an applied part, or some form of practical phase or simulation. A similar example, which is established here in Frankfurt, even though it has nothing to do with peacekeeping, is participation in the so-called *Model United Nations*, where students can practise diplomatic negotiations in an international environment.³¹ The preparatory seminars for the simulation can be credited to students.

The problem I see is not so much that this persuasion cannot succeed. The challenge is the continuity of the whole thing. The problem, which is certainly even more acute in Germany than in France, is that there are very few permanent positions below the professorship at universities. Chairs must be recruited to take up the cause and ensure that such a certificate is run on a sustainable basis. That the central essential courses for it are offered or that external expertise is brought in, for example in the area of mediation and non-violent communication. You will also have to rely on external lecturers, because you don't necessarily have lecturers at the university who can teach this. And for that you need the organisational support of a chair or a department.

On the part of the departments, I was disillusioned to discover that they are often primarily concerned with academic administration. There is little freedom and often little passion on the part of the deans to take on new things. They are busy keeping things running. You have to rely on the commitment of individual professors who get behind it, or on that of a participating institution, whereby the participating institutions, like the HSKF, face the same problem. In contrast to the university, we also have permanent positions below the professorship, but teaching is not our genuine mission. The HSKF primarily conducts basic research and knowledge transfer to politics and society. From there: yes, I think there is this possibility, but you have to assert yourself a bit against this Science Council evaluation logic of the university. And it is a central challenge to win over professors for the cause. There are several study programmes. In Tübingen, we have a peace and conflict research programme, where you could also get active people in the field from the Berghof Foundation on board. In Marburg, Magdeburg and Frankfurt we have study programmes for peace and conflict research. I see the potential, but it would definitely have to be combined with the incentive of an additional certificate. I think certificates are just as important in Germany as they are in France.

Christine Schweitzer

Jochen Neumann, you also taught at a private university in Berlin. Would you confirm that or do you have a different impression?

Jochen Neumann

Yes, I've always dreamed of it and haven't quite given up on the idea that these courses with a practical connection could be anchored at the university. But I did it for three years at a university of applied sciences in Berlin. Intercultural Conflict Management was the name of the English-language Master's programme. That brought us good cooperation as an organisation. The students evaluated us, wrote studies for us, some found their field of practice with us, some, and the content we taught also fitted in well. But when it came to the written papers, you could already see the logic of the university. At the end, the students have to write a scientific paper and they have to collect points. They also strive for a scientific qualification. Often they dream of jobs at the university rather than in the field. It's very difficult to accommodate a simulation as a participatory method in a university format when I'm offered one and a half hours per week. In the end, I stopped working at this university.

I would argue that the basic qualification, i.e. the core competencies for civilian peacekeeping that have been mentioned so far, are not very different from those of a peace specialist. 70%-80% are identical. The rest then has to happen in the specific preparation for this work in a particular operational field and by one's own sponsoring organisation. Then it is a matter of finding one's own focus and looking for that in civil peacekeeping, as is the case with other peace workers or with Master's students. My experience from the ten years with pbi is that the biggest toad that interested people have to swallow is the principle of non-interference. I don't

³¹ <https://www.fb03.uni-frankfurt.de/93708037/NMUN>

know how high this is really held by all organisations, but many interested people want to make more of a difference when they go into this field than just playing the role of observer, just describing and not contributing their own ideas. A normal peace expert will have included this in his or her job description in the partner organisation. Of course, even in the Civil Peace Service, the local partner organisation basically determines what is done, but at least you have the mandate to contribute your own ideas and additional expertise. That is different here with civil peacekeeping, which is why only a small percentage of those who aspire to this field will be comfortable with this role. For me, this means that we do a basic qualification for peacekeepers in general, and then it's about specialisation.

As an example: We have an English-language one-week course "Defending Human Rights". This covers human rights issues, what resolutions there are, what mechanisms there are and how to exert pressure. Other one-week seminars deal with legal backgrounds or digital security or security management, among other things. You can read about our courses on the internet.³² But every peace worker also needs social skills.

I could imagine a new specialisation course for people who want to work in this field of civil peacekeeping. Cooperation with an organisation such as pbi, CAREA or Nonviolent Peaceforce would be conceivable. The training team should come from the field. Then the people who are in our training could specialise in this. Special, organisation-specific preparatory training of the executing agencies would of course still be necessary.

The fourth task besides the basic course, specialisation and preparation by the organisations would be the training of trainers. I know it from pbi, where one grows well into the role of a trainer. In AGDF logic, this is called an advanced course. There are also standards of the qualification network. For example, we have a training course for Do no harm trainers in our portfolio.

I can imagine a role for my organisation, KURVE Wustrow, above all in the further qualification of multipliers in the organisations that do civil peacekeeping, as well as in the development of a specialisation course.

Outi Araiärvi

I have a comment on the core competences mentioned. I did a small study on the question of what competences are needed in the field of civilian peacekeeping / UCP or protection of civilians. It was about South Sudan, where Nonviolent Peaceforce is working. One interesting result was that in addition to the core competencies that are expected, i.e. the ability to build relationships and communicate, and especially intercultural competencies, a lot of emphasis was placed on the importance of motivation and commitment³². My interviewees emphasised that commitment to the organisation and commitment to peace, as well as commitment to the local needs of the people, were very decisive. Of course, this is due to the fact that the work in South Sudan is very challenging. There were also a lot of complaints that many internationals cannot stand the working conditions, that the fluctuation is very high. We have also heard this at pbi, that many then discover that the work is not for them after all. My question would be, to what extent have the experts here had the same experience? How important is this point? Commitment is not really a competence, it is more of an attitude. It's more difficult to learn and it's hard to get credit points for it. How can you deal with this and how essential is it in your and your experience?

Jochen Neumann

I have already tried to emphasise that. Because we lacked this, we have launched our own training again. We want to focus on attitude, and you can't give points for that. We can only convey what kind of attitude is necessary and encourage self-reflection so that we can move in that direction. The main topics of our trainings are, for example, "Realising Gender Equity", "Anti-Bias" or "Dealing with Stress and Trauma". It's about your own emotional stability to be able to get involved in such a situation. This is something that everyone has to decide for themselves or the organisation that sends them. In our training we emphasise exactly these points, and we lead the participants through self-reflection to work on their own attitude.

³² <https://www.kurviewustrow.org/publikation/seminarprogramm-202122>

Of course, there are also these roots that we may all share, that non-violence can work, but the message in our media is that violence rules the world. We don't make pacifists out of our participants, but we give them reinforcement with a scientific background. Just last week I had the training "Nonviolent Conflict Transformation". We go into the Chenoweth-Stephan³³ study. We look at how the participants feel about it, but we can only lead them to the point of checking it for themselves and then the commitment can be there. In my view, commitment is particularly important in the field of civil peacekeeping, because for many people this principle of non-interference is not the image of their own role in peace work.

Cécile Dubernet

This attitude that we have in NGOs and especially in civilian peacekeeping / UCP is a revolution for the university, because it is the basic attitude that the professors are not the experts. We have to endure that and just listen. The fact that knowledge comes from the people, not from above, is quite unusual and difficult for universities. Our work is to create space for such experiences and competences to meet. It was a wonderful experience in our first year of training that people from Mali, Togo and Cameroon came and brought in completely new perspectives.

The motto of pbi is to create space for peace. I think universities should also learn this if they really want to be effective and move further into the 21st century. I think there are many experiences and initiatives in this field in Germany, as Karen told. This pandemic has brought us many problems, but the situation also requires us to think about how to go further and to combine online modules for self-reflection, for working with oneself, exchange and intensive face-to-face moments, which are important to do simulations. The universities have to participate, they have a duty, they can also contribute, but we have to work together.

Joana Kathe

Due to my own biography, I also experience a potential between practical and academic work that has not yet been fully exploited. What I find very important, for example, is that civil society approaches also become more visible in teaching. In academia, we often have the phenomenon that we deal with the major UN missions, as Gregor Hoffmann has just mentioned. I think it would be important to broaden our view. In the project, for example, I learned that the work has a lot to do with recognition and visibility, among other things.

Gregor Hofmann

I think it would also be important, especially from the students' point of view, to bring more expertise from outside to the universities. We recently had an internal review of our degree programme and the evaluation is coming up soon. I'm afraid that this central point, that it lacks practical relevance, will probably not play a big role in the evaluation. There are certainly a number of students who want to go into academia, but especially in the Frankfurt programme, when I look at my fellow students from back then, many went into practice, did an internship at GIZ or KfW and then went into development cooperation. I later heard from many of those who took this path that they missed the practical relevance of their studies.

I also think it's important to hear more about smaller and civil society initiatives in your studies, but in reality it's the case that researchers fall back on their research in their teaching, and that's a small section of reality. This is a process that you learn at the beginning of your doctorate, where you think you can explain the world and in the end you have to limit yourself to expanding your knowledge of the world a little in a small area. There is often a lack of opportunity to deal intensively with other things. You can't teach what you don't know, and if there is little research on a subject, it is difficult to incorporate it into teaching. I believe that universities must recognise that it is possible to develop demanding teaching based on practical experience, as is the case at universities of applied sciences.

Maybe you should start with small steps, not aim for a Master's degree straight away, but look

³³ On successes of civil resistance, see Chenoweth, Erica und Stephan, Maria J. (2011): Why Civil Resistance Works. The Strategic Logic of Nonviolent Conflict. New York: Colombia University Press

for allies. Many universities, for example, offer public lecture series or round-table events. You could take the first step and see if there is interest. If so, then perhaps you can win over allies in the university to bring about certification or seminars in the field.

Christine Schweitzer

I would like to introduce another aspect that we have not yet discussed: the state missions. There is not only the Academy at the Forum Civil Peace Service and the peace research courses, which were all created around the same time, between 2000 and 2004, when a new red-green government tried to strengthen several instruments of civil conflict management. But there is also the Centre for International Peace Operations³⁴, which was also created in this wave. This is a centre that qualifies people who go on state missions, be it EU peace missions, UN, OSCE or various election observations. Those who apply are not necessarily only civil servants, but also "normal" citizens. If they are accepted, they go through certain basic courses and then they can apply to participate in various missions. In Stadtschlaining, too, not only blue helmet soldiers are trained, but also such civilian forces. I already mentioned this in my input this morning, that I think there are a few missions that I would classify in this field of "unarmed civilian protection", because in addition to the observation mandate, they also have elements of mediation, conflict mediation and violence prevention, even if it is perhaps not so much in the foreground. Sometimes protection also seems to be more a by-product of their work than part of their mandate. Perhaps it would be good to think about qualification in civilian peacekeeping / UCP for such personnel as well.

Jochen Neumann

In 2004, as I mentioned, there was this course on "Human Rights Monitoring" as a specialisation at the Academy for Conflict Transformation. There was also a cooperation with ZIF in which the standards were compared to see whether one could be taken over from the course at the Academy into the staff pool at ZIF. That proved to be difficult, although I don't think that the standards at ZIF are extremely high.

Ute Finckh-Krämer

As a member of parliament for the Parliamentary Assembly of the Council of Europe, I took part in various election observations. These election observations were a very formalised procedure, where it was really only a question of the correctness of the conduct of the election and at most one could write the observation under other things, that local election observers were put under pressure or that rules were not observed that were set for the election in the country itself. This has relatively little to do with concrete conflict transformation; in my view, it is more of a supplementary instrument, even though you naturally learn a lot about conflicts in the country when you are there. But you also do that when you are on the road as a member of parliament.

Christine Schweitzer

Before a short closing round, I would like to take the liberty of inviting Irmgard Ehrenberger from the Austrian Fellowship of Reconciliation to say something briefly. Irmgard and I have been working together for many years in a Turkey working group coordinated by War Resisters' International, and I know that the Austrian Fellowship of Reconciliation is, among other things, in the process of setting up a Civil Peace Service in Austria and has also sent volunteers to a protection accompaniment project in Colombia for many years. Maybe you could tell us very briefly what you have thought about in terms of training your people in the Civil Peace Service.

Irmgard Ehrenberger

Unfortunately, I cannot report very much yet. The fact is that the introduction of a Civil Peace Service was anchored in the last government programme. It is now still being examined by the

³⁴ Zu Erfolgen zivilen Widerstands. Chenoweth, Erica und Stephan, Maria J. (2011): Why Civil Resistance Works. The Strategic Logic of Nonviolent Conflict. New York: Colombia University Press

Ministry of Foreign Affairs and we of course very much hope that this will be concluded positively and that it will be introduced. We have already made some progress on the civil society side. Last Monday, we met with various organisations that would be interested in a secondment or would otherwise like to continue working in this area. We were able to establish a coordination committee, which is now the contact person for the Ministry of Foreign Affairs, and we have set up various working groups. One working group will deal with training, criteria and qualification measures. In Austria we have a lot of experience. We have many qualified people who can contribute, be it from Stadtschlaining, be it from other sending organisations, be it from ourselves, from the Fellowship of Reconciliation. That's where we are at the moment, and that's also one of the reasons why I'm participating today, so that we can share in the experiences from Germany and incorporate them into our work.

The second is that we are again sending someone from the Fellowship of Reconciliation to Colombia, a peace specialist. We also call the programme or the project a pilot project for the Civil Peace Service. The volunteer will work with the Fellowship of Reconciliation Peace Presence and mainly do political accompaniment work. She will also visit communities, but protection accompaniment, you will agree, cannot be done with one person. You need at least a team of three people, but we are lucky that we don't need to qualify this person who is now being sent, because she already has training, both a degree in peace studies and has already worked for four years in Colombia, including with FOR Peace Presence and pbi.

Christine Schweitzer

We are slowly coming to the end. I would simply like to invite all those who were present as speakers, including those from the morning, to briefly say again what was perhaps new, what particularly stood out for you from the discussion, whether there was some jewel that you or you like to take with you, or a question that was not answered at all.

Jochen Neumann

I was very pleased to hear from pbi again and to see how professional their work is, and I conclude that the organisations implementing civil peacekeeping have become more professional and can also build their complete package on the prerequisites that you, Joana, named. At the beginning I asked myself, why am I being invited at all, what should KURVE Wustrow now say about the qualification for civil peacekeeping? That's my conclusion now: the organisations can do it themselves. We can do our part in the basic training. If there is interest in more cooperation, we could think further in the direction of multiplier training or specialisation courses, a five-day course, which is the usual format for us and for the academy, I am very interested in that.

Gregor Hoffmann

I would also like to thank you very much for the invitation. Above all, I have learned a lot today, since I stumbled here more from the academic pile of books and come less from practice, so I find it very exciting. My main takeaway is that there needs to be more comparative research in the field, even though it is of course a problem to study things that don't happen in the best case scenario. "How to analyse the dog that didn't bark" is the core problem of crisis prevention research. I also take the various suggestions for topics with me and pass this on to the colleagues who are involved in the evaluation of the study programme, whether the students have expressed interest in corresponding practice-related topics. I see it the same way as Mr Neumann, that the existing established courses are the right contacts first. Perhaps also the academies that specialise in this area, such as the Peace Academy of the ForumCPS, which is also practice-oriented. I found it very exciting and thank you very much for the invitation.

Cécile Dubernet

I would also like to say thank you. I have learned a lot. It is very important for me to see that there is so much in Germany. I would also like to stay in touch to understand what you are already doing, because we can learn a lot there. The fact that Germany is further along in training than France is inspiring for us. Thank you.

Karen Hinrichs

She expressed her desire to stay in touch on these issues.

Joana Kathe

I, too, thank you for the space and for the opportunity to talk to each other here. I think that the many facets were very constructive. We have heard different perspectives, which I am very pleased about, and I think it would be interesting to hear from people who experience civilian peacekeeping / UCP on the ground. Perhaps that is the outlook. Furthermore, I believe that another point is very exciting, which has also been mentioned several times today, namely our research situation and the subsequent question of how we can describe the effect of civilian peacekeeping / UCP when it supposedly consists of nothing happening? That is certainly very difficult. But I believe that we are potentially treading a constructive path with approaches that can, for example, also make changes visible far away from the macro level.

Subsequent reflection of a participant (was sent to us in writing)

Why UN Blue Helmet Missions and the Military Cannot Replace Civilian Peacekeeping

Civilian peacekeeping / UCP has its own place in conflict transformation. It has its own concept, its own approach and a different organisation than other options, such as UN blue helmet missions or military operations. These differences mean that civilian peacekeeping / UCP is deployed at a different time in a conflict.

An organisation offering civilian peacekeeping / UCP creates its own overview of the conflict situation and actively contacts the various conflict parties, consults with them and only deploys when it is specifically requested and accepted by all conflict parties. Such an organisation can use different methods, such as conflict mediation, non-violent intervention, protective accompaniment, monitoring and protective presence (https://de.wikipedia.org/wiki/Gewaltfreie_Intervention).

Civilian peacekeeping / UCP can thus help to create a framework in which a conflict can be dealt with and settled without violence and without fear.

As civilian peacekeeping / UCP is more flexible than other options. It does not require parliamentary resolutions and UN mandates, so it can be deployed very early on at the first signs of a conflict and also after a military deployment or a UN blue-helmet mission.

Moreover, civilian peacekeeping / UCP can also be used in smaller conflicts that do not have a major political dimension.

The extent to which civilian peacekeeping / UCP can prevent violent clashes from occurring may not be possible to determine, as it is not possible to analyse how events would have unfolded under different conditions. What civilian peacekeeping / UCP can do is offer methods and assist the parties to the conflict. It is successful when people feel safe and would use civilian peacekeeping / UCP again in the future.

As a party that remains neutral in a conflict, civilian peacekeeping / UCP can help resolve conflicts without resorting to violence. Civilian peacekeeping / UCP is thus an option that should always be considered in conflicts.

Jana Klemp

Christine Schweitzer

On behalf of the organiser, I would also like to express my sincere thanks to all the speakers and all those who listened and spent the Saturday with us. Our thanks also go to the Foundation for Environment and Development NRW, which sponsored this expert discussion as part of our "Share Peace" project.