



UNITED STATES INSTITUTE OF PEACE

## Peace Processes: Making a deal, making it stick

*“Getting out of a conflict takes as long as it takes to get into it”*

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### Instructors

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A peace agreement marks the transformation of a conflict rather than the end of it. The implementation of peace agreements should be equally considered as part of a peace process. Third parties should be well versed in both technical and contextual nuances and have an in-depth understanding of the interdependence of both phases of a peace process, namely the drafting of an agreement and its implementation. This highly interactive course seeks to enhance the understanding of peace processes. We will learn about strategies based on sound analysis and the negotiation of agreements that can be implemented and lead to lasting peace. The intervener must have the adequate skill set, knowledge base, and resource support to engage effectively and in a manner that lends sustainability to the peace efforts. The course suggests the interdependence of a peace agreement and the implementation process. Participants will get a chance to practice addressing paradoxes, dilemmas, and ambiguities inherent in peace processes.

The course will explore related concepts and phenomena such as Diasporas, spoilers, rituals, power and numerous negotiation issues.

### Philosophy behind the course design

Participants are attending this class to obtain knowledge and skills that will enhance their ability to perform their professional functions or future functions. This course will be delivered in a way that explicitly addresses the participants' current or anticipated practical professional needs, both intellectually and technically. To that end, participants will have an opportunity to practice circumventing obstacles that they feel they encounter. The instructor shoulders the responsibility of identifying what knowledge/skills participants need to address current and future challenges. Already well-informed participants will become increasingly well versed in various topics that relate to security, allowing them to be at the forefront of current debates. Therefore, participants will maximize the outcome of class attendance and participation by asking for course material to be applicable to specific challenges or preoccupations they face in their function.

## Day One

- 8:30 – 9:00 am      Introductions of participants and of instructors  
*Icebreaker exercise:* Sharing hope and fears to establish benefit of the doubt and common concerns.
- 9:00 – 11:00 am      **Keynote address: Ms. Betty Bigombe:** “*Getting parties to the table*”  
Betty Bigombe has been involved in peace negotiations in Uganda to end the Lord’s Resistance Army’s (LRA) insurgency since the early 1990s. Prior to taking on these negotiation initiatives, she was appointed minister in Yoweri Museveni’s government and minister of state for pacification of North and Northeastern Uganda, and Office of the Prime Minister, resident in the North. She also was tasked with seeking a peaceful means to end the war in north and northeastern Uganda. Following the failure of a military solution, Bigombe initiated contact with rebel leader Joseph Kony. This initiative gave birth to what would become known as “Bigombe talks.”
- 11:00 – 11:15 am      **Break**
- 11:15 – 12:15 pm      Phase I: Getting a peace accord  
**Peace on paper: the beginning, not the end**  
Theoretical frameworks for conflict resolution  
Outsiders: third and fourth party intervention  
Formal and informal approaches
- 12:00 – 1:00 pm      **Lunch**
- 1:00 – 2:00 pm      **Cessation of violence: who is involved?**  
*Video clip: 1956, 6 years after the Arab-Israeli cease-fire.*  
Getting parties to the table  
Diasporas and other influences  
*Video clip: Sri Lanka Diaspora in London*  
Getting buy-in (individual/institutional)
- 2:00 – 3:00 pm      **Exercise: Addressing asymmetries: The case of “Zambigou”.**  
In a fictional conflict around natural resources as well as clashing ethnic identities, participants will develop a strategy for mediating the talks between government and rebels while paying special attention to the asymmetries that exist between stakeholders.

## Day Two

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|--------------------|---|
| 8:30 – 9:00 am     | Recap previous day discussions/lessons.   |
| 9:00 – 10:30 am    | <p><b>Motives and mindsets</b></p> <p>Sequencing issues</p> <p>Opportunities &amp; limitations: logistics and assistance</p> <p>Changing economy of power/devious objectives</p> <p>Informal processes</p>  |
| 10:30 – 10:45 am   | <b>Break</b>  |
| 10:45 – 12:00 noon | <p><b>“Constructive ambiguity” - <i>Asset in traditional diplomacy, potential pitfall in peace processes</i></b></p> <p>Nature and scope of ambiguity in traditional diplomacy</p> <p>Weighing assets and liabilities</p> <p>Different dimensions of trust</p> <p>Clashing interpretations, clashing implementations</p>  |
| 12:00 – 1:00 pm    | <p><b>Lunch: Inclusive peace processes</b></p> <p><i>Guest Speaker, Carla Koppell, Executive Director, Institute for Inclusive Security</i></p> <p>Discussion: Develop comparative analysis of two scenarios – if women are involved – and if not</p>   |
| 1:00 – 2:00 pm     | <p><u>Phase II: Implementation</u></p> <p><b>Implementation for lasting peace</b></p> <p>Unpacking implementation: an overview</p> <p>Carrying consensus over in a changing environment</p>   |
| 2:00 – 3:00 pm     | <p><b><i>Exercise: Ambiguity in implementation:</i></b></p> <p><i>The peace process of “Foja”</i></p> <p>The Foja exercise models the challenge of implementing a peace plan written using ambiguous language. In this case Foja, a country made up by a chain of islands and ethno-linguistic groups, has been fighting a low-intensity civil war, and is in the process of creating a peace plan. Since the initial language of the plan for Foja was ambiguous and general, the students will be tasked with reviewing where failures in the plan occurred and how they can be addressed in a sustainable way.</p> |

## Day Three

- 8:30 – 9:00 am      Recap from previous discussions/lessons.
- 9:00 – 10:30 am      **Guest lecturer: *Raymond Gilpin***  
 Executive Director, Sustainable Economics, USIP
- Economic and political spoilers**  
 Typology of spoilers  
 Normal crime and organized crime  
 Greed vs. grievance  
 Violence and its effects on the process
- 10:30 – 10:45 am      **Break**
- 10:45 – 12 noon      **Strategies for dealing with spoilers**  
 Addressing specific threats  
 “Despoiling” spoilers  
 Generating loyalty to the peace process
- 12 noon – 1:00 pm      **Lunch**
- 1:00 – 3:00 pm      **Discussion and Exercise:** *Communicating peace to the population, instilling trust in the process and its actors.*  
 Social disconnect  
*Audio clip: Cross community protests against violence in N. Ireland*  
 Avoiding “peace process industry”  
 Transitional justice issues  
 Ritual processes and reconciliation  
*Video Clip: Music and Dance in the Bougainville Peace Process*

## Day Four

- 8:30 – 9:00 am      **Recap**
- 9:00 – 10:00 am      *Guest lecture: **Jack Zetkovic***  
 Former Senior US Foreign Service Officer who worked as a member of  
 the negotiating team at the Dayton Talks that ended the war in Bosnia
- Evaluation and monitoring**  
 Defining and measuring success  
 Determinants of success  
 Sustainable progress  
 Realistic expectations
- 10:00 – 10:15 am      **Break**

10:15 – 12:00 pm

**Simulation exercise:**

Internally Displaced People (IDPs) are often forgotten or an inadequately addressed population in conflict environments. During the conflict their needs and issues are often superseded by immediate security needs; post-conflict their concerns and long-term needs are overshadowed by broader political concerns involved in peace agreements. The reality is that these populations are simultaneously victims and stakeholders throughout the cycle/curve of conflict. Engaging and integrating IDPs in peace agreements and peace processes overall can help strengthen the peace process.

However, improperly addressed issues can lead to IDPs spoiling a peace process, by either providing a pool of ready spoilers (recruits for rebel armies) or by lacking ownership of the process. A critical task is to recognize that IDP's have different needs from combatants/parties, treat them as legitimate stakeholders in the peace process, and safeguard the rights and interests of these populations. Although the proper care of IDPs can represent a huge burden on societies emerging from conflict, this unique population also represents future constituencies, represent underlying social issues, and provide an opportunity to reinforce and institutionalize peripheral voices of society.

The overall goal of this exercise is to incorporate provisions and a protocol for engaging and integrating IDPs in the peace agreement. Be mindful to draft a protocol that will lend itself to implementation and be the best guarantor of a lasting peace. Your team's goal is to critically analyze the dynamics, characteristics, and causes of the internal displacement, and devise a strategy to integrate an IDP protocol in a peace agreement. Critical to a plans comprehensiveness and success is an inclusive process of consultation of stakeholders, balancing ideal expectations with resource and government capacity, and addressing the legal and policy foundations to insure long term institutionalization of the peace agreement.

12:00 – 1:00 pm

**Lunch**

1:00 – 2:00 pm

**Simulation exercise:**

Continuation of capstone exercise.

2:00 – 3:00 pm

**Debrief:**

How do I fit it? How do I influence the process?

Co- evaluate the resulting accord according to several criteria