LOANED STATES INSTITUTE OF PEACE

PEACEBUILDING ORGANIZATIONS AND INSTITUTIONS

June 14 – 17, 2011
Tuesday – Friday
Washington, DC

Developed and Instructed by
Greg Noone, George Oliver, Karl Farris, and Alison Milofsky

Greg Noone, Ph.D., J.D., is Co-Course Developer of the Peacebuilding Organizations and Institutions course for USIP. He is currently the Director of the National Security and Intelligence Program at Fairmont State University. Noone is a USIP Senior Program Officer and has been with USIP since 2001 in numerous capacities including as a full time Program Officer in the Education Training Center / International as well as work for the Education Training Center / Domestic and the Rule of Law Program. He has conducted training in over 35 countries and is the author of numerous articles.

George Oliver is Co-Course Developer of the Peacebuilding Organizations and Institutions course for USIP. He is currently a Professor at the Naval War College. He has served as the military advisor to the United States Ambassador to the United Nations and as the Director of the U.S. Army’s Peacekeeping Institute at the Army War College. He has participated in numerous peacebuilding efforts and has conducted training in dozens of countries.

Karl Farris is Co-Course Developer of the Peacebuilding Organizations and Institutions course for USIP. He currently is a faculty member for the Defense Institute of International Legal Studies where he trains scores of foreign government personnel each year. Formerly he was the Senior U.S. Military Observer and concurrently the Chief of Strategic Investigation Teams for UNTAC in Cambodia. He was the founding Director of the U.S. Army’s Peacekeeping Institute at the Army War College serving in that capacity until his retirement. He deployed to Rwanda in July 1994 serving as the Chief, Civil Military Operations Centers for Joint Task Force Support Hope. In 1995 he deployed to Haiti to work on the transition from the US-led Multi-National Force to the UN Mission in Haiti (UNMIH).

Alison Milofsky, Ph.D., is a Senior Program Officer in the Education and Training Center / Domestic and has been with USIP since 2002. She has conducted training for personnel from Southeast Asia, Central Asia, South Asia, South Africa and the Middle East.
Course Description:

The tapestry of organizations involved in peace operations and stability operations is increasingly complex. To be effective in these operations, individuals must understand this complex environment and the various players involved. This course covers the missions, cultures, operating procedures, and other essential characteristics of key international organizations, regional organizations, government organizations, militaries, and nongovernmental organizations in peace operations and stability operations. Inter-organizational planning, communication, and coordination in hostile environments are also addressed.

Learning Objectives:

By the end of this course, participants will:

- Understand the terms peacekeeping, peace enforcement, peacebuilding, peacemaking and conflict resolution.

- Understand the basics components of peacebuilding: safety and security, rule of law, stable democracy, sustainable economy, and social well-being.

- Understand the restrictions of sovereignty, the ambiguity of international actions, national mandates and the legitimacy to act.

- Understand the roles, functions and responsibilities of various actors, organizations, and institutions in the peacebuilding process.

- Understand UN mandates and UN Status of Forces Agreements.

- Be familiar with international and national agencies that contribute to interagency cooperation in peace and peacebuilding at the national and international level.

- Understand the role of non-governmental organizations in peace and peacebuilding, and be able to synchronize efforts in a conflict zone.

- Be familiar with case studies such as Kosovo, Haiti, Sierra Leone, East Timor and other peace operations and stability operations.
The course participants will include / perspectives we need to consider:

- Government
- Nongovernmental organizations
- Intergovernmental organizations
- Military
- Private sector
- Host nation leaders* (not necessarily as course participants but we need to keep in mind this perspective)

Required Readings are things we would like you to do before coming to class. The majority of these readings can be readily found on the internet.

Suggested readings supplement the presentation material. You are not required to read these before attending the session, but reading them will provide you with a better understanding of the lesson. Some of the suggested materials are in books.

A bibliography is also provided for further research and reading.
DAY ONE – TUESDAY – JUNE 14, 2011

8:30 – 9:00 INTRODUCTION
Course introduction, participant introductions and expectations.

Lesson One
Overview of Peacebuilding

9:00 – 10:15
Overview of Lesson:
This lesson will provide an overview of the challenges associated with peacebuilding. The lesson will begin with an overview of the security challenges in the 21st Century, and describe how peacekeeping has evolved into peacebuilding. It will define the diverse number of terms, including: peacekeeping, peace enforcement, nation building, peacebuilding, peacemaking, and preventive diplomacy. The primary focus of this lesson is to introduce the current concept of peacebuilding and its subset categories.

Required readings:


Suggested Reading:

Overview of Lesson:

The field of conflict analysis and resolution has come to the fore in the last decade. During the 1970s, 80s, and the early 1990s there were a few peace scholars analyzing conflict, but after the end of the Cold War efforts to understand the nature of violent conflict and find solutions surged. Consequently, the field of conflict analysis and resolution grew from many academic disciplines – international relations, psychology, history, sociology, and anthropology. Today it has a position in the academic community of its own. Institutions like the Notre Dame’s Joan Kroc Institute for International Peace Studies, George Mason’s Institute for Conflict Analysis and Resolution, Eastern Mennonite University’s Center for Justice and Peacebuilding, The African Center for Constructive Resolution of Disputes in South Africa, and the United Nations’ University of Peace system, just to name a few, are exploring this new field in depth. Most of these academic institutions employ scholar practitioners who synthesize what they learned in the field and develop workable theories that support work in the field.

Required Reading:


Suggested Reading:

Overview of Lesson:

Multi-national Peacekeeping continues to be one of the primary “tools” used by the international community to address global peace and security issues. It is in fact, a “growth” industry. In the first 40 years of the UN’s existence only 13 UN-led peacekeeping missions were launched. In the following nineteen years, since the end of the Cold War, 50 more peacekeeping missions have been fielded. Furthermore, these post-Cold War peacekeeping missions have grown dramatically in intrusiveness, operational complexity and nature of security challenges. Changes in peacekeeping continue at a rapid pace as is evidenced by the recent reorganization at UN Headquarters to enable it to better exercise strategic and operational oversight in planning and executing these missions. This module addresses the changes in peacekeeping and the impact these changes have in the preparation of national military and police contingents as well as other capabilities and resources for participation in, and deployment to, a peacekeeping mission.

Required Readings:


Suggested Reading:

Overview of Lesson:

For much of the world, the United Nations plays a huge role in conflict resolution and peacekeepers are at the forefront of this effort. To fully understand the ability of peacekeepers to carry out peacebuilding activities, one must understand the UN system and how it works. There is a process for the creation of a peacekeeping mission and its evolution into a peacebuilding mission. The UN Security Council, the Secretary General, the Department of Peacekeeping Operations, and the Peacebuilding Commission all play important roles. This lesson discusses all these organizations and provides insight into the planning for a UN sponsored peacekeeping and peacebuilding mission.

Required Readings:


- Homework: look up on the internet (through a Google search) two each of the following: UN Department of Peacekeeping Operations, World Food Program, World Health Organization, United Nations Childrens’ Fund (UNICEF), UN Office for the Coordination of Humanitarian Affairs, UN High Commissioner for Refugees, and/or the World Bank. Be prepared to discuss the mission and objectives of the organization as they related to peace and security.

Suggested Reading:

9:00 – 10:15

Overview of Lesson:

“Principles and Guidelines” and doctrine, provide a commonly understood and accepted view of operational issues and problems in planning for and executing missions. In this case, peacekeeping. Peacekeeping doctrine also provides the foundation for organizing, training, leader development and equipping of units and personnel for peacekeeping. Until very recently the United Nations was reluctant to publish any doctrinal guidance material for UN-led peacekeeping, leaving Troop Contributing Countries (TCC’s) to prepare their own doctrines for peacekeeping. While there was a great deal of similarity in the various national doctrines, there were also significant differences. This often caused problems when national contingents were placed together in a multi-national peacekeeping coalition but operated under different doctrinal strictures. In March 2008 the UN published its first doctrinal “Principles and Guidelines” for peacekeeping. In addition, the UN Department of Peacekeeping Operations (DPKO) is currently engaged in a wide ranging effort to develop doctrine for various operational tasks that may be part of a peacekeeping missions mandate, such as supporting elections, Disarmament, Demobilization and Reintegration (DDR) of former combatants and Security Sector reform (SSR). This module reviews these efforts.

Required Reading:

Suggested Readings:


10:15 – 10:30 BREAK

Lesson Six
Structuring and Deploying
a UN-led Peacekeeping Mission

10:30 – 11:45

Overview of Lesson:

This lesson describes the organizational structure at UN Headquarters that plans peacekeeping missions, develops and secures the required force structure and other resources for the mission and provides operational support from the UN Headquarters to the fielded peacekeeping mission. It is important that planners in Troop and Police Contributing Countries understand this process to allow them to interface with the proper UN staff elements in the planning process and when their national units are deployed in the mission. The organization and tasks of the Department of Peacekeeping Operations (DPKO) will be described, highlighting the Office of the Military and Police Advisors. The recently established Department of Field Support will also be discussed. Finally, the lesson will describe the UN standard command, control and coordination structure in a multi-
dimensional peacekeeping mission detailing authority and responsibility for command and control within the military and police components and coordination with the non-military components.

Required Readings:


Suggested Readings.


11:45 – 12:30 LUNCH

**Lesson Seven**

**FILM: Peacekeepers**

12:30 – 1:45

Overview of Lesson:

The film *Peacekeepers* focuses on the Congo (MONUC) exclusively. It traces the development of a UN peacekeeping mission from the challenges faced by the peacekeepers to the changes required in a UN Security Council Resolution and the planning by the UN DPKO and finally how it plays out on the ground. The film was created by the Canadian Broadcasting Corporation.

Required Reading:

Lesson Eight
The U.S. Approach to Peacebuilding

2:00 – 3:30

Overview of Lesson:

Since the U.S. Invasion of Iraq in 2003 and the subsequent nation building activities by the Coalitional Provisional Authority, the U.S. military and the new government of Iraq, there has been much introspection on how the United States should approach nation building (peacebuilding). The post war efforts did not go well, allowing Iraq to spiral downward into a civil war and a simmering insurgency. Since 2005, the U.S. Government took a serious look at how it should respond to stabilization and reconstruction (peacebuilding). Failed states are a concern for national security, especially after 9/11. The military adapted and was able to incorporate stabilization and reconstruction into is planning and training. Because of these efforts, nation building in Iraq turn a turn for the better. Civilian capacity to help in peacebuilding is still lacking. This lesson will explore the evolving nature of a potential U.S. response to a failed/failing state into the 21st Century. We will discuss the U.S. military’s view and adjustments as well as the Office of the Coordinator for Stabilization and Reconstruction and the new Civilian Stabilization Initiative.

Required Readings:

Suggested Reading:


Overview of Lesson:

As we have already seen there are many actors and players in the peacebuilding process. InterGovernmental Organization (IGOs) like the United Nations, the African Union, the European Union and NonGovernmental Organizations (NGOs). Additionally nations’ military and civilian agencies play a key role in helping nations either avert violent conflict or recover from war. In essence bring a nation back to the family of nations as a functioning member of the international community. The UN Charter recognizes a legitimate role for Regional Organizations and “Other Arrangements” in the maintenance of global peace and security. With the dramatic growth of peacekeeping the UN has stated on several occasions it welcomes the participation of regional organizations in peacekeeping as long as the primacy of the UN Security Council is recognized. The lesson briefly describes the wide range of regional, sub-regional and other organizations which have (in the past and could in the future) deploy resources for peacekeeping independently or in conjunction with the UN. The regional organizations with the greatest capacity include the African Union, the European Union, NATO, ECOWAS, OSCE and the Stand-by High Readiness Brigade (SHIRBRIG). This lesson focuses on understanding the roles and missions of these various organizations and how they might help in the peacebuilding process and concludes with suggested modalities for cooperation between the UN and regional organizations in peacekeeping.

Required Reading:

- USIP Guidelines for Relations between U.S. Armed Forces and Nongovernmental Organizations in Hostile or Potentially Hostile Environments. Access on website:
H. Roy Williams, “‘Stability Operations’ and NGOs: What’s in a Name?” PKSOI Bulletin, Volume 1, Issue 2, February 2009. Access on website: Google “Stability Operations and NGOs: What is in a Name?” and this will be your first listing.

Homework: look up on the internet (through a Google search) two each of the following: IGOs – European Union, Organization for the Security and Cooperation in Europe, African Union, and Southern African Development Community AND two each of the NGOs – Save the Children, International Committee of Red Cross/Red Crescent, Doctors without Borders, CARE, OXFAM, World Vision, and Refugees International. Be prepared to discuss the mission and objectives of the organization as they related to peace, security and humanitarian assistance.

Suggested Readings:


- Paul Diehl, “New Roles for Regional Organizations” Chester Crocker, Fen Osler Hampson and Pamela Aall, ed. Leashing the Dogs of War:
10:15 – 10:30 BREAK

Lesson Ten
Keys to Operational Success in Peacekeeping

10:30 – 11:45
Overview of Lesson:
The “Peacekeeping Best Practices Section” of the UN’s Department of Peacekeeping Operations has reviewed a number of past peacekeeping operations. It has prepared detailed findings highlighting factors from planning (beginning with the Security Council mandate) to operational practices (ineffective command and control arrangements) and procedures that either positively or negatively affected the conduct and outcome of the mission. This lesson will review these in detail. They provide a valuable check-list of “Do’s and Don’ts) for planners.

Required Readings:
  Read part III. United Nations capacities to deploy operations rapidly and effectively: pages 14-28.
  Also read part IV. Headquarters resources and structure for planning and supporting peace operations: pages 29-41.
Suggested Reading:

- “Time for a New United Nations Peacekeeping Organization.”
  Heritage Foundation Backgrounder 2007. 24 pages. Found on website:

11:45 – 12:30 LUNCH

Lesson Eleven

Security Sector Reform in Support of Peacebuilding

12:30 – 1:45

Overview of Lesson:

Military and police forces play a crucial role in the long-term success of political, economic and cultural rebuilding efforts in post-conflict societies. Yet, while charged with the long-term task of providing a security environment conducive to rebuilding war-torn societies, internal security structures tend to lack civilian and democratic control, internal cohesion and effectiveness, and public credibility. They must be placed under democratic control and restructured and retrained to become an asset, not a liability, in the long-term peacebuilding process. External actors from other nations, regional organizations and the United Nations can be of assistance in this process, by creating a basic security environment, preventing remnants of armed groups from spoiling the fragile peacebuilding process, and by facilitating reform of the local security sector. This lesson will deal with the “theory/concept” of Security Sector Reform as part of peacebuilding and look specifically at the cases of East Timor (Police Reform) and Liberia (DDR).

Required Reading:

website:  


Suggested Readings:


❖ PCNA Review: Phase One – Timor-Leste Joint Assessment Mission (JAM) Comparison Case Study


(NOTE: At web site, Click-on and read 3 sections labeled “History,” “Mandate” and “Disarmament Process”)

1:45 – 2:00 BREAK
Overview of Lesson:

This lesson will examine the “Responsibility to Protect” (R2P) together with its conceptual protection sibling the “Protection of Civilians (PoC). R2P and PoC share several features: both aim at securing civilians’ well-being in conflict situations, and both involve civil and military actors from UN and non-UN agencies. The Security Council reaffirmed R2P in Resolution 1674. Thematically this resolution belongs to the realm of PoC, and thus attempts to inscribe R2P into PoC’s existing protection realm. R2P and PoC differ in terms of scope: while PoC is all-inclusive in protecting civilians under imminent threat of physical violence, R2P is limited to what are defined as the four main atrocity crimes. R2P emerged to provide a more robust framework for protection in such situations than that offered by PoC. PoC lacks a stringent definition, but can be said to aim at mainstreaming a culture of protection – that is, an awareness of protection measures and activities throughout the UN system and among other relevant actors. The main differences relate to the civil–military divide: humanitarian actors, claiming ownership of the protection policy franchise, are reluctant to cooperate with political-military entities, for fear of jeopardizing the neutrality necessary for them to retain access to their humanitarian space of operations.

Required Readings:

“Global Centre for the Responsibility to Protect – The Relationship between the Responsibility to Protect and the Protection of Civilians in Armed Conflict.” Found at: http://www.cries.org/?p=811

DAY FOUR – FRIDAY – JUNE 17, 2011

Lesson Thirteen
Kosovo Case Study

9:00 – 10:00

Overview of Lesson:

Case studies are a good educational method to explore various concepts and themes. Lessons learned, both good and bad, can be drawn from case studies. Kosovo stands out as the most viable model for future peacebuilding efforts. There were many lessons learned from the UN’s role, the European’s role, and the U.S. role in peacebuilding. This lesson will explore the lessons learned and provide some examples of how a peacebuilding process might work.

Required Reading:


Suggested Readings:


10:00 – 10:15  BREAK
Overview of Lesson:

UN-led Peacekeeping is still in transition facing a number of organizational and operational challenges. These include: Insuring a more “Integrated Mission” of the many and various components. Within the concept of “Integrated Missions” the UN has recently mandated Joint Operations Centers and Joint Mission Analysis Centers working under a Mission Chief of Staff. The issue/problem of adequate “Intelligence” support for fielded missions. The increasing importance of “Information Operations” to support the mission. Use of contractor support not only for sustainment but also for various security tasks. Availability and use of non-lethal weapons technology. Peacekeeper’s “Responsibility to Protect” civilians in imminent danger of violence. “Robust Plus” (e.g. eastern DRC) missions. These will be described and discussed.

Required Readings:

- Key Challenges in Today’s UN Peacekeeping Operations. Found at website: 
  http://www.cfr.org/publication/10766/key_challenges_in_todays_un_peacekeeping_operations_rush_transcript_federal_news_service_inc.html

- German Newsmagazine Spiegel. Spiegel On-Line Interviews. “Interview with UN Peacekeeping Boss: The Way We Operate is Dangerous and Problematic.” 3 pages. Found on website:  
  http://www.spiegel.de/international/spiegel/0,1518,druck-458801,00.html

Suggested Reading:

11:30 – 12:00 LUNCH

Lesson Fifteen
SIMULATION

12:00 – 2:15 (Coffee available but no formal break)
Materials provided.

Lesson Sixteen
Simulation and Course Wrap-up

2:15 – 3:00
Course evaluation and conclusion.


Burnett, John S. *Where Soldiers Fear to Tread: A Relief Worker’s Tale of Survival*. New York: Random House, 2005


