



PROJECT MANAGEMENT FOR PEACE AND DEVELOPMENT AGENCIES

M06 ISS

Mr. Martyn Richards

**Course for International Peace
Mediators**

by Raffaele Barbiero

ID: 3422832



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Section A: Basic Data Sheet/Summary

Name of the project:

Course for International Peace Mediators

Name of the partners

The project has the following local donors and supports: University of Bologna-Polo Scientifico-Didattico di Forlì, Province of Forlì-Cesena, Copresc FC (Coordinamento Provinciale Enti di Servizio Civile FC [Provincial Coordination Bodies of the Civil Service FC], Town Council of Bertinoro FC, CEUB (Centro Residenziale Universitario di Bertinoro FC [University Residential Centre of Bertinoro FC], Assessorato alla Pace e ai diritti Umani del Comune di Forlì [Department of Peace and Human Rights of Forlì Town Council], Iscos-Cisl Forlì-Cesena (Istituto Sindacale per la Cooperazione e lo Sviluppo-Cisl FC [Trade Union Institute for Cooperation and Development- Cisl FC])

Contact details:

Organisation: Associazione Locale Obiezione e Nonviolenza – Gruppo Azione Nonviolenta Forlì-Cesena, www.alon.it
ALON-GAN FC [Objection and Nonviolence Local Association – Nonviolent Action Group Forlì-Cesena ONLA-NAG FC]

Local representative: Raffaele Barbiero
Mobile: 07943421960
Email: barbierr@uni.coventry.ac.uk

Project summary

The Course for International Peace Mediators aims to provide initial basic tools for people interested in the study and the testing of nonviolent solutions of conflicts, including at the international level, with the aid of the Civilian Peace Corps, a service whose purpose is to intervene in a crisis or violent conflict with planned nonviolent actions, such as prevention, monitoring, mediation, interposition, and reconciliation.

The project ‘focus’ is centred on the Civil Peace Corps and the method of nonviolence.



The Course for International Peace Mediators is now in its eighth edition, starting from Thursday it will be take place for three full days until Sunday, including a public event open to the inhabitants of the venue for the course: the beautiful village of Bertinoro (Province of Forli-Cesena, Italy). Therefore, the whole course consists of four days.

The course participants are up to 36 (minimum required 25).

Project cost

The total cost of the project is £ 15,500. The contribution sought from DFID is one-third (£ 5,000), while the remainder is required by other donors. Regarding the University Residential Centre of Bertinoro the status of our application is in progress and so far we have had no problems in receiving this funding.

Below is a table to identify the sources of income.

The project costs are all in Pound Sterling (£).

| Donors | Income |
|--|--------------------------------------|
| Province of Forli-Cesena | 4,500 (approved) |
| Provincial Bodies of Civil Service | 1,000 (approved) |
| Council of Bertinoro | 1,800 (approved) |
| University Residential Centre of Bertinoro | 800,00 (submitted awaiting approval) |
| Course Fees (30x£80,00) | 2,400 |
| | |
| <i>DFID application</i> | <i>5,000</i> |
| Total income | 15,500 |

All other partners of the project are supporters; however they do not directly invest financial sources for the Course.

Project duration

The project is founded yearly.

The training activity is carried out in four days, from 3rd November to 6th November 2011 including.



Annual project start date: 10th January 2011

Annual project final date: 30th November 2011

Section B: Project Rationale

‘The eight Millennium Development Goals lie at the heart of DFID’s work’ (DFID 2011). The quotation of this sentence serves to frame the immediate goal of our course. There is no doubt that any of the eight goals so expertly outlined by the International Community requires the absence of wars as a basic and essential condition. Moreover, it is important to not just dismiss the threat of war. It is also necessary to reduce or mitigate the tensions or armed conflicts which may impede, hinder, or deter people from engaging in achieving the objectives of the Millennium. Our Association considers that human beings have a duty to develop ways and alternatives to manage situations of conflict, especially violent ones. More than ever, it is essential if humanity wants to eradicate extreme poverty and hunger, promote gender equality, ensure sustainability environmental and develop a global partnership.

The CPC and nonviolence could be a tool and a methodology in this new way of approaching conflicts. Consequently, our organization place great importance in this session to explain the theoretical foundations and acquisitions of law and legality, to better clarify the link between our course and the goals of the Millennium Declaration.

What is a Civil Peace Corps?

A service with the aim to train men and women to go into the conflict situation in order to effect change with nonviolent methods and planned nonviolent actions. People of any age can be useful for this kind of project.

The thinking related to the creation of the CPC is based on the potential which nonviolence offers to conflict management and also on the idea that civilians can communicate more effectively between the parties in conflict. Civilians are not usually perceived as a threat; also the absence of hierarchical constraints facilitates a greater understanding of democratic values. Civilians do not threaten national pride, sovereignty of local military commanders, militia leaders and political leaders (they are not rivals). Thirdly, they can act more quietly, without propaganda apparatus. The interposition, in this case understood as a willingness to enter ‘into the conflict’, does not have an enemy. Rather ‘the enemy’ is the war itself which it aims to end. The CPC are aimed to give all parties



the opportunity to address the reasons of the conflict at their root cause and to look for stable solutions and mutual satisfaction.

Today in conflict management, using only the resources associated with traditional diplomatic and military strategies is not enough. Comprehensive peace should therefore be aimed at, humanitarian aid, development cooperation and conflict resolution. Interventions must be coordinated at the international level. They should relate to the needs of the population in the conflict zone, to be compatible with civil society and other actors in the field. They must be nonviolent, flexible and practical, however they should be distinguished from coercive action. Finally they should also be able to counter the escalation of violence from the beginning.

Previous experience

The ONLA-NAG FC was founded with another name more than twenty years ago.

The Association remains anchored in three aspects:

- local action to change the social and cultural environment in which it operates;
- the claim as a way of life that asks people to reject laws, or things deemed unfair, with their conscience and take action to change these situations;
- nonviolence as a way of relationships between persons, social groups and states the procedures for resolution, management and conflict transformation.

The Association is also committed to engage in activities that contribute to the promotion of Universal Declaration of Human Rights which refers to the association.

The Association adheres to the Association of the National Research Institute for Peace-Net Civil Peace that has adequately trained personnel in areas of conflict with nonviolent methodologies.

Finally, strictly related to the purpose of this grant application, we highlight that the Association has promoted the **International Peace Mediators Course**, which took place for the **first time** in Bagnacavallo (RA, Italy) **in 2003**, then for subsequent editions to Bertinoro.

Impact of our course and lessons learnt

This course has so far seen the participation of more than **250 people**. Approximately 10% of the participants have then taken part in activities



in areas of conflict with nonviolent organizations that are in contact with this course.

The impact of the course covered several spheres, notably:

- to educate the local political representatives and the public that there is widespread interest on issues of peace and nonviolence. This effect also referred especially to the University. In fact, the University is the level of 'excellence' within which the Association wants to develop a greater attention to the issue of nonviolent solution of conflicts;
- to increase the number of the people involved in such areas of interest. Only a high number of people and participants of the course can stimulate a fruitful debate on the combination of conflict and nonviolence;
- to improve the uptake and the widespread of these themes particularly within the youth. Young people can become tomorrow's agents of the Millennium Goals and transform to a new awareness of the issues we dealt with in the course;
- to encourage those interested in these subjects to engage in more awareness of the validity thereof, and the fact of not being 'alone against all'.

The experience gained over years of management of the course has taught us to limit our action to the main purpose we have set ourselves, that is to provide some basic knowledge, information and practical skills in order that participants will be able to manage nonviolent theory and methodology. According to this statement we cannot offer participants the chance to carry out activities in conflict zones, even in the form of volunteering. We can only provide this basic knowledge to students and address them to associations, groups and institutions working in conflict zones.

Section C: Project Methodology

The training process

The training process is divided into four steps, each characterized by its own specific objectives and implementation techniques:

- needs identification: the objective of this phase is to gather "what is lacking" in terms of skills,
- planning: here the goal is to define, coherently with the need assessment, the specific objectives to pursue and how to realize them
- implementation: the objective of this phase is to realize the training activity according to the plan, implementing the changes that will appear necessary as the course proceeds.



- evaluation: the objective is to evaluate the results of the course and its effects.

Methodology

The didactic methodologies can be separated into two main typologies: **passive methodology**; **active methodology**.

According to passive methodology training is just a way to transmit knowledge. Passive methodology is based exclusively on cognitive learning and understanding of contents/concepts presented through direct exposition. Its tools are: lectures, and lectures with discussion.

The participant's role is passive: they are supposed to be listening and are involved only in evaluating their degree of understanding. This methodology is efficient only to transmit typical and codified knowledge.

According to active methodology, learning represents a set of factors aimed at a complex development of the individual (ideas, knowledge, feelings, emotion etc.).

It is founded not only on cognitive learning but also on: AFFECTIVE/EMOTIONAL LEARNING (it is easier to learn if the person as a whole is involved), EXPERIENCE (one learns through life situations), ASSIMILATION (passive acquirement new knowledge and skills), MEDIATIONAL ABILITIES (the capacity to integrate existing ideas with new knowledge and skills).

The techniques to be used are: workshops (i.e. situations, case studies methodologies, role-playing, simulations).

The participants play an active role within the training course. They are stimulated to talk, to participate, to express their own opinions and so on. This approach helps the learning of all participants.

It is very efficient when one needs to promote change and new behaviours.

The didactic techniques coherent with this logical framework, can be continued in the following two main strategies: **the strategy of passive listening** (i.e. a pre-defined exposition of information and concepts that allows participants to play only the passive role of listeners); **the strategy of discovering** (i.e. the promotion of the modification of the participants' cognitive patterns through the analysis and interpretation of their personal experiences and situations). It is possible to favour one or the other



strategy, according to the specific learning objectives of the course; the following table gives some indications of this alternative:

| Training objectives | Favourite strategy |
|--|---------------------------|
| Knowledge of facts, procedures and concepts | <i>passive listening</i> |
| Knowledge of general principles | <i>discovering</i> |
| Operative and manual abilities | <i>passive listening</i> |
| Interpersonal routine behaviours | <i>passive listening</i> |
| The ability to solve problems that present a single answer | <i>passive listening</i> |
| The ability to solve problems with multiple answers | <i>discovering</i> |
| Interpersonal no-routine behaviours | <i>discovering</i> |

Each of the two strategies can be subdivided into different stages. In each of these specific methods and different didactic tools will be used according to the following table:

| PASSIVE LISTENING | | DISCOVERING | |
|---------------------------------------|-----------------------------------|------------------------------|---|
| <i>stages</i> | <i>didactic tools and methods</i> | <i>stages</i> | <i>didactic tools and methods</i> |
| Exposition of notions | Lectures | Experiences socialisation | a) Direct presentation in plenary room or small groups b) Case studies approach c) Simulation |
| Testing trainees understanding | Tests | Testing trainees understand- | Collective elaboration in plenary- |



| | | | |
|------------------------|----------------------|------------------------|---|
| | | ing | room or in small groups |
| Exemplifying | Discussion and tests | Generalization | Active lectures |
| Practical applications | Problem solving | Practical applications | -Cases studies - Simulations - Role-playing |

In our Course we use the following strategies, based on our necessity.

Goal:

transform and manage conflicts through CPC as a basic and essential condition to achieve Millennium Development Goals.

Purpose:

to provide some basic knowledge, information and practical skills in order that participants will be able to manage nonviolent theory and methodology.

Main Outputs:

the causes given in the Objective Tree (Appendix 2) are partially included in the outputs of the project, because the course is only able to develop a partial answer to the causes mentioned.

1. Participants will know the theories about nonviolence methodologies.
2. Trainees will familiarize themselves with conflict situations and know some roots of our history.
3. Learners will have experience with nonviolent methods, for example a practical simulation within the frame of the complex Israeli-Palestinian conflict. The simulation will be referred to a situation that really happened in a Palestinian village where the children are accompanied to school by international volunteers and escorted by Israeli soldiers through some areas illegally occupied by Israeli settlers.



4. Beginners will know information about the European Civil Peace Corps and how to be involved in practical nonviolent activities.

Main Activities

The training activities that follow are addressed to achieve the outputs outlined above in order to achieve the main aim of knowledge and interest of youth to manage and transform conflicts in a nonviolent way, fundamental to the success of achieving the Millennium Goals.

On expiry of the registration date, the Association is able to carry out the activities mentioned above, having in fact already prepared all the organizational apparatus and logistic accommodation.

Financial support for these activities is guaranteed by the registration fees of participants that flow into a special bank account at the Banca Popolare Etica (<http://www.bancaetica.com/Lang/Content.ep3?LANG=EN>), a further guarantee of our donors and beneficiaries.

The key activities will be as follows:

1. the Organization will deliver a theoretical lecture on nonviolence,
2. there will be a workshop on nonviolent experience of the participants,
3. participants will visit an Interreligious Museum,
4. learners take part in the conference on the Israeli-Palestinian conflict,
5. trainees will be involved in an Israeli-Palestinian conflict simulation,
6. information on CPC and how to orient themselves to proceed in the field.

Direct Beneficiaries/Primary Stakeholders

The primary stakeholders are the 36 participants who directly take part in the course activity.

Then there are the around 60 people participating in the evening public conference organized on the second day of this course.

Secondary stakeholders (the others)

The secondary stakeholders are the provincial and local authorities, trade unions and associations that have joined the project. Among these are the individuals who financed the project and those who have supported only by offering its own tag and the commitment to promoting the course through their channels.



The list of stakeholders both primary and secondary, their roles, importance and influence in relation to the course has been examined.

Sustainability and Exit Strategy

We do not need any 'exit strategies', because our Course is a stand alone project.

Stakeholder analysis

| Stakeholders | Attitude | | | Importance | | | Influence | | |
|--|----------|---|---|------------|---|---|-----------|---|---|
| | P | N | A | L | M | H | L | M | H |
| Primary Stakeholders | | | | | | | | | |
| 36 Participants | • | | | | | • | | • | |
| 60 People at public conference | • | | | | • | | • | | |
| Secondary Stakeholders (financial donors) | | | | | | | | | |
| Province of Forli-Cesena | • | | | | | • | | | • |
| Town Council of Bertinoro | • | | | | | • | | | • |
| Provincial Coordination Bodies of the Civil Service FC | | • | | | • | | | • | |
| University Residential Centre of Bertinoro FC | • | | | • | | | • | | |
| Secondary Stakeholders (supporters) | | | | | | | | | |
| University of Bologna-Polo Scientifico-Didattico di Forli | | • | | | | • | • | | |
| Department of Peace and Human Rights of Forli Town Council | • | | | | • | | • | | |
| Trade Union Institute for Cooperation and Development- Cisl FC | • | | | • | | | • | | |



Note:

Attitude

P = positive

N= neutral

A= against

Important

L= low

M= medium

H= high

Influence

L= low

M= medium

H= high

Communication with stakeholders

The final course report is sent to all stakeholders, excluding the public who attended the conference. In sending the report to participants, the Association gives them the opportunity to add comments or suggestions. The Association organizes two formal meetings with secondary stakeholders as financial donors to evaluate the results of the course and to give suggestions for improvements. Likewise, the Association organizes a formal meeting with the secondary stakeholders as supporters to evaluate the result of the course and suggestions for improvements.

University Director, Province President, Town Council Mayor and other stakeholders representatives are always invited to the inauguration programme, and to the end of the course for delivering the certificate of participation.

The organizing and training staff collects all the information and meets in a one-day workshop to reprocess the information received. On this occasion, the course design is appraised and prepared for the following year.

Finally, the participants are also asked to report back on their possible participation in nonviolent action in conflict zones.

Section D: Project Management and Implementation

Our Association relies on volunteers.

For the course we use personnel from the association in the tasks of executive staff, and experts in various subjects and disciplines in specific sessions (see attached file of the profiles of speakers and trainers).

To all the people who participate in various forms to the project, we pay a regular compensation that is subject to taxation under the laws in force in Italy.

The human resources team of the project is coordinated by a central figure of reference called the 'scientific coordinator' who is accompanied by a responsible organization. The staff is divided into tasks according to the course needs and competencies of each member. The Association will try to make a gender balance both in the choice of the staff and for the speakers/trainers.



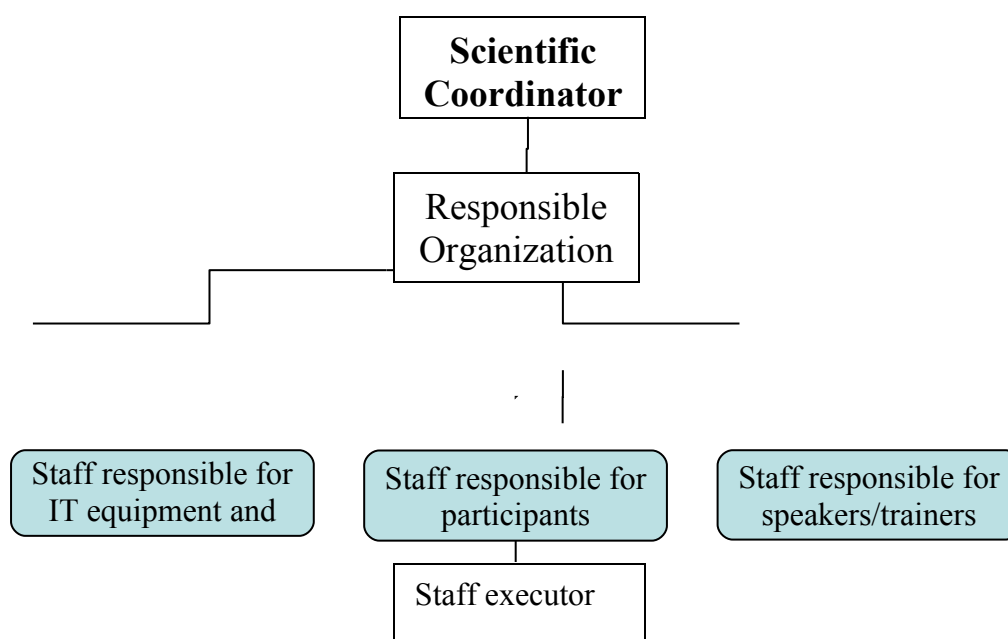
The division of tasks and the organizational chart only wants to give the meaning of discipline in keeping with the requirements of the course. The method chosen, however, inside the human resource team is the sharing of choices and dialogue among peers. Every evening the team meets briefly to facilitate this approach and to take stock of the situation.

The mechanism of selection of students is done through the Curriculum Vitae (resumè) and taking into account several criteria:

- experience,
- gender,
- age,
- level of education,
- geographical origin,
- motivation and interest shown in C.V. to take part in the course.

The selection of the beneficiaries is through a mix of the above criteria.

Project Organizational Chart



The overall time frame of the project is almost one year, and each year the course activity is accomplished in four days. The detail of the project activities and time frame has been illustrated in the accompanying Gantt chart.

The Gantt chart is attached as an appendix (printed in a separate file).



Section E: Project Monitoring, Learning and Dissemination

All three phases of monitoring, learning and dissemination are followed with great attention. In fact, the first two phases depend on the success of the course and especially its improvement.

The last step for us is important not only to provide information on the course, but also for promoting and diffusing its content. Further importance is for our donors and supporters the return of their image in front of public opinion. Due to this demand we organize several press conferences before the course and send short press releases to the local and national-media. Then, every year we organize a television broadcast on the regional and provincial television networks using opportunities that some of our donors and supporters make available and provide to us free of charge.

Concerning relations with DFID, every year we intend to send the course form and the profile of the speakers/trainers at the beginning of the planning board, thus any pertinent suggestions may be evaluated before the launch and dissemination outside the course (usually we start at the beginning of June). Of course, then DFID will receive the final report and the details in the provisional budget and the conclusive budget.

Section F: Risk Assessment and Assumptions

The project assumes several points:

- there is a widespread interest in learning about how to transform and resolve conflicts without using violence and weapons that are not met by current offerings;
- the number of participants required (minimum 25) is not a problem, because it is consistently exceeded by the demand;
- due to the excellent results obtained in previous editions, funds are always available;
- The students are willing to be involved in all learning activities;
- All participants are present for the course until the end.



Key risks, their probability and impact matrix

| | Impact | Low | Medium | High |
|-------------|--------|-----|--|------|
| Probability | | | | |
| Low | | | Financial defection of one donor. Failure to achieve the minimum number of participants (25 beneficiaries). | |
| Medium | | | | |
| High | | | | |

We adopt the following measures to minimise and mitigate potential risks:

- 1) we have enabled greater links with other universities' networks and the internet such as facebook or twitter to best advertise the course;
- 2) we are doing fund raising activities to reduce the impact of a possible defection of a donor. Our application for DFID funding goes in this direction. Furthermore, we try to keep constant and fruitful relationships with all donors and supporters of the project;
- 3) the course can be held, however, by reducing the costs and offering fewer services, in the unfortunate event of a financial defection;
- 4) concerning the failure to achieve the minimum number of participants, our plan is to postpone the course to spring the following year. In fact, this is possible for one or two reasons, first our organizational flexibility, by having already anticipated this situation and, secondly, by the fact that financially the funds remain allocated to the project until the end of the following year.

Section G: Project Budget

The total cost of the project is £ 15,500. The contribution sought from DFID is one-third (£ 5,000), while the remainder is required from the other donors as we explained in the project cost section.

The project has a very low cost as an activity which is spread over four days and involves around one hundred of people including the students and the public of the conference, by way of direct beneficiaries.

The effort to organize and prepare the conference is obviously much more binding and enduring, as already stated.

On the whole for the small amount of funding required, we think that it is sufficient for you have the estimates of expenditure for the course.



In addition, we can say that after eight course editions, the costs we face are quite predictable. However it is important to highlight that all the people who participate in various forms of the project receive a regular compensation subject to taxation under the laws in force in Italy

Estimated Budget

| No. | Expenditure | Cost in GBP |
|-----|--|---------------|
| 1 | CEUB budget (cost structure and hospitality 40 people) initiative in Bertinoro from 3rd to 6th November 2011 | 5,780 |
| 2 | evening meals in Bertinoro | 1,582 |
| 3 | transfer Forli-Bertinoro for beneficiaries | 175 |
| 4 | advertising activities | 852 |
| 5 | operational secretariat for the organization | 3,165 |
| 6 | compensation trainers / speakers for the Course | 2,258 |
| 7 | course planning | 880 |
| 8 | course materials | 307 |
| 9 | scholarships, provided three (3x£167,00) | 501 |
| | Total Cost | 15,500 |



Section H: Logical Framework

| Objectives Narrative Summary | Measurables indicators | Means of verification | Assumptions/Risk |
|---|---|---|---|
| Goal: transform and manage conflicts through Civil Peace Corps as a basic and essential condition to achieve Millennium Development Goals | | | |
| <p>Purpose: to provide some basic knowledge, information and practical skills in order that participants will be able to manage nonviolent theory and methodology</p> | <p>At least 80% of the participants will positively assess the Course</p> | <p>A secret and anonymous written questionnaire is delivered to the participants for their assessment</p> <p>Final Report. The organization develops all the questionnaires, and provides a report that is sent to the same beneficiaries and donors</p> | <p>There is a widespread interest in learning about how to transform and resolve conflicts without using violence and weapons that are not met by current offerings</p> <p>The number of participants required (minimum 25) is not a problem, because it is consistently exceeded by the demand</p> <p>Due to the excellent results obtained with the previous editions, the funds are always available</p> |
| <p>Output 1: Participants will know the theories on nonviolence methodologies</p> | <p>Annually, at least 5% of trained people implement newly gained skills</p> | <p>Formal information received by trainees after the course attendance</p> | |
| <p>Output 2: Trainees will be familiarized with conflict situations and know some roots of our history</p> | <p>All participants are present and on time. They get notices and at the end of lecture at least five questions arise</p> | <p>Observation during the course</p> | |
| <p>Output 3: Learners will have experience with nonviolent methods</p> | <p>At least 75% of the participants will positively assess the learning sessions on nonviolence</p> | <p>Training report</p> <p>Evaluation sheet made at the end of simulation stage</p> | |
| <p>Output 4: Beginners will know information on the European Civil Peace Corps and how to be involved in practical nonviolent activities</p> | <p>Annually, at least 10% of trained people stays in touch with CPC Associations and Organizations</p> | <p>Formal information received annually by these organizations</p> | |
| Activities: | | | |
| 1. Organization will | Speakers, trainers and | The resources come | The students are willing to |



| | | | |
|---|--|--|--|
| deliver a theoretical lecture on nonviolence. | learning materials related to the activity in progress | from the organization of the Course | be involved in all learning activities |
| 2. there will be a workshop on nonviolent experience come from participants | Speakers, trainers and learning materials related to the activity in progress | The resources come from the organization of the course | |
| 3. participants to visit the Interreligious Museum | Speakers, trainers and learning materials related to the activity in progress | The resources come from the organization of the course | |
| 4. learners take part to the conference on Israeli-Palestinian conflict | Speakers, trainers and learning materials related to the activity in progress | The resources come from the organization of the course | |
| 5. trainees will be involved in an Israeli-Palestinian conflict simulation | Speakers, trainers and learning materials related to the activity in progress | The resources come from the organization of the course | |
| 6. information about CPC and how orient themselves to proceed | At least 80% of participants at the end of the course express the wish to join to a CPC, if it were real | A flipchart with the indication of their availability is made at the end of the course | All participants are present for the course until the end. |
| | | | |



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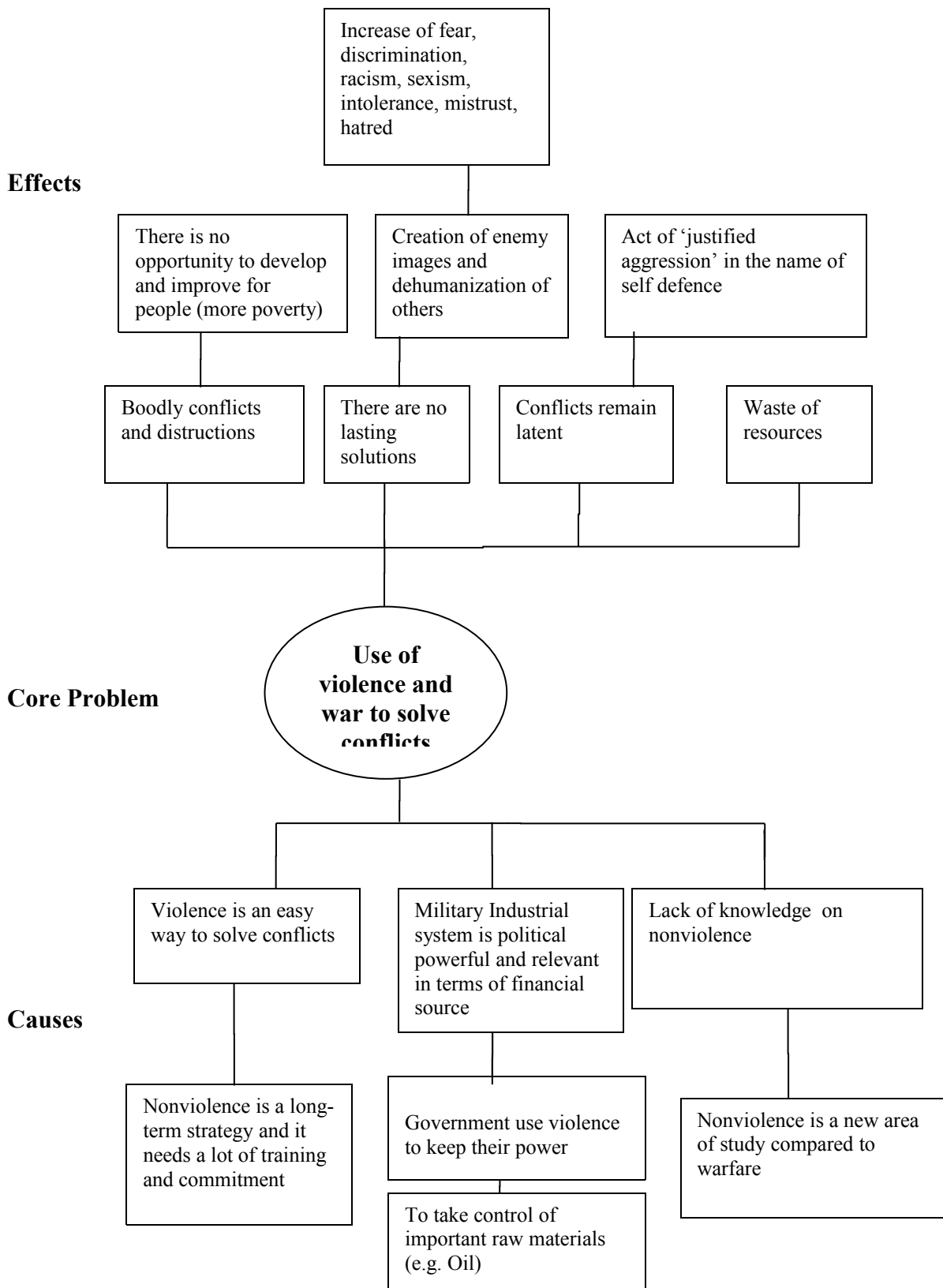
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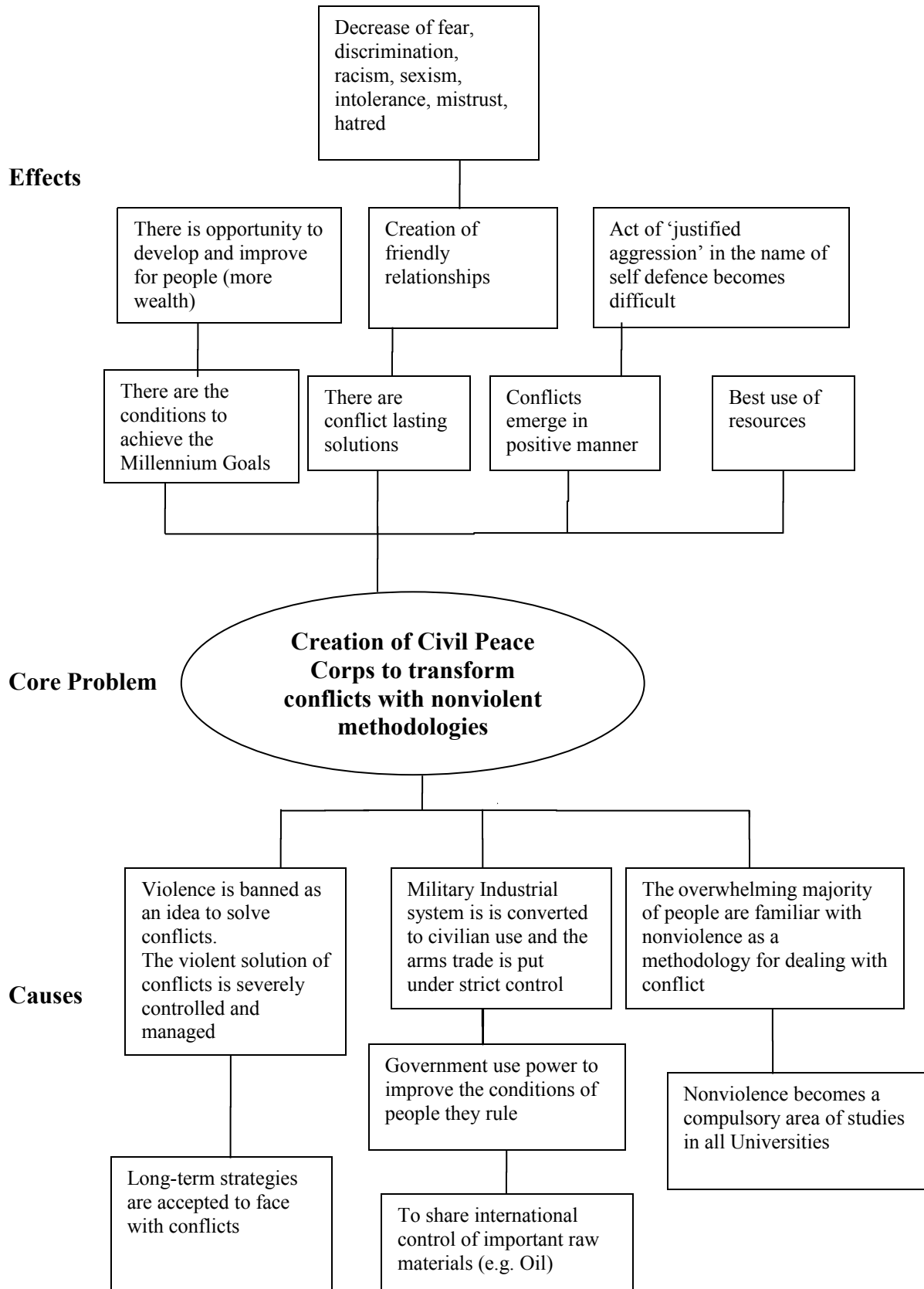


Appendix 1: Problem Tree





Appendix 2: Objective Tree





Appendix 3: Four Days Course Progress

The evening of the first day is committed to the registration and introduction of the course by the President of the organizing Association. Then, a workshop will follow on the expectations and motivations of the students.

The second day will build the foundation of theoretical knowledge in order to confront and transform conflicts in a nonviolent way.

The course will address the theory and practice of nonviolence; with a specific session dedicated to historical and useful examples that have already taken place (we will use video clips and DVD).

On the same day, participants will visit the Interreligious Museum in Bertinoro with a guided tour through a short historical and philosophical journey that embraces the three monotheistic faiths: Judaism, Christianity and Islam (<http://www.museointerreligioso.it>).

On the same day, in the evening, the organization will conduct a public conference at the Interreligious Museum of CEUB. The conference is entitled ‘Why is it so hard to make peace in Palestine?’ moderated by Person I, representative of the magazine ‘The Town’ and Person J (PA), Person K (Israel). It will be organized with the University Residential Centre of Bertinoro (CEUB), which has become an institutional partner of the official course.

The third day will have a practical aspect; it is very decisive for the outcome of the course. The Course will provide a practical simulation of a conflict in the already complex Israeli-Palestinian conflict. The simulation will be referred to a situation that really happened in a Palestinian village where the children are accompanied to school by international volunteers and escorted by Israeli soldiers through some areas illegally occupied by Israeli settlers.

The last day is the ‘heart’ of the course. Participants will be provided with theoretical and functional information on CPC and progress of this project in Europe and at the European Parliament.

The last part will be devoted to enjoying the course so that we convey their opinions through a series of spontaneous and formal feedbacks. Finally, the certificate of participation will be given out and the local authorities and representatives of our supporters and donors will be greeted.



Appendix 4: General Information on Civil Peace Corps (CPC)

The roots of the CPC idea

Reasoning behind the creation of a CPC follows the mainstream idea that it is possible to avoid violence or, at least, to reduce it to a minimum level. In addition we can trace the motivations behind this choice following the track of these important documents and events:

1. Charter of the UN, June 1945, chapter VII, art.51, where the role of UN to maintain international peace and security is indicated (International Court of Justice 1978).
2. The Universal Declaration of Human Rights, December 1948, art. 28, where it is specified that rights and freedoms identified into Declaration should be fully realized (Office of the High Commissioner for Human Right 2007).
3. International Covenant on Civil and Political Rights recognizing ‘...the ideal of free human beings enjoying civil and political freedom and freedom from fear...’ (Office of the United Nations High Commissioner for Human Right 1966: Preamble).
4. The International Criminal Court (ICC). It is the first permanent international criminal court established to help end impunity for the perpetrators of the most serious crimes of concern to the international community. It tries persons accused of genocide, crimes against humanity and war crimes (ICC n.d.: About the Court).
5. The fall of the Berlin Wall and post 'Cold War'. The end of the Cold War rather than leading to a decrease in military expenditure and conflicts in the world has been characterized by an array of emerging conflicts. New nationalistic and revanchist conflicts have surfaced, sometimes on a presumed ethnic or religious basis, serving only for those in power to maintain power or for those not in power to try to usurp it. Furthermore the aim of war is to defend the western standard of living through the control of the raw materials (for instance oil, gas, uranium).
6. An Agenda for Peace preventive diplomacy, peacemaking and peace-keeping Boutros Boutros-Ghali, former UN Secretary-General (1992: point 15).
'... Our aims must be: to seek to identify at the earliest possible stage situations that could produce conflict, and to try through



diplomacy to remove the sources of danger before violence results; where conflict erupts, to engage in peacemaking aimed at resolving the issues that have led to conflict; through peace-keeping, ...’.

The UN Secretary’s report later adds:

‘The terms preventive diplomacy, peacemaking and peace-keeping are integrally related and as used in this report are defined as follows: preventive diplomacy is an action to prevent disputes from arising between parties, to prevent existing disputes from escalating into conflicts and to limit the spread of the latter when they occur; peacemaking is action to bring hostile parties to agreement, ... peace-keeping is the deployment of a UN presence in the field, ...’ (1992: point 20).

The former UN Secretary-General recognizes the fundamental importance of civil action for achieving and maintaining peace. He admits that for such a difficult and complex task the UN alone is not able to succeed and requires the help and involvement of non-governmental organisations, academic institutions, parliamentarians, businesses and professional communities, the media and the public.

History and origin of the CPC

The idea of the UN White Helmets was the first step made towards the creation of a CPC. This concept was supported by Argentina in 1993 and launched as a global initiative for the creation of national volunteer groups, available for UN activities in the field of humanitarian relief, rehabilitation and technical cooperation for development (UN General Assembly 1994). The idea was to give the UN not only the use of armed force, the so-called Blue Helmets, but also a body of unarmed civilians ready to intervene in conflict zones.

Meanwhile in the field there were two missions led by the Italian NGO 'Blessed the peacemakers' in the Balkan Crisis area: 'Anch'io a Sarajevo' [Solidarity for Peace in Sarajevo], in December 1992 and 'Mir Sada' [Peace Now], in August 1993. These actions used only nonviolent methodology. ‘Solidarity for Peace in Sarajevo ’ was able to enter in Sarajevo during the Serbian besiegement. As a result of these missions the idea of ECPC was first introduced in the EP by Alexander Langer, Italian Green Member of the EP, in 1994. The purpose was to provide the EU with an additional instrument to enhance its external action in the field of conflict prevention and peaceful resolution of conflicts.



Afterwards the Carnegie Commission on Preventing Deadly Conflict, which is a philanthropic foundation to promote international peace and advance education and knowledge, carried out important research in 1997, which underlined the contribution of NGOs in solving conflicts.

Finally, there were several important statements endorsed by the EP. The first came in May 1995, when the EP made a recommendation on the establishment of an ECPC (Official Journal of the European Communities 1995). At the sitting of 17 July 1998, the President of the Parliament announced that he had referred to the Committee on Foreign Affairs, Security and Defence Policy the proposal for a recommendation to the Council by Mr Spencer and 38 other Members on the establishment of an ECPC (The Transnational Foundation for Peace and Future Research 1999). The third was a recommendation on the establishment of an ECPC (Official Journal of the European Communities 1999) in February 1999 based on the proposal by Mr Spencer and 38 other Members. The last important document was generated by the EP as a resolution on the Commission Communication on the Conflict Prevention in December 2001 (European Parliament. The Week 2001). As a result of these documents two important feasibility studies were performed; the first was led by Gourlay (2004) and the second was published on the establishment of the EU Commission in December 2005.

This is the important legal and logical framework that has allowed our Association to find fertile ground on which to establish our course. Finally, in institutions, including educational ones, and among the younger generation there is a widespread need to find concrete /answers to the requirements of peace, which can not only be an absence of war or be left to military solutions.



Appendix 5: The Profile of Speakers/Trainers

Person A

He graduated in Economics from the University of Bologna - Polo di Forlì scientific-educational. He has been an ONLA-NAG FC member since 2005 with the office of representatives to the Network IPRI-CCP network nationwide. Member of Forlì-LVIA Third World Association with the task of coordinating group projects, volunteer member of a cooperative dealing with fair trade in the territory of Forlì. Within the project Operation Dove - nonviolent body of the Community Pope John XXIII - played different experiences of unarmed and nonviolent interposition in Kosovo, Palestine-Israel and Colombia.

Person B

I have a degree in Statistics and Economics with a thesis on 'The Changing demographic, economic and social and family structure in the Mediterranean countries'. I was councillor member and also the association LVIA (NGOs, international cooperation) and the Forlì Third World Association with contracts for the design and animation projects for development education from 1989 to 2001. I have been a member and secretary of the ONLA-NAG FC since 2001. I worked for a social cooperative, where I worked on design education and social research, social volunteer hours. I have a long experience of youth work in the training sector, education on issues related to the global community and to peace, nonviolence, ethical finance, consumption and critical citizenship. The planned activities were implemented especially by: students of all levels, boys and girls, teachers, group leaders, and citizens. I participated in the 'Solidarity for Peace in Sarajevo' (1992) and 'Mir Sada' (1993) as support group 'Romagna and Forlì'. I helped, on my territory, to the realization of happenings relating to the event for a new way to tackle the globalization, linked to the G8 summit in Genoa in 2001.

Person C

He graduated in Tourism Economics with a thesis on 'Conscious tourists'. He holds a Master in Human Rights and Humanitarian Action at the University of Siena. He collaborated with Caritas Sierra Leone on projects in the social reintegration of former child soldiers and for the implementation of sponsorships. ONLA-NAG FC member and professional globetrotter deals with issues related to the development of nonviolence.



Person D

She was born in Messina, and graduated in Urbino, with a degree in Political Philosophy at the Faculty of Sociology. Research was conducted during the Erasmus thesis in Copenhagen working with Jan Oberg. Since 2006 he has lived in Pisa where he continues to study and work. He holds a Masters in Management of intercultural and interreligious conflicts and is completing studies of the Master Degree in Peace Studies: Development cooperation, mediation and conflict transformation. She has been a member of the national group 'Peace of CNGEI' for several years and is currently Coordinator of the Tuscan Association Committee 'Bridge to Baghdad', a voluntary association that takes care of supporting civil society in the Middle East and the Balkans, mainly following projects in the Kurdistan area and training in schools. She deals with education and training for peace and constructive management of conflicts through the interweaving of different approaches and methods ranging from the theoretical to the practical. In recent years she has worked for the Province of Pisa, the Centre for Human Rights of Pisa, Centre for Mediation Studies and the Laboratory of Peace Education, University of Florence, taking care training courses in Italian and European projects that involved students from kindergarten to second grade and middle school teachers, parents and the peacemakers.

Person E

After an initial phase of nonviolent direct action training, he began to train people from the experiment of nonviolent people defence held in Boves (CN) in 1987. He has actively participated in the Committee against the Naval Weapons Show that in a few years has meant that Genoa refused a repeat of this biennial navy exhibition. He was secretary of the Nonviolent Peace Force and a member of the Network of Nonviolent Training since its inception. He has held training course on issues of conflict management and resolution, nonviolence and nonviolent direct action for both groups and associations and cooperatives. He is professor at the Master on Interreligious and Intercultural Conflict Management, University of Pisa.

Person F

He works as a social co-operator. He participated from 1987 in the following groups of training and action to nonviolence and peace education: 1) scout affinity group (study and organize actions and practices of nonviolence in particular with regard to actions against the Naval Weapons Show of Genoa, and participation in the experiment of Boves nonviolent people defence), 2) peacemakers (study and training in



particular for the organization of citizen peace actions), 3) colored people time (research studies and implementation tools of training organization) 4) field of peace education (for didactic schools and youth groups),5) Operating Theatre of the Oppressed Laboratory (training and awareness through theatrical tool invented by Augusto Boal). He is currently responsible for 'Clesc' (Ligurian conference for civil service agencies) for which he began to follow the work of the committee on civil defence and unarmed nonviolent defence.

Person G

He holds a Masters in Conflict, Security and Development in the Department of Conflict Studies at King's College London, graduating with a thesis on International Peacekeeping. He has focused for years on issues of humanitarian aid, first at the European Parliament where he personally followed the approval of the European Consensus on Humanitarian Aid, and then in Italy, cooperating with Action Aid Italy on matters of policy with particular reference to the so-called 'fragile states'. Currently, he is working with two major organizations active in the Italian humanitarian sector: Act and Intersos. He is in charge both for humanitarian policy and conflict analysis. Over the years he has held significant roles in voluntary organizations; in particular, he was responsible for the Roman Union of Students and University Students Union, which has had the opportunity to gain valuable insight into the dynamics of active participation by the youth.

Person H

The war in Bosnia and the memories of adolescence with the writings of M. L. King, made me think that world peace was also our problem. The occasion, the meeting of the 'White Caps' Association, a group of volunteers with normal lives, but with my same aim: that there is a way to stop the war from the bottom up. I took part in a mission to the Democratic Republic of Congo in Kivu in 2001 to attend the International Symposium for Peace in Africa, along with 'Blessed Peacemakers'. I went back to the Congo, twice in 2006, again with the same organization, as a volunteer observer for the first free elections after forty years. In 2007 and 2008 two trips to the Western Sahara, with the Jaima Sahrawi Association to meet the Sahrawian people and their resistance struggle. I took holidays in Calabria to better understand the fight against organized crime. I did several training courses to learn about nonviolence and activity as a peacemaker. I perform in theater to talk about Palestinian conflict, the Mothers of Plaza de Mayo, and Calabria Ndrangheta, and so on.



Person I

'The Town' magazine was founded in March 1991 in Forli on the initiative of a group of friends already politically committed to the left. They were united by curiosity 'for what happens', and the desire to discuss it with others, without prejudice. The magazine began as a 'monthly interviews'. The interviews are very long. The themes (social, cultural, political, and environmental) and interviewees (experts and social workers but also ordinary people) are very different. There are now more than 2,200 interviews, all accessible on the web site. With regard to the international, 'The Town' has done interviews in some of the most dramatic situations in recent years: Bosnia, Algeria, Kosovo, Israel and Palestine. (The collection of the Israeli interviews was published in 'The black flag' book, in which we are the publisher).

Person J

I was born in 1983 in a village near Nazareth. I have always dealt with the issue of human rights. In 2001 I moved to Jerusalem to attend University and there I worked with Ta Adam, a student group for human rights. Over the years I also worked with other human rights groups, such as B'Tselem and PHRMG. Since July 2007 I have been busy with Hamoked, Centre for the Defence of the Individual. I also work with residents in East Jerusalem on the problems they face with the Israeli Interior Ministry.

Person K

My grandfather was a young mathematician and member of the group in Benchley Park that decrypted the famous Enigma code used by the Nazis during the Second World War. My grandmother was a famous poet in South Africa and an open opponent of apartheid. Both were Zionists, and in 1948 left their homes and work to come to support Israel in its war of independence. I was born 30 years ago in Jerusalem and grew up with the pride of a family heritage of struggle against fascism and oppression. Growing up, I began to understand that a system was being built in the West Bank similar to apartheid and that Israeli democracy within the Green Line was beginning to slide towards fascism. I make my living as a translator, editor, travel guide, but increasingly I spent my time in political activities. For about five years in politics I was committed with the objective to end the occupation of the territories and promote a sustainable political solution. Beginning in 2005, I participated in demonstrations against the separation fence and against the expropriation of land in Bil'in, Wallaje and other villages. I have accompanied



Palestinian farmers as a volunteer with Rabbis for Human Rights to the land that the settlers want for them. With friends I have organized a lot of farm work shared between Israelis and Palestinians in the West Bank. Over the past two years I have worked with ICAHD, especially with tour guides. I am interested in understanding and illustrating the occupation issue, in order to organize thinking and better ways to reach its end.