

# **Peace Practice**

*Theory and Practice of Peacebuilding Initiatives in Eastern Partnership  
Countries and Russia*

**PEACE AND CONFLICT CONSULTANT PROGRAM 2015-2018**

Berlin – 2018

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## Foreword

How is humanity doing? Looking at all the unresolved conflicts around the world, the rise of right-wing populism and the terrifying prospects of runaway climate change we paint a depressing picture. All the valiant and tireless peacebuilding efforts seem to be ineffective against entrenched corruption, dirty politics and toxic masculinity. So why would anything change now for the better?

Well, we live in an unprecedented era of technological and social development. People are becoming more interconnected, more mobile and aware. Change can now happen rapidly and on a massive scale. But our self-assured, tired and questionable worldviews need shaking up and what better people to do it than the younger generation - young women and men who aren't yet molded by the old attitudes and systems. The Peace & Conflict Consultants (PCCs) represent this new generation. This Handbook not only sets out the project's thorough research, curriculum, case-studies, reflections and recommendations but also highlights important qualities and values that the PCCs have been developing - critical thinking, inclusion, a holistic approach to peacebuilding, empowering others and more.

In September 2015, I was invited by CRISP to Lviv to share my impressions of peacebuilding and dialogue initiatives in Ukraine with the PCCs. They had just started their journey together and I still remember their enthusiasm, inquisitiveness and, already then, a sense of cheeky camaraderie. Ever since then, I have been honoured and excited to stay in touch with this project and now got to enjoy this in-depth, collective reflection on their achievements and challenges.

The introduction summarises this Handbook thoroughly, so I will just share some of the highlights that stood out for me. Clear definitions of the key concepts and approaches are refreshing. The case studies are varied and contain lots of fascinating details about the current challenges (and hopes) facing Eastern Europe. It was great to discover such a variety of activities, from conflict analysis, dialogue, education and games to working with gender and environmental issues. Impressively, all the PCCs also did what many experienced peacebuilders seem too busy to do these days - reflect on their lessons learned.

The project team was not afraid to critically assess the project as well as its impact. This is reassuring, considering the countless, short-term peacebuilding projects these days that produce impressive reports with impressive numbers about what they did but not about what they learned or changed. Also, sadly, many peacebuilding organisations these days compete rather than cooperate. They're motivated by a need to impress donors and secure funding, which leaves little room for sharing experience with others or for honest, critical evaluation of their work. This Handbook is an inspiring change to that attitude - openly sharing project experience and critically

evaluating its impact, something that should hopefully become more widespread amongst peacebuilding initiatives.

The project's focus on community-based approaches is well justified. Some people may think that grassroots efforts won't lead to significant changes because significant changes happen at the highest levels of politics, during tough negotiations behind closed doors. First of all, this underestimates the power and importance of communities, which ultimately are the source of the power of the elites. But most importantly, the grassroots PCCs of today have the potential to also one day rise up the ranks, to join the key organisations and institutions, to take on critical roles, all while staying true to their values and maintaining their grassroots links. You can get to know some of them a little at the end of this Handbook, before they become famous one day.

Finally, one of the aspects of this project that I cannot praise enough is that it builds deep and strong bonds amongst young peacebuilders from various Eastern European countries. This is a long-term investment in this region into the professional networks and friendships of the future that will be the foundation for much more effective conflict management and peacebuilding in our uncertain years ahead.

A big thank you to my mates at CRISP for making this project happen. I wish you and all the Peace and Conflict Consultants a peaceful and memorable journey ahead. And I hope that you, the reader, may find something useful and inspiring in these pages.

*Alex Azarov*

## Introduction

This handbook is a result of a cooperative working process of 16 authors from six countries, over 50 interviewed respondents, editors and designers. The idea of it emerged out of the perceived need for sources reflecting on training curricula for peacebuilders and a desire to contribute to professionalization in the field of peacebuilding by experience sharing and linkage.

In 2015, the Berlin-based NGO, CRISP; set up the “Peace and Conflict Consultants” (PCC) program by training young people from Armenia, Azerbaijan, Georgia, Moldova, Ukraine and Russia in the field of peacebuilding. The project was designed in close cooperation with the Romanian Organization PATRIR and realized through a funding scheme of the German Federal Ministry of Foreign Affairs. Although back then an activation process in civil society in these countries could be observed, there was a big demand to increase its effectiveness, visibility and acceptance within the society, since state institutions were in many cases perceived as incapable of supporting peaceful resolution of the numerous conflicts in the region. The project hereby aimed to contribute to improving the quality and quantity of civic conflict transformation in the countries of the Eastern Partnership.

For four years this group of Peace and Conflict Consultants, was receiving training in peaceful conflict transformation, starting with its basic terms and theories and finishing with facilitation, networking and self-reflection skills. Simultaneously, Peace and Conflict Consultants were implementing initiatives addressing the local challenges and targeting peace in the region. During the implementation phases, they could apply the newly acquired knowledge and pass it on to others. This two-fold approach, to connect theoretical knowledge and its practical implementation, and by this increasing both the quality and quantity of local civic actors in the field of conflict transformation, was the core idea of the project.

For this handbook, we gathered information about the training modules and implementation phases, analyzed, evaluated it and now present it to those, who develop curricula for peacebuilders, implement peace initiatives and others interested in the field.

The structure of the handbook mirrors that of the project, as it starts with defining how peacebuilding was understood in the course of this project, gets more concrete about what has been done within the project Peace and Conflicts Consultants in terms of theory and practice, and finishes with our recommendations based on the best practice and lessons learned.

The first chapter gives an introduction to the term of peacebuilding in its broad sense and defines our understanding and use of it in this handbook. As we focus on community-based approaches to peacebuilding, we are providing a theoretical foundation of who should be included in this

process, and whom our consultants were targeting. Afterwards we are identifying tools, methods and approaches that are needed to work with the described target group effectively. The chapter closes with a reflection on, why training for peace builders is needed in this framework and gives an outlook on potential challenges and gaps.

The second chapter tries to shed some light on the content we were providing during our trainings for the consultants. Therefore, we first give a general overview of existing curricula of training for peacebuilders. We are asking about its standards and the possibility of generalizations in the light of local contexts. We then relate this to the learning objectives we were setting out for the PCC program curriculum, and the needs we tried to address in our specific context. In order to give a better understanding of how we put those objectives into practice, we present our curriculum in detail.

Chapter 3 consists of 6 case studies: Azerbaijani, Armenian, Georgian, Moldovan, Russian and Ukrainian. Each of them starts with a country context and then concretely explains how the Peace and Conflict Consultants reacted different existing social conflicts in the country. We highlight the specific activities, the country teams implemented and the results they brought. Particular attention is paid to the connection of the theoretical input and implementation and the way these two components interacted. Each case study does include a part which tried to go beyond the borders of the PCC program initiatives, by mapping which other actors are active in the field, and what we can learn from their approaches.

Chapter 4 tries to evaluate the PCC program contribution to the professionalization efforts in the field of peacebuilding. Therefore, we first of all compare the PCC program to the similar ones and elaborate on advantages and disadvantages. On the base of this general comparison we analyze in more detail the specific impact our program had on its target group and the conflicts it was addressing and ask the question in how far this impact is sustainable. Based on the analysis and evaluation, we give our recommendations to other actors, planning trainings for peacebuilders and implementing peace activities.



*Definition*



*Solution*

## Chapter 1. What is Peacebuilding: Theoretical and Practical Perspectives

*Contributions from Natia Chankvetadze, Ekaterina Shitikova,  
Tural Ismayilzada, Anastasiia Shchepina*

### What is Peacebuilding?

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Peacebuilding is a long-term process that encompasses a range of reconstruction, justice, democracy, trust and relationship building activities for conflict transformation and prevention. Peacebuilding activities differ in terms of methodological approaches and content, however, they all share the common goals to reduce harmful effects of the conflict, strengthen the capacity of conflict-affected populations and to foster reconciliation among conflict-divided societies. Peacebuilding programs seek to transform harmful structural, relational and cultural patterns within society in order to reduce grievances, increase social justice and lower the risk of (re)occurring violence in all its facets – structural, cultural and direct. As the term peacebuilding includes so many dimensions, it is important to make it applicable, and therefore make transparent how **the term is understood in the context of social conflicts**.



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In the framework of the PCC program, we apply a broad understanding of peacebuilding. Peacebuilding means for us more than tackling conflicts on the surface, more than just changing individual positions or creating win-win situations.

We believe that in order to build peaceful societies all issues that fuel social grievances must be addressed. By working on those issues in a constructive way, societies learn how to create change that transforms their social conflicts positively and peacefully.

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In such an understanding, peacebuilding never comes to an end but rather continues as a permanently contested process. This understanding of peacebuilding builds on a long tradition of academic research and concrete practice, examples of which we mention in this handbook.

The term peacebuilding was first defined by the pioneer of peace studies Johan Galtung, who emphasized that mechanisms of peace should be built into the social structure to become a base for the action system, consisting of individuals and collectivities.<sup>1</sup> Galtung's idea of understanding peacebuilding as embedded into

*📖 The term “peacebuilding” refers to a set of activities targeting to (re)build relationships, infrastructure and institutions in conflict-affected societies.*

frameworks was also closely reflected in United Nations (UN) understanding of peacebuilding work. An *Agenda for Peace* and the *Supplement to the Agenda for Peace* were two of the first

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<sup>1</sup>Peace Building Initiative. International Association for Humanitarian Policy and Conflict Research (aisbl). 2007-2008. “Introduction to peacebuilding.” <http://www.peacebuildinginitiative.org/index34ac.html>




documents from the UN that defined the term of peacebuilding. They specified it as an action “to identify and support structures which would tend to strengthen and solidify peace in order to avoid a relapse into conflict.”<sup>2</sup>


## How do We Approach Peacebuilding?

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The approach to peacebuilding, the PCC program and this handbook takes, shifts the focus away from considering people as a part of the “problem”, to that which builds on the local cultural and human resources. Depending on their theory of change, peacebuilders address different groups of people. Some agencies work with high-rank leaders and policy makers to facilitate the official negotiation process. Other organizations believe that introducing stable institutions and laws leads to conflict transformation. Some of them believe that the more people support peace, justice and human rights, the higher is the chance for conflict transformation.

 *Key people strategy depends on inclusion of particular community leaders, groups, peacemakers that are key actors to make a progress toward peace.*<sup>3</sup>

Any approach that only applies to one of these groups, be it key-people or more-people, ultimately fails. Just as little as a state-negotiated ceasefire alone can lead to social justice and reconciliation it is not enough to promote reconciliation processes at local level, if not supported by structural factors.

 *More people approach requires broad involvement of human resources in order to achieve peace.*<sup>4</sup>

Contrary to a liberal<sup>5</sup> understanding of peacebuilding which puts a heavy emphasis on state building and increasing capacity of the state to carry out its primary functions effectively and legitimately, within the PCC program we were focusing on a more bottom up approach. This means focusing on personal transformations, which demand competencies on the individual level. In this sense we agree with the authors of the “local turn” in peacebuilding as Oliver Richmond, Roger Mag Ginty et al, that a universal framework is not applicable when it comes to peacebuilding initiatives.<sup>6</sup>

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<sup>2</sup> UN Documents Gathering a body of global agreements. 1992. “An Agenda for Peace: Preventive Diplomacy, Peacemaking and Peacekeeping; Initial proceedings.” <http://www.un-documents.net/a47-277.htm>

<sup>3</sup> CDA Collaborative Learning Project. 2004. “Reflecting on Peace Practice Project.” <http://www.steps-for-peace.org/wp-content/uploads/2013/07/ReflectingOnPeacePracticeHandbook.pdf>


<sup>4</sup> Ibid. (3), 7.

<sup>5</sup> Richmond, Oliver P. 2006. “The problem of peace: understanding the “liberal peace.” *Conflict, Security & Development* 6 (3): 292 [https://www.researchgate.net/publication/233435196\\_The\\_problem\\_of\\_peace\\_understanding\\_the\\_'liberal\\_peace'](https://www.researchgate.net/publication/233435196_The_problem_of_peace_understanding_the_'liberal_peace')

<sup>6</sup> Richmond Oliver P. 2006. “The problem of peace: understanding the “liberal peace.” *Conflict, Security & Development* 6 (3): 292-295. [https://www.researchgate.net/publication/233435196\\_The\\_problem\\_of\\_peace\\_understanding\\_the\\_'liberal\\_peace'/link/5a1eb6ffa6fdccc6b7f8aea2/download](https://www.researchgate.net/publication/233435196_The_problem_of_peace_understanding_the_'liberal_peace'/link/5a1eb6ffa6fdccc6b7f8aea2/download)

Community-based peacebuilding, which we focus on, is people-centric and puts heavy emphasis on accessible formal and non-formal education, economic and social empowerment of conflict-affected, vulnerable and marginalized groups of people and their equal and fair participation in public life. Encouraging dialogue, engagement of youth and conflict-affected people, equal participation of men and women, ethnic, religious, sexual and other minorities, critical rethinking of existing structures – all these forms the core of community-based peacebuilding. From our experience, peacebuilding is a process, which seeks to strengthen a culture of peace as well as to acknowledge and affirm values, beliefs, norms and modes of behaviour that support peaceful conflict transformation and prevent societies from relapsing into war or other types of destructive conflict.

The most effective way to build peace should be using various approaches to it. We have chosen the community-based, a quite underrepresented approach. Believing in the power of civil society, we acted on the middle level by capacity development of the youth, who are devoted to peacebuilding and become ambassadors at the local grassroots level. As the opportunities of civil society are quite limited and different on each stage of the conflict, we tried establishing networks among the sectors, thus connecting the more-people to key-people approach and targeted to support infrastructures for peace in the respective countries.

 *Community-based peacebuilding emphasizes inclusive participation of local communities and institutions in decision-making processes (investment decisions, project planning, execution and monitoring) as they can better recognize community's needs and actions to be taken.*<sup>7</sup>

Having defined our focus on community-based peacebuilding, the question arises if really everybody has to be involved into peacebuilding in order to achieve sustainable peace. Our approach requires involvement of local citizens into the process of shaping their institutions. To enable such a bottom-up approach in the community with institutional mindsets, the civil society should be supported and empowered.<sup>8</sup>



At the same time, activities implemented by international actors aiming to empower civil society are often claimed to impose an own political agenda. In considering it, one comes to a conclusion that the more local society operates the peacebuilding process, the more ownership they have towards the results of their work.

<sup>7</sup> Haider, Huma. 2009. "Community-based Approaches to Peacebuilding in Conflict-affected and Fragile Contexts" *GSDRC Research Service, International Development Department, University of Birmingham*: 4

<http://www.gsdrc.org/docs/open/eirs8.pdf>

<sup>8</sup>Chetail, Vincent and Jütersonke, Oliver. 2015. "Peacebuilding: A Review of the Academic Literature." *Geneva Peacebuilding Platform*.

<https://www.gpplatform.ch/sites/default/files/WPS%2013%20-%20Review%20of%20the%20Academic%20Literature%20-%20Chetail%20and%20JC3%20ersonke.pdf>

Peacebuilding is like a puzzle where different pieces, programs and initiatives, are discrete efforts aimed at affecting one (usually small) piece of the whole picture. We acknowledge the necessity of all these initiatives and treat peacebuilding as a task of the whole society. The problem up here is who is putting all the different pieces of the puzzle together. Looking at the experience of peacebuilding processes in post-conflict countries, it becomes obvious that none of the actors can independently establish peace, but rather a cooperation between international and local, public and private, state and non-government, institutionalized and grassroots, established and newly initiated bodies is required.

### What do Peacebuilders do?

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Techniques and tools used by practitioners in the peacebuilding field are various, insofar as the definition of peacebuilding is. Lisa Schirch<sup>9</sup> argues that while some see peacebuilding as a set of activities for a specific time span, others refuse to fit the process into a time limit. The long-term peacebuilding activities are discussed to partly overlap with development work. Schirch refers to the classification proposed by John McDonald. He divides peacebuilding efforts into three broad categories: political (negotiations on track-one-diplomacy level), structural (rebuilding infrastructure, establishing culture of peace by disarming of warring parties, capacity development and establishing good governance) and social (building dialogue, dealing with feelings and emotions).<sup>10</sup> Analysts emphasize on the need for complementarity and claim all of them to be extremely interrelated and interdependent. Stable political institutions need a profound economic background and involvement of society, economic stability requires accountable politics and a basic level of individual security, and social development depends on the political and economic situation.<sup>11</sup> These phenomena confirm the mutual interdependency of the categories and the demand to address each of them.

Community-based peacebuilding encompasses local activities and bottom-up direction, which gain their necessity especially in the vertical low-intensity conflicts characterized by structural political violence as we frequently see in countries of Eastern Partnership and Russia. Actions taken at this level fall into four main categories as Schirch states, which are advocating for change, reducing direct violence, transforming relationships and building capacity.<sup>12</sup>

Peacebuilding efforts are initiated by actors at various levels, so initiatives differ in size and scope.

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<sup>9</sup> Schirch, Lisa. 2008. "Strategic peacebuilding: state of the field." *Peace Prints: South Asian Journal of Peacebuilding*, 1(1). <https://www.scribd.com/document/104708186/Strategic-Peacebuilding-State-of-the-Field>

<sup>10</sup> Ibid. (12), 5.

<sup>11</sup> Ball, Nicole and Halevy, Tammy. *Making Peace Work: The Role of the International Development Community*. Baltimore: MD, John Hopkins University Press, 1996 quoted in Boyce, William, Koros Michael and Hodgson, Jennifer. 2002. "Community-based rehabilitation: a strategy for peace building." *BMC Int Health Hum Rights*, 2. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC139991/#B14>

<sup>12</sup> Schirch, Lisa 2008. "Strategic peacebuilding: state of the field". *Peace Prints: South Asian Journal of Peacebuilding* 1(1). <https://www.scribd.com/document/104708186/Strategic-Peacebuilding-State-of-the-Field>



According to the activities implemented within PCC, we will emphasize peacebuilding practices at local level exercised by middle-range and grassroots actors.

**Advocating for change:** advocates and activists implement campaigns to influence change, popularize certain issues and gain support for transforming relationships. This process ideally consists of identifying a problem and a solution to it; producing the message of the campaign and its design and spreading the message to as many people as possible using various channels (media, policy proposals, lobbying, etc.).

📖 *Vertical conflicts are defined as "based in deep-seated racial, ethnic, and religious hatreds combined with structural cleavages and political oppression that result in the victimization of one or more groups through a denial of their fundamental needs."*<sup>13</sup>

**Reducing direct violence:** peacebuilders work in cooperation with law enforcement and criminal justice agencies, educational and social institutions to lower the level of violence in the community and facilitate the perception of security. Violence reduction programs initiated by middle-range activists include, among others, safe space for conflict-affected groups and providing services for them.

**Transforming relationships:** peacebuilders initiate and facilitate different kinds of meetings on the community level, like trauma-healing workshops (with usually one conflict party engaged), problem-solving workshops (unofficial meeting of representatives of the conflict sides, frequently facilitated by a third party) or peace commissions (institutions composed of representatives of conflicting parties, which prepare and facilitate negotiations between them).

<sup>13</sup> Fisher., Ronald J. "The Potential for Peacebuilding: Forging a Bridge from Peacekeeping to Peacemaking." *Peace and Change a Journal of Peace Research* 18/3 (1993): 247.

**Capacity building/development:** peacebuilding trainings and workshops raise awareness by educating conflict-affected individuals about causes, course and patterns of conflict and teach them to address conflicts peacefully.

Of course, the activities listed above do not express the whole spectrum of what peacebuilders can do. In order to achieve the desired goals, a professional approach is necessary. The direction of activities that the organizations or activists choose is dependent upon multiple factors such as their specialization and resources, the need and the socio-political context of the target region etc. Activities implemented within the PCC program largely fall into the categories of transforming relationships and capacity development, as the participants defined these as most relevant and open for intervention.

### Why do We Need the Training of the Peacebuilders?

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A successful peacebuilding initiative is the one that prevents the recourse to violence, as well as encourages starting cooperation under a common response to the roots and causes of a conflict.<sup>14</sup> This can be achieved through a comprehensive analysis of the conflict's context, precise and robust goal-setting, efficient use of available resources and in-depth evaluation of the results achieved. The professional preparation of the peacebuilders will maximize their efforts on the above-mentioned stages and will help them to avoid doing harm to the local situation.

First and foremost, a professional preparation of peacebuilders should provide them with the necessary ability of **critical thinking**. People often tend to interpret actions through a host of assumptions; these can include, for example, the false interpretation of the causes of the conflict. Without preliminary training, one will find the roots of the conflict relying only on the personal experience, which is highly subjective. Of course, in some cases, personal experience will help to define the right cause-effect relations, but in the others, it will distort the perception of the reality and the implementation of the initiative will not bring the desired results because it addresses the wrong problems. The educational modules of the PCC program incorporated, above all, the knowledge about tools of conflict analysis and conflict profile that helped the program participants to identify and formulate soundly the needs and interests of the target communities.

Secondly, the professional preparation of peacebuilders will lead to a **more rational and efficient use of resources** – something that will be especially appreciated by local stakeholders and donors. *Reflecting on Peace Project* research revealed that a significant number of practitioners in the field developed their projects with the exceptional belief in the adding up/cumulative impact

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<sup>14</sup> Mansfield Edward D. and Pollins, Brian M. 2001. "The Study of Interdependence and Conflict." *Journal of Conflict Resolution* 45 (6): 834-859. [https://www.jstor.org/stable/3176160?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/3176160?seq=1#page_scan_tab_contents)

referring to the Hegelian notion that quantity changes into quality. Empirical studies either refuted or approved this assumption, but indeed justified the effectiveness of the systems approach.<sup>15</sup> To apply a systems approach means to identify interconnectedness of structures, behaviors and relationships in conflicts in order to determine the underlying causes and uncover opportunities for change.<sup>16</sup> For example, sometimes peace-builders who organize peace dialogues for reconciliation between social groups for the sake of improving the social cohesion cannot fulfil their objectives. Peacebuilders feel disappointment when participants of the dialogue seem to have reached mutual understanding but after returning to their communities, go back to their previous opinions. The systems approach, for example, would suggest besides organizing the dialogues, also addressing the political and economic conditions, i.e. the environment in which the social groups in question operate.

Thirdly, a robust approach to the preparation of peacebuilders will provide them with the best practices developed by the experienced practitioners. Each situation is unique, and each peace initiative is a challenge for creative and out-of-the-box thinking. Nevertheless, there are some recommendations that are applicable regardless of the type of the project. That is why one of the targets of the PCC program was to build a strong community of peacebuilders, who share common values and can exchange their experience and disseminate their knowledge in local communities.

Last but not the least, the professionalization of peacebuilding will help to make the programming process more flexible, thus allowing to adapt the planned interventions to the changing circumstances. Our hypothesis in this term is that, being able to carry out a profound conflict analysis and having an overview of possible approaches and tools, peacebuilders are better prepared for changes in the context and can adequately react on them.

The next chapter will proceed with the presentation of the curriculum developed as the baseline program for the training of peacebuilders. The chapter focuses on the curriculum standards, content and criteria of evaluation.

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<sup>15</sup> *Encouraging Effective Evaluation of Conflict Prevention and Peacebuilding Activities toward DAC Guidance*. Off print of the OECD Journal on Development, 8 (3), 2017. <https://www.oecd.org/dac/evaluation/dcdndep/39660852.pdf>

<sup>16</sup> *Designing Strategic Initiatives to Impact Conflict Systems: Systems Approaches to Peacebuilding*. A Resource Manual. Cambridge, MA: CDA Collaborative Learning Projects, 2016. <https://www.cdacollaborative.org/publication/designing-strategic-initiatives-impact-conflict-systems-systems-approaches-peacebuilding/>

### Curricula Standards

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Many state and non-governmental, commercial and non-profit, local and international organizations provide educational programs for peacebuilders. They can be grouped around a common aim to develop capacities of individuals in addressing conflicts but use different approaches in this regard. While conceptualizing the curriculum of the PCC program, we always tried to relate its modules to the experience of other organizations offering trainings for peacebuilders. Putting this intention into practice was often difficult, as concrete information about curricula, their modules and tools is not easy to obtain. We assume that other providers face a similar challenge and thus we try to address it by speaking about our experience transparently.

 *A curriculum represents a conscious and systematic selection of knowledge, skills and values: a selection that shapes the way teaching, learning and assessment processes are organized by addressing questions such as what, why, when and how students should learn.<sup>17</sup>*

We find it important to have standards in curricula for peacebuilding training, as in general educational curricula for the starting point for building a competent society and passing on the knowledge and lessons learned in a structured way. Standardized curricula helps to break knowledge and information monopolies as they enable educational institutions to draw from positive experience and shortcomings from the field. The Bureau of International Education supports the development of good quality curricula in the Member States of UNESCO and simultaneously support global development.<sup>18</sup>

The United Nations Institute for Training and Research<sup>19</sup>, International Alert<sup>20</sup>, the United States Institute for Peace<sup>21</sup>, KURWE WUSTROW<sup>22</sup>, PATRIR<sup>23</sup>, the German Civilian Peace Service<sup>24</sup> and many other organizations offer a wide range of training courses open for individuals interested or active in peacebuilding or related fields of activity. The programs focus on numerous issues like security, justice, gender equality, leadership, strategic planning, designing peacebuilding programs, etc.; they intend to develop capacity in conflict analysis, negotiation and mediation

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<sup>17</sup> Stabback, Philip. 2016. "What makes a quality curriculum?" *Current and Critical Issues in Curriculum and Learning*, 2. <http://unesdoc.unesco.org/images/0024/002439/243975e.pdf>

<sup>18</sup> Ibid. (20).

<sup>19</sup> UNITAR United Nations Institute for Training and Research. <https://unitar.org>

<sup>20</sup> International alert. <https://www.international-alert.org/>

<sup>21</sup> United Nations Institute of Peace. Making peace possible. <https://www.usip.org/>

<sup>22</sup> KURWE Wustrow Centre for Training and Networking in Nonviolent Action. <https://www.kurviewustrow.org/>

<sup>23</sup> PATRIR Peace Action, Training and Research Institute of Romania. <http://patrir.ro/en/>

<sup>24</sup> Forum ZFD. <https://www.forumzfd.de/en>

skills as well as facilitation of reconciliation processes. The courses also differ in terms of the target groups, like military staff, state officials, diplomats and civil society leaders. Despite the numerous differences, all courses aim at professionalization of peacebuilders. Thus, the question arises, what makes a peacebuilder, what skills and knowledge should he/she possess and what values should form the foundation of their activities. Integrating curricula standards would be one more step towards professionalization of peacebuilders, which, in our opinion, leads to increasing the quality of peacebuilding activities.



There are initiatives like [peacetraining.eu](https://www.peacetraining.eu)<sup>25</sup>, or efforts by the European Peacebuilding Liaison Office (EPLLO), or Berghof Research Center for Consultative Conflict Management, which try to gather this information and develop curricula standards. Based on their results, experts' opinion from UNESCO and our experience within PCC, we define the following criteria of a qualitative curriculum:

**Relevance:** the curriculum content should be linked to the socio-economic context of the trainees as well as the current issues, influencing the local context in which they are working. This also means that the trainers should be ready to adapt the content during the training for peacebuilders.

**Consistency:** components of the training should be planned and connected. The trainers need to set a vision and discuss objectives of the concrete modules, as lack of consistency leads to confusion and demotivation.

**Practicability:** by discussing the usefulness of the content and testing the acquired competences, the participants get an opportunity to internalize how far the content of the training is useful in the daily practice. Here practitioners include exercises, which require implementing the new competencies.

*Peacebuilders should be enabled to respond to problems of conflict and violence on scales ranging from the global and national to the local and personal. It is about exploring ways of creating more just and sustainable futures.*<sup>26</sup>

**Effectiveness:** the modules should include sessions for reflection on the curriculum, its content and approach. The programs, which consist of training modules and implementation phases, should be particularly suitable for testing the effectiveness of the curriculum, as participants can reflect on their own experience and express suggestions for adjustments.

**Sustainability:** trainers should include regular evaluation and repetition of the covered content and share with the participants more opportunities for continuous learning.

<sup>25</sup> PeaceTraining.eu. <https://www.peacetraining.eu/handbook/curricula/>

<sup>26</sup> Laing R.D. 1978 quoted in Singh, Kartar. 2015. "Concerns of School in Nurturing Peace Education" *TechnoLEARN 5* (1-2). <https://ndpublisher.in/admin/issues/TLV512b.pdf>




Peacebuilding curriculum supposes the integration of all the above-mentioned elements centered to build up a strong ground for learners to face challenges of conflicts. This encompasses a whole range of skills and knowledge to obtain. The majority of the analyzed trainings for peacebuilders handle the following topics:

- > Conflict analysis and conflict sensitivity.
- > Designing a peacebuilding activity, its approaches and tools, project management.
- > Negotiation, facilitation and mediation.
- > Planning, visioning and theory of change.
- > Monitoring and evaluation, impact assessment.
- > Team work and networking (more rarely).

In addition to these components, curricula for peacebuilders need to include not only skills and knowledge but also attitudes and values, which lead to the establishment of peaceful, sustainable and secure societies, like trust, respect and open-mindedness. Keeping to standards does not mean blindly following prescriptions but rather choosing a unified way to the common goal.

### Learning Objectives and Participants' Needs

Apart from curricula standards, it is especially important to design the concrete learning objectives of a training for peacebuilders according to the need of its participants. Preparation and implementation of a training for peacebuilders is similar to a peacebuilding activity: it should be conflict sensitive and needs oriented. That is why curriculum developers should carry out a preliminary analysis (needs assessment, conflict and context analysis) considering participants' background as gender, ethnic, religious, socio-economic, educational, cultural and professional characteristics. The trainers can accomplish this based on conducting desk research, interviews, surveys, etc.

 *"Need" refers to the gap between what is and what could or should be within a particular context, leading to strategies aimed at eliminating the gap between what is and should or could be.*<sup>27</sup>

Once the results of the analysis are available, it is possible to define the objectives, but it is necessary to remember that trainings cannot always meet all the participants' needs and expectations. Learning objectives are the main milestones of each training curriculum and its design. They answer the question: "What will participants be able to know and to do as a result of completing the training?"

We conducted the needs assessment before the first module of the PCC program based on replies of the candidates in their application forms and then on a survey at the end of the selection

<sup>27</sup> Hamza, Mo. 2012. *Developing Training Material Guide*. Swedish Civil Contingencies Agency (MSB), 12. <https://www.msb.se/RibData/Filer/pdf/26433.pdf>

process. During the selection, we paid attention to the professional background of participants, their knowledge and experience in the field of conflict-management and conflict-transformation, expectations and readiness to implement peace initiatives locally and be part of a network of young peacebuilders as well as their motivation to further engage in the field. The selected group consisted of young people (20-30 y.o.) from different professional backgrounds with experience in informal education and/or conflict management coming from Armenia, Azerbaijan, Georgia, Moldova, Russia and Ukraine. The initially conceptualized program developed by trainers was adapted after the analysis of PCC program participants' needs.

The learning objectives were defined based on the ASK model (attitudes, skills, knowledge):


**A** requires internalizing core attitudes that promote values related to peace like equality, respect for diversity, empathy and non-judgmental attitude, nonviolence and social responsibility. Throughout the PCC program, the participants progressed from internalization of attitudes to teaching them to others.

**S** involves skills training on developing techniques of conflict analysis, prevention and peacebuilding and about ways of applying these skills in a variety of social contexts. Among them are intercultural communication, conflict and cultural sensitivity, stress management, self-care and reflection. In case of the PCC program modules among learning objectives dedicated to skills we focused on conflict resolution, facilitation of dialogue, mediation and negotiation, designing peacebuilding initiatives and training programs, etc.

**K:** the PCC program included the following learning objectives in terms of transmitted knowledge:

- To recall core concepts of conflict, violence and peace and clarify approaches to conflict transformation;
- To recognize core areas of civil society engagement in peacebuilding;
- To exemplify various contexts of local conflicts;
- To illustrate reconciliation through restorative practices;
- To summarize roles of a peace worker: legitimacy, mandate, preparation and available support structures;
- To integrate experience of each country team into the training modules;
- To structure the mapping of infrastructure for peace actors in Armenia, Azerbaijan, Georgia, Moldova, Russia, Ukraine and Russia;
- To design and produce a handbook based on evaluation of project experience, best practices and lessons learnt in the project countries during four years of work.

We aimed at achieving those objectives by various assumptions, or Theories of Change, about how a particular intervention could contribute to peace. For example, if we train local activists in nonviolent action principles, methods and tactics, then they will become more effective advocates for personal interests and collective causes through nonviolent means. If more people are devoted to nonviolent action, then building a sustainable peace becomes more realistic. If peacebuilders on the community level implement qualitative activities, then they gain visibility and can bring forward the peacebuilding process on different society levels.

 *The theory of change can be stated as, "We believe that if we do x (action), then it will achieve y (progress towards peace)."*<sup>28</sup>

Therefore, we approached the identified objectives through transmitting information in the modules and consulting the trainees when they were implementing their local initiatives.

## Our Curriculum

The PCC program curriculum consisted of 11 modules over a four-year period. We were building on existing training programs in the field and trying to adapt them to our specific learning goals, and needs of the target group. The main idea was to link theoretical knowledge to the concrete practice. The curriculum had to follow a twofold approach: to increase the knowledge of the trainees' in the field of peacebuilding and to enable them to apply this knowledge within their local context.<sup>29</sup>

### 2015 Empowering (4 modules)

The focus of the first-year program was to comprehensively introduce the participants to the field of conflict transformation and its practical application. Hereby, the program aimed to empower participants to conduct qualitative peace projects in their communities.

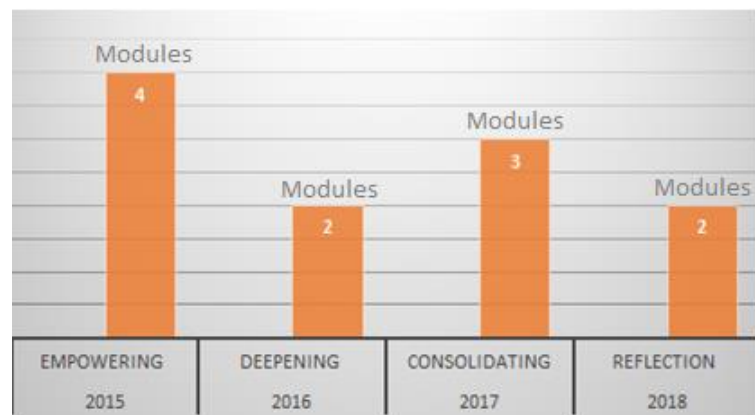


Diagram 1. Our curriculum.

The PCC program started with 30 participants from 6 countries and very different personal and professional backgrounds. Due to the heterogeneous target group we saw the need to focus on basic concepts of conflicts, violence and peace during the first module. We included guest speakers to show examples of good local practice and critically reflected on the legitimacy and mandates of

<sup>28</sup> CARE INTERNATIONAL UK. 2012. "Guidance for designing, monitoring and evaluating peacebuilding projects: using theories of change", 2012: 6. <http://conflict.care2share.wikispaces.net/file/view/CARE+International+DME+for+Peacebuilding.pdf>

<sup>29</sup> A detailed overview of the content of the different modules can be found in the annex.

peacebuilders. This critical self-reflection process of what it means to work in conflict-affected areas was especially important to us, in order to avoid doing harm through the local initiatives the PCC program participants were about to carry out. On a personal level, the program addressed the qualities, in terms of features, skills and attitudes that peace workers should possess. The participants were introduced to basic tools for conflict analysis, such as conflict triangle (Attitudes – Behaviors - Contradictions) or violence triangle (Direct – Structural - Cultural) elaborated by Johan Galtung and project evaluation methods. The second module then focused on how to put all this into practice. Together with the participants, we went through the whole project cycle from analysis to evaluation. On the base of that, the PCC program participants drafted their first projects, focusing on their individual competences and the needs they identified in their communities. After the second module, the participants implemented the first phase of their local initiatives. As many PCC program participants were facing the challenge to identify adequate methods for addressing the conflicts in their communities the third module also introduced different tools for conflict transformation, like simulation games, restorative practices and peace advocacy. As one of the main aims of the program was also to strengthen inter-regional learning processes, the last module provided space for comparison of best practice and lessons learned from the different countries through peer-to-peer assessments. We also evaluated the impact of the local initiatives, although at this stage the process the PCC program participants underwent was much more important than the output they created through their initiatives.

#### *2016 Deepening (2 modules)*

In 2016, the curriculum was shortened due to major budget cuts. Also we had to reduce the number of PCC's to 14. This core group was then supposed to be enabled to shift their roles of the organizers of local peace initiatives to being multipliers and mentors for a new generation of implementers. In order to be able to pass on the knowledge the PCC program participants gained in the first year, the curriculum of the first module provided the participants with a space to test, apply and improve their facilitation and presentation skills. They were invited to conduct mini-sessions where they could experiment, test new methods, receive advice and constructive feedback (peer-to-peer learning) as well as increase the confidence in the role of trainer/facilitator.

The first module also addressed the question of how to increase the impact of the peace initiatives. This issue was picked up at the second module. On the base of the findings from the “Reflecting on Peace Practice” research<sup>30</sup>, the program put a strong emphasis on working on the individual theories of change and on way of applying them more effectively. Through this we wanted to

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<sup>30</sup> Ibid. (3).



create a more structured approach to reaching change in the local communities and contribute to social change on a broader level.

### *2017 Consolidating and networking (3 modules)*

The program in 2017 continued basically with the same participants as the previous year, with only 2 changes. Due to the reason, that we identified a better linkage to other initiatives in the field, the curriculum of 2017 included an introduction to Infrastructures for Peace (I4P) concept. During the first module we outlined a mapping process which was supposed to be the base for closer links to those initiatives. This process continued within the second module where the first results were presented and networking events in the different countries were planned. During those events, the PCC program participants brought together the initiatives they were mapping in order to exchange on different approaches and create synergies.

Another important goal of 2017's curriculum was to consolidate the theoretical knowledge of the first 2 years. Therefore, the third module was focusing on a recap of the previous years, and already started with an outline of this very handbook you are reading. Additionally, the program offered space for participants to address existing gaps in terms of concrete methods and techniques to improve their work. In this sense, sessions on theater of oppressed, digital storytelling and graphic facilitation were included in the curriculum. Between the modules, more

local initiatives were taking place. During those, the PCC's played the role of mentors, while the multipliers from 2016 were implementing the initiatives. The requirements to fulfill the role of a mentor was another important issue for reflections during the modules.

### *2018 Reflection and summarizing (2 modules)*

For the last year we integrated six new participants, one from each project country to act as researchers in the process of preparation of this handbook. During a three-day meeting, the group, together with trainers, worked out the questions to be answered and chose approaches for the research. These young specialists with academic background visited the local activities in their native countries, interviewed participants and in a close cooperation with the participants and summarized their findings. Such an inclusive process gave an additional opportunity for self-reflection, as the objectives and results of the activities and modules were questioned and analyzed by external individuals, who received an access to all available materials. Another reason to go through a collective research process was to encourage participants to review scientific works on peace and conflict studies, draw information from them and be able to analyze their own experience.

The decision to design a project, which gives theoretical knowledge and practical experience of project implementation, has largely influenced curriculum development. One major challenge throughout all 3 years of designing the curriculum was to balance in-depth content provision, organizational issues needed to be addressed for the local peace projects and space to address aspects of personal development and critical self-reflection. Although all four elements were part of the curriculum, the personal development of the participants could have been emphasized stronger.

## Monitoring and Evaluation

Every curriculum needs good planning as mentioned in the previous section. But being a dynamic process, it also needs constant adoptions on the base of monitoring and evaluation results. Throughout the PCC program coordinators and participants conducted various types of evaluation that contributes to a truly *reflective practice*<sup>31</sup>, we will exemplify some of them here.

Type of evaluation	Description	Questions
Process evaluation	Assessment of achieving the program results and the ability of dissemination, scaling, replication.	<ul style="list-style-type: none"> <li>• Are all project activities reaching all parts of the target group?</li> <li>• Are participants and other key stakeholders satisfied with all aspects of the project?</li> </ul>

<sup>31</sup> Lederach, John Paul, Neufeldt, Reina and Culbertson, Hal. 2007. *Reflective Peacebuilding: A Planning, Monitoring, and Learning Toolkit*. South Bend: Joan B. Kroc Institute and Catholic Relief Services, 1.

		<ul style="list-style-type: none"> <li>• Are all activities being implemented as intended? If not, why?</li> <li>• Were there any changes in intended activities? Are any changes needed?</li> <li>• Is the project implementation process transparent and inclusive? What is required to raise its transparency and inclusiveness?</li> </ul>
Summative evaluation	Applied at the completion of a project cycle (or a phase in the cycle) to assess the extent to which the short- and mid-term objectives were achieved.	<ul style="list-style-type: none"> <li>• Do we continue with the program?</li> <li>• Is it possible to implement the program in other settings (i.e. adding Belarus as project country, is it possible to work in the Southeast of Ukraine)?</li> <li>• How sustainable is the program (i.e. ability of participants to run the projects on their own)?</li> <li>• What elements could help or hinder the program (i.e. partners, allies, institutional context, socio-political context, legal issues)?</li> <li>• What recommendations have evolved out of the program (i.e. curricula standards)?</li> </ul>
Outcome evaluation	Measuring the achievement of project goals.	<ul style="list-style-type: none"> <li>• What changes in our participants' behaviors are attributable to this specific project?</li> <li>• What would the project participants miss in the absence of this project?</li> <li>• Has the project achieved its short-, mid- and long-term objectives?</li> <li>• Did the elaborated theory of change prove its relevance?</li> <li>• What factors outside the program have contributed or hindered the desired change?</li> <li>• What unintended consequences have occurred?</li> </ul>

Table 1. Types of evaluation implemented within PCC project.

The monitoring based on the feedback and observations showed the existing gaps in participants' background-knowledge of theories and concepts of conflict transformation, project management skills and self-awareness, which we tried to fill. One of the most challenging gaps became the work on self-perception and self-assessment that is how the PCC program participants see themselves in their work environment and the local conflict context. Another challenge was to combine the roles of an activist and a coordinator, but the evaluation in this regard is remarkable throughout the project years.

In conclusion, the topic of monitoring and evaluation was regularly discussed and practiced. The challenge remains in not doing it only because it is an example of good practice, but in order to fundamentally challenge the way we approach peace work and discover other ways to do it. We

did not use all the monitoring and evaluation elements, but the used ones were chosen according to specific sessions of the program. Looking back, the moments of reflection were among the strongest and at the same time the most accessible learning moments. The very act of writing this handbook is an important opportunity to reassess the way we carried out our work and how we will continue doing it.



### Introduction

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We chose a two-fold approach in building capacity among peacebuilders: the theoretical input (described in Chapter 2) and practical implementation of the acquired knowledge. The case studies aim to give an insight into the activities in Eastern Partnership countries and Russia, conducted by the participants of the Peace and Conflict Consultant (PCC) project. These studies result from the analysis performed by country teams mostly consisting of one external researcher and one PCC.

Though united by common Soviet history, the project countries have remarkable differences in their socio-economic situation. This fact naturally influenced the initiatives implemented by PCCs and accordingly the case studies too. The described peace initiatives target positive peace, meaning elimination of direct and structural violence. This made the spectrum of engagement extremely broad addressing ethnic, political, gender-based and other kinds of conflicts.

To give the reader an overview background of the initiatives we start with unified fact sheets, which include the following data:

- *Population and number of internally displaced people (IDPs)*: these numbers and especially a relation between them can facilitate understanding of dynamics in the conflict-affected societies.
- *Fragile States Index*<sup>32</sup> is a measurement of conflict risk and fragility of 178 states and territories based on twelve indicators like security apparatus (relationship between the factors/actors strengthening or threatening security and the population), functionalized elites (political dynamics and rhetoric), group grievances (relationships between different society groups), economic indicators, human rights and rule of law. The state taking the 1<sup>st</sup> place in the ranking is supposed to be the most stable among the analyzed.
- *Global Peace Index*<sup>33</sup>, an index of negative peace, measures the level of peacefulness in 163 countries based on the degree of security, the extent of ongoing conflicts and the level of militarization. This Index assesses the interdependence of peace and economic development. The state taking the 1<sup>st</sup> place in the ranking is supposed to be most peaceful among the analyzed.

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<sup>32</sup> The Fund for Peace. 2018. "Fragile States Index." <http://fundforpeace.org/fsi/>

<sup>33</sup> Vision of Humanity. "Positive Peace Report 2018." <http://visionofhumanity.org/>

- > *Corruption Perception Index*<sup>34</sup> ranks 180 countries according to the perceived level of public sector corruption based on experts' and businesspeople's opinion. The report analysis states that in the corrupt countries violations of human rights and freedom of speech in particular take place more frequently. Thus, corruption is connected to structural violence, which is addressed by the peacebuilding activities. The state taking the 1<sup>st</sup> place in the ranking is supposed to be the least corrupt among the analyzed.
- > *Positive Peace Index*<sup>35</sup> measures positive peace in 163 countries based on 24 indicators like government effectiveness, business environment, distribution of resources, youth development or social mobility. Based on the empirical approach the PPI identifies factors, which influence positive peace in the societies. The state taking the 1<sup>st</sup> place in the ranking is supposed to have the most peaceful environment among the analyzed.

The mentioned indexes are there to facilitate conducting deeper analysis of country contexts before interventions in order to make the work on strengthening each state's resiliency more effective. They provide a framework to understand and then to work on the challenges peacebuilding and development work focuses on.

Then the authors give a short overview of the context of the situations, which were addressed by the PCCs. They vary in accordance with the topics of the local peace implementation phases, which are explained in the session "Implementation". At the end, the authors draw the results and lessons learned, which can be of use to other actors active in peacebuilding in the target region.


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<sup>34</sup> 25 years Transparency International. The global coalition against corruption. 2018. "Future against corruption award 2018." <https://www.transparency.org/>

<sup>35</sup> Ibid. (35).

## Case study of the Republic of Armenia

*Contribution from Naira Sardaryan*

 Population 2,92 million

 IDPs - 8,400 (2016)

 Fragile States Index 2018 - 102<sup>nd</sup> place

 Corruption Perception Index 2017 - 107<sup>th</sup> place

 Global Peace Index 2017 – 79<sup>th</sup> place

 Positive Peace Index 2018 - 120<sup>th</sup> place

### Context Analysis<sup>36</sup>

It is possible to single out a number of problems affecting the socio-economic development of the Republic of Armenia. Among these we have such issues as the post-soviet state building, post 1988 earthquake rehabilitation, the severely difficult years following the independence and the conflict of Nagorno-Karabakh. The combination of all those issues was projected into the slow development of socio-economic life of the country.

A number of difficulties have been overcome during the last 25 years, such as of economic development and state building. The milestone on this way remains the conflict of Nagorno-Karabakh, which since the late 1980s has been a serious source of regional instability. Today, the situation is frozen, but as the events of the “four-day war” in 2016 showed, a delicate balance can at any moment develop into armed hostilities between the parties. Simultaneously, the significant concentration on increasing the military capacity is mostly at the expense of development of the other aspects of life. Social, political, economic difficulties of the population are main challenges for the inner peace. Unemployment, ecological, human rights and gender issues have long been fragile topics to address. A number of local and international organizations and state agencies target to improve the current situation. For instance, in 2010 a gender policy concept paper was adopted. In 2013 the law on securing equal rights and equal opportunities for women and men came out, which identified gender equality as a priority area and called for integrating the gender dimension into the school curriculum at all levels.

A characteristic feature of modern world construction in Armenia can be called transitional owing to the “Velvet Revolution” in April 2018. The first steps of it are already seen in the fields of anti-corruption expertise, elections, judiciary system, army, etc. On the other hand, the international trust is increasing after the democratic revolution which is promising for economic development

<sup>36</sup> IDPs number in the table. International Displacement Monitoring Center. “Armenia.” <http://www.internal-displacement.org/countries/armenia>

of the country. Thus, a political shift towards the Nagorno-Karabakh conflict becomes more realistic. These rapid changes of the inner situation can serve as a momentum for peacebuilding activities to have a larger impact.

## Implementation

The Peace and Conflict Consultant (PCC) program in Armenia aimed to increase quality and flexibility in the work of peacebuilders. This goal was approached by a twofold strategy: educating participants in peaceful conflict transformation (described in Chapter 2) and supporting them in the application of gained knowledge in practice.

Year	Name	Main topics	Activities
2015	Open your mind to Peace Regions: Tavush and Aragatsotn	Perceptions and behaviors toward Nagorno Karabakh conflict; transformation of the conflict.	Training, workshop, essay and photo contest about peaceful conflict transformation
2016	Peace Prizm 2016 Regions: Tavush and Gegharquniq	Perceptions and behaviors influenced by media; critical thinking; perception of community issues and social conflicts; partnerships, social activism.	Workshop, simulation games, debates
2017	Peace Prizm 2017 Regions: Tavush , Lori	Gender equality and sexism in Lori-Environmental issues in Tavush: recycling of plastic, nature protection, etc.	Exhibition sales and workshop of women's handmade works; photo exhibition on gender stereotypes; action on waste recycling and tree planting.
2018	Peace Prizm 2018 Regions: Ararat, Armavir, Lori, Tavush	Transformation of the conflicts through civil activism	Summer camp, street art, soap making workshop in orphanage, eco project on recycling.

Table 2. Local implementation phase in Armenia within PCC project.

The local implementation phase had an intensive beginning in 2015 with the “Open your mind to peace” project. It aimed to gather young people from different regions of Armenia for a dialogue on the war of Nagorno-Karabakh and stimulating critical thinking among them. At the core of the project was a training and discussion on the perceptions of young people in regards to the Nagorno-Karabakh conflict. The selection of border and central regions of Aragatsotn and Tavush as case studies helped to shape an overall picture of perceptions about the conflict by two separate activities. The second component implemented later in the year gave a chance for the regional youth to organize and participate in a photo/essay contest showing their views on the topic of peace and war. The outreach of the project was enlarged by involving larger groups of society as



visitors of the exhibition. 2016 the project Peace Prizm was implemented with an aim to change youth perception toward community conflicts and offer their solutions to them through peaceful community work. The PCCs educated young people from Dilijan and Chambarak in communication and negotiation skills. Afterwards, the participants conducted local workshops about debate techniques, media influence and critical thinking.

In 2017 and 2018 the same aim of peaceful conflict transformation was developed and enlarged to other regions of Lori, Armavir, Ararat and Tavush. In this phase, the concept of local facilitators was introduced to enlarge the results of the trainings and involve other motivated people into the project.

PCCs conducted a training of trainers to inform the facilitators about the PCC project and share the values and objectives behind it. Six facilitators from Tavush and Lori regions joined thirty local participants of the previous years for a training. They chose different issues to touch upon in each region. For the newly involved facilitators the tasks of working with conflicts were not the easiest because of different background of participants. However, new facilitators significantly developed conflict management skills and reached remarkable outcomes.

*“For Vanadzor the topic was women’s empowerment. The group of participants was diverse and of different backgrounds: from contemporary to traditional, and yes ... we were supposed to have strong conflict management skills to moderate the process. Yet, we managed and had wonderful results of photo exhibitions, exhibition-sales, and open air workshops fostering women entrepreneurs.” (Mane Torosyan, 25, local facilitator, Vanadzor).*

## **Results and Lessons Learned**

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During four years, Armenian PCCs conducted 16 local activities, reached more than 100 participants from Lori, Tavush, Armavir, Aragatsotn and Ararat regions and achieved the following results on personal and social levels:

- The evaluations assert that the activities broadened the participants' worldview. They learned to express their views, listen to others and respect views of the others different from their own.
- Participants of local activities were empowered to initiate peacebuilding activities in their communities and take part in the decision-making processes.
- The topics of gender equality and environmental issues gained more visibility in the society, especially in the rural areas.
- An impulse to address the peacebuilding process around the Nagorno-Karabakh conflict was sent to more young people, who claimed being motivated and empowered to act in their communities.

The experience allowed PCCs to draw some lessons learned:

- ❑ There are a number of similar peace building initiatives in the Republic of Armenia, organized and financed by different organizations. Most of them have the same target group and identical activities (training, workshop). Before framing a peacebuilding project, it is necessary to analyze what has been done so far to avoid repetition and create synergy.
- ❑ It is possible to organize a peacebuilding initiative with a small budget, as the youth are very enthusiastic to make a change in their communities and will do their best to draw upon local resources as well.
- ❑ During a year-long project, one should balance between enlarging the network by involving new participants and staying in cooperation with the "old" ones.
- ❑ Young people need time to open up. If trainers plan enough time for brainstorming and reflection, the participants' ability to perform out-of-box thinking increases.

### **Infrastructure for Peace**

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Peacebuilding initiatives in Armenia have a number of forms starting from training and workshop up to the conferences, discussions, demonstrations, etc. The choice of a certain form is based on the vision and working methods of a certain actor. For instance, some of the Armenian activist groups and organizations are more prone to make a change by demonstrations, others prefer targeting decision making entities to make the change in form of meetings, conferences, reports and open letters. During the research of actors actively involved in the peacebuilding activities in Armenia, we could identify three most remarkable groups: state actors, international agencies and civil society actors depicted in the mapping. We could not single out durable peacebuilding projects implemented by academia. The infrequent conferences on the topics of peace and conflict were usually initiated by civil society but not by academia.

## Infrastructure for Peace Mapping

Name	Activity
<b>State Actors</b> <i>Governmental bodies and projects</i>	
<a href="#">Inter-agency committee on development of UNSCR 1325 National Action Plan</a>	State involvement into the peacebuilding processes is mostly visible in the field of women's inclusion into peacemaking and decision making for peace. This is mainly done via UNSCR 1325 resolution's implementation lobbying by local NGOs, which make the state adopt the National Action plan to engage women in state level peacebuilding. The result of immense work is the creation of inter-agency committee to develop the National Action Plan.
<a href="#">Ministry of Defense</a>	<p>The Ministry of Defense has been implementing a project on protection of women's rights and provision of equal opportunities. The project aims to reveal issues of women involved in the field to raise awareness among staff members.</p> <p>In general, the state is not fully involved in the peacebuilding and has no policy to do so. The main reason for this is the claim of partial or non-involvement of the Republic of Azerbaijan into the peace process. The officials state that both Governments should join efforts to initiate cooperative state peace building policy.</p>
<b>International Agencies</b> <i>Professional conflict resolution</i>	
<a href="#">US Embassy in Armenia</a>	Being among the main supporters of peace and democracy in the country, the US Embassy offers a number of opportunities for cross conflict dialogue and the establishment of peace in the region. Cultural project grants, for instance, allow organizations and individuals to use creative art supporting peace building, human rights and democracy in the region.
<a href="#">UK Embassy in Armenia</a>	A well-known donor for peace projects that cooperates with the government of Armenia for 25 years. The funding of the UK Embassy allows the realization of many projects in support of human rights, democracy, women's rights, equality and peace building.
<a href="#">Eurasia Partnership Foundation Armenia</a>	This foundation works in two levels of peacebuilding: Armenian-Turkey relations and Armenian- Azerbaijani dialogue. Around 50% of the foundation's activities are centered on issues of peace and reconciliation over open and closed borders.
<a href="#">Kvinna till Kvinna</a>	Funded by the EU and the Swedish government Kvinna till Kvinna financially supports a number of women's organizations from Armenia to implement peacebuilding activities and engage women equally as men into the process. A number of local NGOs such as the Women's Resource Center, Society without Violence, Democracy Today, and the Women's Resource Center of Shushi are the grantees of the organization.
<a href="#">Helsinki Citizens Assembly</a>	The assembly has been working for many years in the field of human rights' protection through civilian oversight and monitoring, legal support, legislative proposals and analysis and develops capacity building training for its beneficiaries.
<b>Civil society actors</b> <i>Local peace activism</i>	
<a href="#">My step foundation and Women for peace campaign</a>	The foundation is newly established by the wife of the prime Minister. The aim of the foundation is to cover all the needs of Armenian society and not


	leave a single person out of care. They work in 3 main forms of gathering and providing financial support for their actualization.
<a href="#">Democracy Today NGO</a>	The main areas of the organization's work are human rights, gender issues, women's rights, trafficking, and peacebuilding. The peacebuilding component is covered by two main projects, those of EPNK (Eastern Partnership for peaceful settlement of NK conflict) and Annual international conferences.
<a href="#">Caucasus Institute</a>	The institute is a scientific research center that aims at finding out the responses of social and political issues and impact on them by lobbying, policy development, and public awareness. The institution studies all Caucasus conflicts.
<a href="#">Peace dialogue NGO</a>	The organization initiates projects on peacebuilding through various lenses in cooperation with a large international network of youth organizations.
<a href="#">Caucasus Center of peace-making initiatives</a>	Established in 1997, the center is the creator of the hottest links over the NK conflict between Armenian -Azerbaijani and Armenian -Turkey relations.

Table 3. Infrastructure for peace Mapping Republic of Armenia.




## Case study of the Republic of Azerbaijan

Contribution from Tural Ismayilzada

 Population 9,9 million

 IDPs - 643,000 (2017)

 Fragile States Index 2017 - 122<sup>nd</sup> place

 Corruption Perception Index 2018 - 78<sup>th</sup> place

 Global Peace Index 2018 - 132<sup>nd</sup> place

 Positive Peace Index 2017 - 93<sup>rd</sup> place

### Context Analysis<sup>37</sup>

#### *Gender Inequality in Azerbaijan*

Azerbaijan was the pioneer of the countries with Muslim majority population to recognize women's suffrage in 1918, and their equality with men.<sup>38</sup> Now a century has passed but women in Azerbaijan do not enjoy the same rights as men, although equal rights and freedoms for women and men are defined by the Constitution of the Republic of Azerbaijan following the dissolution of the Soviet Union. The country faces numerous gender-based social problems including violence against females, lower political representation of women, adolescent birth and child marriage.

According to the Gender Inequality Index<sup>39</sup>, Azerbaijan ranked 71st in gender inequality in 2017 which is better than only Georgia among the Eastern Partnership countries and Russia. This index is determined by three dimensions; health, empowerment and access to labor market. Some figures illustrated in this report are alarming in terms of their severity. First of all, the number of births per 1000 girls aged 15 to 19 years in Azerbaijan was 53.5 in 2017. This figure is higher than all other countries included in the Peace and Conflict Consultant program. Secondly, the female representation in national parliament was remarkably low at 16.8% following the elections in 2015, which is a common characteristic of most post-Soviet countries.

Another significant measurement showing gender inequality in Azerbaijan is the Gender Development Index (GDI)<sup>40</sup>, which is based on the comparison between the Human Development Indexes (HDI) calculated for men and women separately. The GDI takes into account three basic dimensions; health, knowledge and living standards. Azerbaijan is placed 80<sup>th</sup> in the GDI 2017 being classified to have medium equality in HDI achievements between males and females. What

<sup>37</sup> IDPs number in the table. International Displacement Monitoring Center (IDMC) "Azerbaijan." Global Report on International Displacement (GRID 2018). Conflict Displacement. Figure Analysis. <http://www.internal-displacement.org/sites/default/files/2018-05/GRID%202018%20-%20Figure%20Analysis%20-%20AZERBAIJAN.pdf>

<sup>38</sup> Swietochowski, Tadeusz. 1985. *Russian Azerbaijan, 1905-1920: the shaping of national identity in a Muslim community*. Cambridge: Cambridge University Press, 272-129.

<sup>39</sup> UNDP Human Development Reports, 2018. "Gender Inequality Index GII." <http://hdr.undp.org/en/content/gender-inequality-index-gii>

<sup>40</sup> UNDP Human Development Reports. 2018. "Table 4: Gender Development Index (GDI)." <http://hdr.undp.org/en/composite/GDI>

stands out from this index is that the men's contribution to Gross National Product is twice higher than that of women.

The Global Gender Gap Report prepared by the World Economic Forum illustrates disparities between men and women across the world. The four dimensions encompassed in the study are economic participation and opportunity, educational attainment, health and survival, and political empowerment. Azerbaijan ranked 98<sup>th</sup> among 144 countries included in the study with all criteria taken into account. However, women's conditions related to health and survival, and political representation were noticeably worse; the country ranked 142<sup>nd</sup> and 131<sup>st</sup> respectively.

Conflicts embedded in society stem from various root causes; and gender-related causes are not excluded. Cheney and Vanaik state that although it is hard to define femininity in relation to peace, it is widely accepted that women are more reluctant to get involved in conflict.<sup>41</sup> Moreover, Monroe et. al. underscores several studies that proved women to behave more peacefully in conflict circumstances. Consequently, the number of crimes committed by men is considerably higher, as many studies have shown, as noted by Walker and Maddan<sup>42</sup>. In Azerbaijan, while 1,6 out of every 100 men committed crime, only 0.1% of women violated the law in 2017<sup>43</sup>. Kaufman et. al. discusses that eliminating inequality between men and women, which they consider to be a driver of many conflicts, is significant in order to achieve sustainable development and stability.

Since Azerbaijan regained its independence in 1991, there have been dozens of legislation reforms that aimed to enhance gender equality, rights of women and their empowerment. Despite substantial improvements achieved, Azerbaijani women face countless violations of their rights and barriers to access equal opportunities.

One of the most serious problems that arise from gender inequality in Azerbaijan is early marriages. The Constitution of Azerbaijan and the Family Code<sup>44</sup> officially allow people aged 18 or more to marry. Unfortunately, every year hundreds of individuals under 18 become a part of illegal families. There is a huge disparity between the number of males and females involved in underage marriage.

According to the official statistics of 2017<sup>45</sup>, while the number of girls married under the age 18 was 317, this was the case for only one boy in Azerbaijan. Kaufman et.al. suggests that the problem of early marriages in Azerbaijan might be caused by long-standing norms and patriarchal traditions embedded in society, which later paves the way for domestic violence and other related

<sup>41</sup> Cheney, Anuradha Mitra and Vanaik, Achin. "Promoting Peace, Security and Conflict Resolution: Gender Balance in Decisionmaking." *Gender, Peace and Conflict*, ed. Inger Skjelsbæk and Dan Smith, Oslo: SAGE Publications (2001), 240: 122-138.

<sup>42</sup> Walker, Jeffery T. and Maddan, Sean. *Understanding Statistics for the Social Sciences, Criminal Justice, and Criminology*. Burlington: Jones&Bartlett Learning, 2013, 238.

<sup>43</sup> The State Statistical Committee of the Republic of Azerbaijan. 2018. "Gender Indicators. Woman and men in Azerbaijan." <https://www.stat.gov.az/source/gender/>

<sup>44</sup> The Court of Constitution of the Republic of Azerbaijan. 2018. "The Family Code." <http://www.constcourt.gov.az/laws/48>

<sup>45</sup> The State Statistical Committee of the Republic of Azerbaijan. 2018. "Women and men in Azerbaijan." <https://www.stat.gov.az/source/gender/>

social conflicts<sup>46</sup>. Official statistics<sup>47</sup> shows that this problem is not only prevalent in rural areas, but also in Baku and other cities. Being a countrywide problem, early marriages need to be addressed consistently. As mentioned above, Azerbaijani women's representation in governance bodies is relatively low. Only 20 members of parliament are females while the number of men represented in the parliament is 104<sup>48</sup>. This means women have less impact on legislative processes in Azerbaijan. Women's participation in executive bodies is another indicator which shows gender inequality in the country. The number of female heads of local authorities is one. In

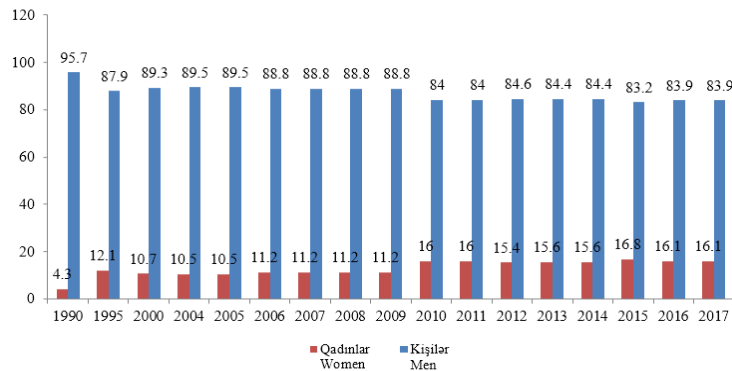


Diagram 2. The Gender balance in Azerbaijani Parliament.

higher governing bodies the situation is similar. There is only one female minister in the current cabinet. The proportion of female judges was 12% in 2017 and previous two years. In order for women to fight for their rights and equal opportunities, they need empowerment.

## Implementation

The Peace and Conflict Consultants (PCCs) in Azerbaijan have been seeking to address the aforementioned conflicts using various peacebuilding methods and tools. In 2015, the focus of the team was the problem of low female participation in local authorities. The team defined the target group as young female students, particularly those who were from rural areas and continued their university studies during the implementation of the project. The idea behind working with that target group was to motivate the participants to become a voice for women in local authorities after graduation.

A two-day training under the name **“Women in Empowerment”** gave 20 participants the chance to learn about the lack of female participation in local governance, its causes and existing and possible consequences for the society. The team's motto was “Women will change the world, so every change should start with women.”

As a starting point for their future career, the participants were trained about NGO and civil society work, how to be an active citizen and make change. In the long term, the trainings on the importance of formal and non-formal education, job-seeking strategies, social activeness, and

<sup>46</sup> Kaufman, Damir, Melis, Eva Maria, Mukherjee, Amit, Michel-Casulleras, Christian “Gender Equality and Access to Justice in Azerbaijan after 100 Years”, *Governance Notes*, World Bank Group, 2017 (November): 3.

<sup>47</sup> The State Statistical Committee of the Republic of Azerbaijan. 2018. “Women and men in Azerbaijan.” <https://www.stat.gov.az/source/gender/>

<sup>48</sup> Ibid. (49).

workshops on problem-solving and conflict transformation were planned to encourage participants and their female network to take part in elections for local authorities in 2019.

Participants and trainers were offered to complete a questionnaire concerning this issue and one of the trainers said that the majority of participants did not see or understand the existence of the problem prior to the trainings.

We believe that in order to achieve a change, the awareness must first be raised. Participants suggested that although women might achieve their goals by improving themselves, it is impossible to make a substantial change in society without genuine equality between women and men.

Starting from 2016, the country team changed their focus to the early marriages problem. **“Say no to early marriages!”** was chosen as the name of the campaign, which was able to reach thousands of people during last three years. In the first year, four trainings and two info-sessions were organized, and 218 people participated in these events. Moreover, two articles and two stories dedicated to the early marriage problem were published. Using the power of social media, the campaign became a countrywide topic. On the Facebook page of the campaign<sup>49</sup> (Erkən Nikahlara Yox Deyək – Say No to Early Marriages) informative posts and news are shared frequently. In addition, a Facebook group was created at the beginning of campaign to provide a platform for networking among participants. In the second year of campaign, the team sought to broaden the network of individuals who were willing to fight underage marriages. The implementation was divided into several phases. In the first phase, the main objective was to train local facilitators to organize events in regions that were challenging for the team. The prospective facilitators were informed about the early marriage problem and went through a training of trainers on digital storytelling. The second phase included two trainings – one in Baku and another in Shaki. The rationale to choose Shaki was the fact that 44% of all underage marriages in Azerbaijan took place in the northwest region of the country, in which Shaki is included. During these events the local facilitators coordinated the process under supervision of the PCCs, and the participants were encouraged to develop their own initiatives to fight underage marriage using digital storytelling tools. Two peacebuilding initiatives were implemented in the third phase of the campaign. Finally, numerous info-sessions were conducted at schools, women’s and children’s shelters.

The campaign is currently in its third year. The team continues to organize trainings of trainers and activities in different regions, along with social media activity. During the two-day trainings

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<sup>49</sup> Erkən Nikahlara Yox Deyək – Say No to Early Marriages. Facebook page. <https://www.facebook.com/erkennikahlarayoxdeyek/>



this year in Shaki participants learned about underage marriage, causes of the problem, and its impact on society. Subsequently, they developed their own initiatives. It was noteworthy that nearly all participants were motivated and confident about their ability to make change. The latest statistics show that the number of underage marriages has decreased from 30 to 3 during past three years. Participants were unanimous in their thinking that the official statistics do not show the real situation and that in reality underage marriage happens far more frequently in Azerbaijan.

### **Results and Lessons Learned**

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The collapse of the Soviet Union brought not only independence to the former members of the union, but also uncertainty. People began questioning the existing structure and norms, and Western values started to penetrate into society. During the past 27 years of the nation-building process, Azerbaijan has achieved promising outcomes, while the situation of human rights and equality is still a sensitive point. In this kind of societies, it is relatively challenging to carry out grassroots activities.<sup>50</sup> Parvin Guliyev, the Peace and Conflict Consultant for Azerbaijan who initiated and currently runs the campaign 'Say no to early marriages!' says that although the campaign reached thousands of people and effected change, governmental support would make the process faster and more inclusive. He believes that education and training are crucial to fight social conflicts including underage marriage, to establish democracy and protect human rights.

In this regard, well-designed curricula for peacebuilders is a must in order to familiarize them with the country context, societal norms and tendencies, causes of the conflicts and the ways in which peaceful transformation would be possible. When establishing initiatives, it is important to

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<sup>50</sup> Snip, Inge. 2017 "An Ambiguous Development: Grassroots Activism in Azerbaijan" MeydanTV (January 05). <https://www.meydan.tv/en/site/society/20270/>

consider the conditions in the country. First of all, foreign NGOs are not easily allowed to implement or fund projects in Azerbaijan and the official procedures and bureaucratic barriers are exhausting. In some cases, the ruling elite take harsh steps against civic society.<sup>51</sup> That is why a careful preparation and presence of political confirmation is necessary. Cooperation with local partners and stake-holders can make the job easier to realize.

### Infrastructure for Peace

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Prior to the collapse of the Soviet Union, numerous conflicts surfaced on the peripheries of the USSR. Nagorno-Karabakh, which has not yet been settled, was one of the regions over which two nations, in this case Azerbaijan and Armenia, clashed. During the thirty years of conflict, both sides lost hundreds if not thousands of lives. The conflict has caused not only an enormous death toll with many injured, but also political, economic and social problems to the parties. Nagorno-Karabakh and surrounding regions had been home for more than half a million Azerbaijanis who became IDPs as a result of conflict. Moreover, Armenians living in Azerbaijan had to flee to Armenia following the inception of first armed clashes. In the meantime, Azerbaijan – the newly independent country has been facing an array of issues in state-building, economic development and the social sphere.

The Constitution of the Republic of Azerbaijan underlines that one of the chief objectives of the state is to ensure “the rights and liberties of a person and a citizen”<sup>52</sup>. In addition to this, Azerbaijan has joined a number of international treaties that require the strengthening of democracy and human rights. Today’s Azerbaijan, nevertheless, lacks democracy according to prominent international organizations such as the Transparency International<sup>53</sup>, the Human Rights Watch<sup>54</sup> and the Council of Europe<sup>55</sup>. The Transparency International presents data about the level of corruption in public sector. Azerbaijan ranked 122<sup>nd</sup> among 180 countries included in the report. According to the Corruption Perceptions Index 2017, Azerbaijan scored 31, which is nearly twice less than Europe’s average. Some basic criteria for being regarded as a democracy such as free elections, plurality, rule of law, human rights and equality are barely met or repeatedly corrupted.

### Suppressed Civil society and NGOs

The Azerbaijani political elite has been suppressing civil society in various means, in particular, with structural violence.<sup>56</sup> The changes in laws related to receiving grants and funds from foreign

<sup>51</sup> Human Rights Watch. 2016. “Harassed, Imprisoned, Exiled: Azerbaijan’s Continuing Crackdown on Government Critics, Lawyers, and Civil Society” (October 20). <https://www.hrw.org/report/2016/10/20/harassed-imprisoned-exiled/azerbaijans-continuing-crackdown-government-critics>

<sup>52</sup> The Constitution of Republic of Azerbaijan. “Article 12. The highest priority objective of the state” [http://azerbaijan.az/portal/General/Constitution/doc/constitution\\_e.pdf](http://azerbaijan.az/portal/General/Constitution/doc/constitution_e.pdf)

<sup>53</sup> 25 years Transparency International: the global coalition against corruption. 2018. “Corruption Perception Index 2017” [https://www.transparency.org/news/feature/corruption\\_perceptions\\_index\\_2017](https://www.transparency.org/news/feature/corruption_perceptions_index_2017)

<sup>54</sup> Human Rights Watch. 2018. “Azerbaijan. Events of 2017.” <https://www.hrw.org/world-report/2018/country-chapters/azerbaijan>

<sup>55</sup> Council of Europe. 2018. “Commissioner for Human Rights” <https://www.coe.int/en/web/commissioner/country-monitoring/azerbaijan>

<sup>56</sup> Galtung, Johan “Cultural Violence”, *Journal of Peace Research*, 27(3), (1990): 291-305.

donors since 2012 have weakened local NGOs. Activists and civil society members are persecuted and jailed on political reasons<sup>57</sup>.

This gender inequality is present in all state bodies in Azerbaijan. Under the circumstances that privilege men, a great deal of social conflicts arise. In order for state bodies and non-governmental organizations to halt those conflicts, a concerted effort, network and cooperation, and easy-to-access information are required. In order to contribute to consolidation of the actors' effort we map those actively involved in the peacebuilding activities and have a strong focus on establishing gender equality.

### Infrastructure for Peace Mapping

Name	Activity
<b>State Actors</b> <i>Governmental bodies and projects</i>	
<a href="#">The State Committee for Family, Women and Children Affairs of the Republic of Azerbaijan</a>	The main governmental body, which addresses issues faced by related subjects.
<a href="#">The Heydar Aliyev Foundation</a>	A one of the largest state-backed organizations that supports projects and activities related to women along with education, health, culture and some other.
<a href="#">The Council on State Support to NGOs under the Auspices of the President of the Republic of Azerbaijan</a>	The Council funds civil society activities and NGO projects.
<a href="#">The Azerbaijan Youth Foundation</a>	A state donor body that financially supports activities to enhance youth in Azerbaijan
<b>International Non-State Actors</b> <i>Professional conflict resolution</i>	
<a href="#">Eurasia Partnership Foundation Azerbaijan</a>	This foundation attracts grants and funds to foster civil society, and peace in Azerbaijan. Its projects that addressed issues in local authorities are of great importance considering lower women representation there. Moreover, EPF Azerbaijan established The Idea Lab, which is a space for activist to gather, organize events and assemble with other activists.
<a href="#">Y-PEER Azerbaijan</a>	Y-PEER organizes trainings, workshops and other peacebuilding activities, particularly in the regions of Azerbaijan to address youth problems, gender issues and conflicts.
<a href="#">The Delegation of the European Union to Azerbaijan</a>	The Delegation conducts a huge variety of projects that also include activities to enhance civil society, human rights and gender issues.

<sup>57</sup> Human Rights Watch. 2013. "Tightening the Crews: Azerbaijan's Crackdown on Civil Society and Dissent", (September 01). <https://www.hrw.org/report/2013/09/01/tightening-screws/azerbajians-crackdown-civil-society-and-dissent>


<b>Civil society actors</b> <i>Local peace activism</i>	
<a href="#">WoWoman Baku</a>	A platform to empower women using various tools such as trainings on IT, coding, entrepreneurship, etc. Moreover, by organizing events in other regions of Azerbaijan, building an online community and broadening the network, the program has reached more than 25.000 women.
<a href="#">Women and Modern World</a>	A local initiative that aims to fight gender inequality, unregulated abortions and mother deaths. This organization also actively works on building capacity of women to engage in the resolution of conflicts.
<a href="#">Time for Development</a>	This public union promotes civic activism through seminars and trainings. This year the union organizes activities named Underage Marriage and Education within which, through trainings on psychological drawbacks of underage marriage, the legal basis, theatre, and the role of arts in solution of social problems it is aimed to raise awareness and achieve decrease in the number of underage marriages. This project is also supported by the country team of CRISP-Berlin.
<a href="#">Equals Baku</a>	This Baku based community of activists endeavors to advance the debate over gender equality in Azerbaijan. Last summer they organized an event named 'I Am a Child, Not Bride' which included screening of short films based on underage marriage stories. The organization published a book titled "Brave Girls" this year which promotes gender equality and females that chose professions commonly associated with males.
<a href="#">The National Assembly of Youth Organizations of the Republic of Azerbaijan</a>	The Assembly brings together 112 youth organizations, coordinates and facilitates their work, and constitutes a platform for civic activity. To prevent gender-based violence it conducts "No Hate Speech Movement."
<a href="#">Women's Association for Rational Development</a>	This Baku based NGO promotes women's rights, their empowerment and participation using various tools and means of media and press. Their 4 priority programs are gender equality, healthcare, peacebuilding and economic development.


Table 4. Infrastructure for Peace Mapping Republic of Azerbaijan.




## Case Study of Georgia

Contribution from Natia Chankvetadze

 Population 3,72 million

 IDPs – 273 411(2014)

 Fragile States Index 2018 – 83<sup>rd</sup> place

 Corruption Perception Index 2017 – 46<sup>th</sup> place

 Global Peace Index 2018 – 102<sup>nd</sup> place

 Positive Peace Index 2017 – 62<sup>nd</sup> place

### Context Analysis<sup>58</sup>

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The following case study analyzes implementation and outcomes of the Peace and Conflict Consultant (PCC) project conducted throughout Georgia from 2015 to 2017, and discusses the socio-political potential of the country, its ethno-territorial and political conflicts and their influence on the development of Georgia.

Since Georgia reclaimed its independence from the Soviet Union, the country has undergone huge changes in economic, social and political spheres and suffered from armed, ethno-territorial and political conflicts. Georgia's socio-economic conditions and potential have changed severely throughout these years. It is noteworthy that over the past decade, Georgia's economy has grown, and poverty has declined<sup>59</sup>, however, the country still faces major social and economic vulnerability. The country's economy still has not managed to reduce unemployment and remarkably improve the infrastructure of the rural areas. The UNDP report<sup>60</sup> on socio-economic vulnerability of Georgia argues that, although country made important progress in development of socio-economic, a substantial part of Georgia's population is still living in poverty, experiences difficulties to access basic social services and has little opportunities to engage in political life. According to a Freedom House report<sup>61</sup>, since 2009, Georgia experienced slight setbacks in the national and local democratic governance, electoral processes and corruption, while as the same time making progress in judicial framework and independence, and remained quite stable in the areas of civil society and independent media. Considering the current challenges and difficulties, Georgia's strategy for economic development has a broad agenda and aims to improve business

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<sup>58</sup> The number of IDPs in the table. Internally Displaced Persons' Issues. "Number of Registered IDPs-Statistics by Region(17.09.2014)." <http://mra.gov.ge/eng/static/55>

<sup>59</sup> The World Bank in Georgia Country Snapshot. 2018. "An overview of the World Bank's work in Georgia." <http://pubdocs.worldbank.org/en/173111524127050006/Georgia-Snapshot-Spring2018.pdf>

<sup>60</sup> Gassmann, Franziska, Berulava, George and Tokmazishvili, Michael. 2013. *Economic and Social Vulnerability of Georgia*. United Nations Development Programme in Georgia.

[http://www.ge.undp.org/content/dam/georgia/docs/publications/GE\\_vnerability\\_eng.pdf](http://www.ge.undp.org/content/dam/georgia/docs/publications/GE_vnerability_eng.pdf)

<sup>61</sup> Report of Freedom House. 2018. "Georgia." [https://freedomhouse.org/sites/default/files/NiT2018\\_Georgia\\_final.pdf](https://freedomhouse.org/sites/default/files/NiT2018_Georgia_final.pdf)

environment, supports Georgia's transition into a regional hub, facilitates the establishment and development of full-fledged labour market, and invests in growth of infrastructure.<sup>62</sup>

Besides, the socio-economic conditions and potential of Georgia, one needs to pay attention to the ethno-political conflicts and civic tensions the country has undergone and still faces. In 1991-1993, Georgia experienced armed conflicts (secessionist wars) in Abkhazia and South Ossetia that left thousands of internally displaced people, devastated infrastructure of the country and lost de-facto control over these two regions of Georgia. Since 1993, tensions between Georgian-Abkhaz and Georgian-Ossetian communities have gradually increased.

Further to this, the full-scale war broke out between Georgia and Russia in August 2008 that resulted in recognition of Abkhazia and South Ossetia as independent states by Russia. These two self-proclaimed states were announced as occupied territories by the Georgian Government and the Law of Georgia on occupied territories was adopted on 28<sup>th</sup> of August in 2008.<sup>63</sup>

Nowadays, Georgia struggles with ethno-political conflicts with the regions of Abkhazia and South Ossetia and political conflict with Russia. Additionally, the country has intra-state ethnic tensions between different ethnic and religious groups, and encounters appearance of nationalist groups with exclusionist ideas, non-acceptance and hatred towards sexual and other minority groups. Ongoing, the so-called "frozen" conflicts and internal tensions increase divisions and limit space for promoting culture of peace, coexistence of different ethnic and religious groups and understanding the concept of community-based peacebuilding.

Looking at ongoing debates within the Georgian society, it is obvious that country still lacks comprehensive understanding of concepts such as violence, destructive conflicts and their influence on the daily lives of people.

In the current situation, it proves to be easier to mainstream culture of violence, encourage hate speech and intolerance towards minority groups and/or opinions. Therefore, one can argue that community-based peacebuilding initiatives are more complicated to be implemented in Georgia and the South Caucasus in general, as the region still lacks grounded democratic traditions and consequences of violent conflicts are still part of the everyday life. Thereby, it is crucial to promote the idea of community-based peacebuilding, increase the quality of civil society peacebuilding measures and implement activities that are promoting culture of peace and establishing a sustainable peace infrastructure. Therefore, the aim of the following part is to provide the reader with information about types of peacebuilding initiatives implemented in Georgia, the ways PCC

<sup>62</sup> Business Association of Georgia. 2013. *Georgia's long-term economic development. Concept*. <https://bag.ge/file.helix?i=13351e31-bcd4-42f9-9f3b-adbcc8d849ca&r=P>

<sup>63</sup> United Nations Security Council. 2007. "Report of the Secretary General on the Situation in Abkhazia, Georgia" (January 11). [http://www.un.org/en/ga/search/view\\_doc.asp?symbol=S/2007/15](http://www.un.org/en/ga/search/view_doc.asp?symbol=S/2007/15)

operated in the country and further plans to build on the achievements of the PCC project and maintain its outcome.

## Implementation

The Peace and Conflict Consultants (PCCs) that has been working in Georgia aimed to increase the quality of civil society peacebuilding measures, strengthen skills and capacity of local actors to address community and civic conflicts, and contribute to the establishment of sustainable peace infrastructure. Further to this, the PCC in Georgia attempted to foster professionalization of the peacebuilding field by capacity development of young people from different regions willing to become peacebuilders in their respective communities. In other words, the PCC in Georgia put investment in individuals that have potential to become greater investment for the community.

At the initial stage, six PCCs were trained from Georgia. Intensive trainings covered topics related to core concepts in conflict transformation field, key areas of civil society engagement in peacebuilding, challenges and opportunities of working as a peacebuilder. They also discussed theories, methods of conflict analysis and designed theory of change for each project. Training modules were followed by implementation phase that allowed the PCCs to transfer their theoretical knowledge into practice and strengthen their skills as local peacebuilders. It is noteworthy that composition of the local PCCs has slightly changed throughout the programme.

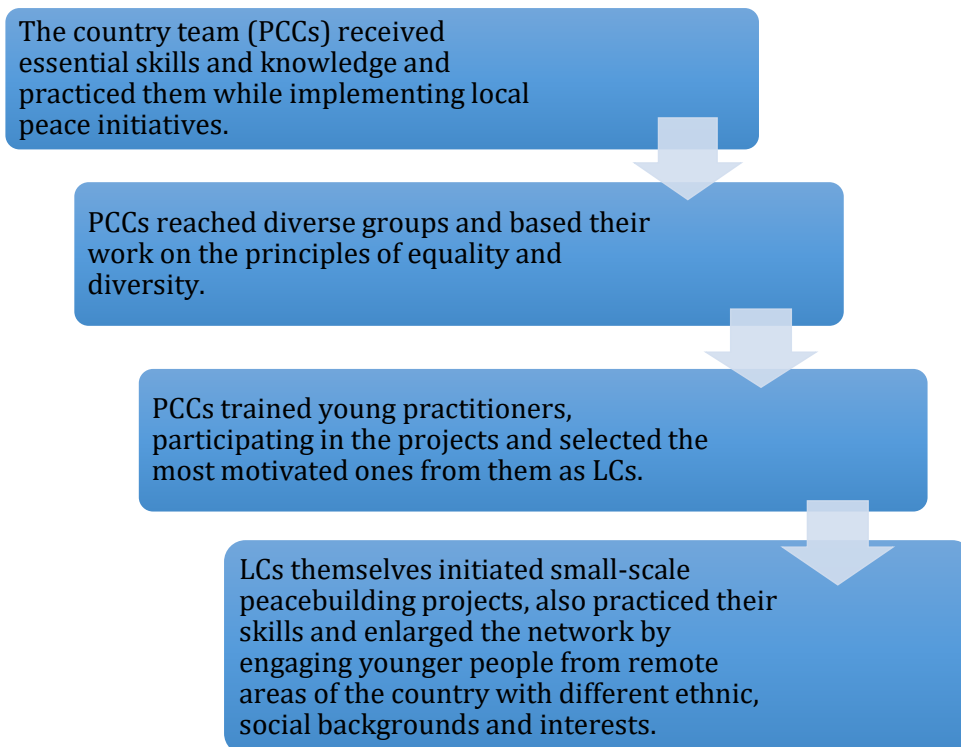
Year	Country Team	Topic	Regions Covered
2015	6 PCCs	Cultural diversity, inclusion of ethnic minorities living in Georgia	Tbilisi
2016	2 PCCs	Community peacebuilding, women in peacebuilding, everyday peacebuilding	Tbilisi, Khashuri, Kutaisi, Gori
2017	2 PCCs and 5 Local Coordinators (LCs)	Network for peace, cultural diversity of Georgia, civic conflict transformation	Tbilisi, Pankisi, Kutaisi, Mejriskhevi, Gomi

Table 5. Training modules for PCCs from Georgia.



The approach of building up activities on each other and reaching out to as many young practitioners and motivated people as possible, positively reflected on the PCCs' composition and brought people with different backgrounds and professional interests together.

As previously discussed, Georgia struggles not only with declared, ethno-political conflicts, but also with latent ethnic tensions, civic and cultural conflicts among different groups inside the country. For this reason, the PCCs and LCs had a clear common theory of change. In particular, the country team aimed to promote cultural diversity of the country and develop capacity of young people to be part of the network for peace and act as leaders in their communities. The theory of change, likewise PCCs' project, was developed in a subsequent manner:



The theory of change, formulated by the country team, developed a strong chain and connected each phase of the project with its overall goal. The country team, consisting of PCCs, LCs and local peace initiators, designed the projects that aimed to strengthen skills of young local practitioners and through, they promoted the concept of community-based peacebuilding.

In order to address consequences of the “frozen” conflicts and desperation of living in the buffer zone, latent tensions between different ethnic and religious groups are living in Georgia, and the lack of knowledge and information on how to address civic conflicts, the country team designed two major activities. First activity – **Discover Diversity** – consisted of a quest and a training and had the following objectives:

- promote the cultural diversity of Tbilisi as a source for opportunities and creativity, not as a threat to one-another’s culture.



□ contribute to the integration of ethnic minorities into Georgian society by bridging and networking young people with different ethnic background.

The activity was designed in a way that it managed to balance a provision of theoretical knowledge and linking it to the practice. The quest and training gathered young people from Armenian and Azerbaijani communities, connected them with Georgian counterparts and encouraged them to learn about each-other's culture. The training provided by the PCCs, promoted discussions on the core concepts in peace and conflict studies and tools for civic conflict transformation. Alongside with the training, quest enabled project participants to work as a group and explore the city through the lenses of cultural diversity. Exploring Tbilisi as the city of numerous cultures that harmoniously coexist helped participants to understand the idea that unity is in diversity.

*PCCs and LCs claimed that the project gave them an excellent opportunity of balancing benefits they could gain and contributions they could make to their communities.*

Second activity, the **Network for Peace**, was launched in 2016, aimed to build capacity of participants that were actively involved in previous activities and strengthen the network of young peacebuilders. For this reason, several rounds of local workshops and consequent community-based peace initiatives were implemented.

PCCs facilitated local workshops and transferred knowledge on conflict management tools, effective communication and facilitation, team-building, etc. In a cooperative process, participants of the local workshops developed their own ideas for peace initiatives.

Seven peace initiatives were implemented with a goal to strengthen skills and enhance competence of local coordinators to be independent facilitators, manage small-scale projects, broaden network and engage more young people in PCCs' activities.

During preparation and conduction of the local workshops, PCCs utilized information, methods, practical tools acquired throughout the modules and adapted them to the national context and local needs. During in-depth interviews, PCCs as well as LCs emphasized that they all had interest

in learning peacebuilding related theory and practice profoundly and develop themselves as trainers and facilitators.

## Results and Lessons Learned

PCCs and LCs conducted various kinds of activities, like non-formal trainings, workshops, simulation games, peace trips, public lectures, discussions etc. PCC project in Georgia delivered the following outputs.

Activity	Output
Mobilization of participants	205 participants from Georgia with different ethnic and social background and interests were mobilized.
Implementation of local peace initiatives	22 peace initiatives concerning various topics such as: women in peacebuilding, inclusion of ethnic minorities, community peacebuilding, art in peacebuilding, etc.
Training of local young practitioners	Five local coordinators were trained throughout these years from different regions of Georgia and were equipped with relevant skills and knowledge
Engagement of different regions	Nine cities/villages were covered, Tbilisi, Kutaisi, Gomi, Khasuri, Surami, Gori, Mejvriskhevi, Jokolo, Bakuriani.
Local ToTs and workshops	Six national workshops and two ToT on the following topics: key concept of peace and conflict studies field, tools for civic conflict transformation, effective communication and facilitation, project management, etc.

Table 6. Outputs of the implemented activities in Georgia.

Throughout the implementation years, the PCC in Georgia faced various challenges and created different opportunities for many young people who wanted to deepen their knowledge in the peacebuilding field. The country team acquired theoretical underpinnings of peacebuilding and civic conflict transformation, formed themselves as skilful facilitators who are capable of bringing up various issues for a wider discussion in their communities. PCCs drew the following lessons learned:

- > Before implementing peace initiatives on the ground, it is important to provide theoretical knowledge and all necessary skills to local facilitators;
- > Implemented projects demonstrated that in order to have tangible results in peacebuilding projects, they have to be long-term with a preliminary set strategy and flexible to adjust to the changing context and reality. As the peacebuilding initiatives mainly addressed people's beliefs, attitudes and assumptions, it was difficult to measure the change and took longer time to see the impact. For this reason, peacebuilding projects are more effective when they rely on a long-term intervention;
- > For inclusion of ethnic minorities, internal discussions are essential. Local facilitators who belong to the same minority groups should be empowered to bring up integration issues for a wider discussion in their respective communities;

- > Grassroots oriented peacebuilding initiatives should consider needs of local population and should engage them in planning and implementation processes;
- > Peacebuilding initiatives should take into consideration cultural sensitivity of the community, such as language, religion, customs, etc.;
- > The method of simulation gaming is very practical and useful tool to see practical implications of theoretical concepts;
- > A form of financial reporting should be suited to the local infrastructure. The receipt-based financial reporting complicated implementation of peace initiatives in remote areas as local infrastructure was not receipt-friendly and created logistical difficulties during implementation phases;
- > Small-scale initiatives with a low budget can create important impact if they are properly planned and reflect on the local needs.

PCC project in Georgia supported young people in their personal and professional development to be capable of dealing with the intra-state, civic conflicts and ethnic tensions, to deconstruct stereotypes about different ethnic and minority groups, and to be conscious about their civil rights and obligations. Having raised their capacity, they believe to make a reasonable contribution to the establishment of infrastructure for peace in their country.

### **Infrastructure for Peace**

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There are four key stakeholders in the peacebuilding field in Georgia: the **government; civil society organizations; international agencies** and **academia**. However, their engagement in the peacebuilding work and influence on developing peacebuilding agenda are various in terms of content, scale and timeframe. It is noteworthy that the government and civil society are interdependent in designing short or long-term peacebuilding programs and seek for complementarity, while international agencies are key supporters for the both stakeholders in terms of resources and expertise. The academia is the weakest player in the peacebuilding field in Georgia. Although, there are university courses and institutes that promote research and discussion on the topics of civic conflict transformation and peacebuilding, academia is still not in the position of influencing peacebuilding agenda of the country.

As the Peace and Conflict Consultant project in Georgia was mainly concerned about civic conflict transformation and community peacebuilding, the following study will review key stakeholders in Georgia that work on ethno-political conflicts, civic tensions and integration of minority groups that are living in the country. After a short introduction to each of the groups there is a table “Mapping Infrastructure for Peace” with a list of actors who were identified within the research. One should mention that infrastructure for peace (I4P) is a relatively new concept for

practitioners in Georgia and it is still complicated to operate with this term. However, all stakeholders agree that coordination and communication between them are critical for having long-term impact in their peacebuilding work.

### **State Actors**

The government of Georgia operates through the State Ministry for Reconciliation and Civic Equality (SMR) to achieve a peaceful resolution of the country's ethno-political conflicts and developing tools for settling intra-community tensions between different ethnic and religious groups inside the country. The SMR operates in two major directions, the first is concerning Abkhazia and South Ossetia/ Tskhinvali region and the second relates to the civil integration – peaceful integration of ethnic and religious minorities living in the country.

For ethno-political conflicts the SMR has following legal regulations to consider:

- Peace Initiative: “A Step to Better Future” (Adopted in 2018).
- State Strategy on Occupied Territories: Engagement through Cooperation (Adopted in March 2010).
- Law of Georgia on Occupied Territories (Adopted on 23<sup>rd</sup> of October in 2008).

Further to this, there are the Government of the Autonomous Republic of Abkhazia and the Administration of South Ossetia/ Tskhinvali region. Both state entities have units that work for confidence building and establishing dialogue and trust between Georgian-Abkhaz and Georgian-Ossetian communities.

For civil integration, the SMR relies on national and international regulations and documents, such as the National Concept for Tolerance and Civil Integration; the European Convention of Human Rights; the European Charter for Regional or Minority Languages; the Framework Convention for the Protection of National Minorities; etc. Additionally, the Georgian parliament passed the Law of Georgia on the Elimination of all Forms of Discrimination.

The structures that are established to implement strategic view of the ministry regarding peaceful resolution of the ethno-political conflicts are as follows:

Structural entity	Objective	Activities
Geneva International Discussion (GID)	To address security and humanitarian consequences of the 2008 war in Georgia.	Meetings in two working groups are held four times a year. First group - humanitarian issues, second - security.
Incident Prevention and Response Mechanism (IPRM)	To discuss issues of identification of potential risks, follow-up of incidents, exchange of information and problems	Monthly meetings in Ergneti (South Ossetia and in Gali (Abkhazia).



	affecting daily lives of conflict-affected communities.	
The Parliament of Georgia - Temporary Commission on Territorial Integrity	To discuss key issues related to the Abkhazia and South Ossetia/ Tskhinvali region.	Meetings of the members of commission.
State Referral Program for residents of Abkhazia and South Ossetia/ Tskhinvali region	To engage Abkhaz and Ossetian people in state referral programs.	To provide ambulance-care assistance, hospitalize and engage in social programs for free medicine and treatment.

Table 7. The structural entity of implemented activities in Georgia.

### *International Agencies*

Georgia enjoys a significant presence of various international non-governmental organizations, state agencies, think-tanks and associations. They all play an important role in the country's democratic, socio-economic development and political stability, support peaceful transformation of Georgia's ethno-political conflicts and put investment in different sectors. It is noteworthy that international agencies hold significant resources, both material and financial, knowledge and have key expertise in different fields. In the area of peacebuilding, Georgia receives support from its partner countries and organizations that have interest in the country's peaceful development. International agencies assist both the governmental and non-governmental sector in Georgia and in some cases, represent the only source of funding for them. Besides international organizations, embassies of different countries play significant role in promoting peace and peaceful coexistence of different ethnic, religious and other minority groups living in Georgia.

### *Academia*

As mentioned above, academia is the weakest stakeholder in peacebuilding work in Georgia. However, it still has several significant achievements. Tbilisi State University offers a MA degree in Conflict Management and Analysis. The MA courses concerning peace studies and conflict analysis have launched in different state and non-state universities. Moreover, since 2016, five Georgian universities have been implementing the project called PESTUGE – Creation of Graduate Curricula in Peace Studies in Georgia that aims to launch a course on Peace Studies at five state universities and to create the literature in the Georgian language. The Caucasus University established a Peace Institute and a Peace Laboratory on the campus of the Georgian Technical University. In addition to universities, there is a number of research institutes that produce high quality scientific papers about various topics related to peacebuilding and conflict transformation. Among them are the Georgian Institute of Politics (GIP), Rondeli Foundation – Georgian Institute of Strategic and International Studies, and Regional Dialogue.

Academia and research institutes are becoming more active and motivated in peacebuilding work, however, they still have limited human and financial resources and need more investment to belong to the key players in establishing peacebuilding agenda.

#### *Civil Society Actors*

NGOs play a crucial role in settling both, ethno-political conflicts and civic tensions in Georgia. NGOs, think-tanks and institutes that directly or indirectly work on conflict resolution, transformation and peacebuilding topics are various and differ from each other in terms of methodology and approach, however, they all share the common goal – to promote peace and reduce risk of relapsing into the destructive conflict. The NGOs and civil actors that work in the peacebuilding area divide themselves in four key sectors: education and youth; livelihood and healthcare; civic dialogue (“people’s diplomacy”); human rights and security.

#### *Other spaces that promote peace at all societal levels*

Besides national and international state and non-state organizations, there are several initiatives that also promote peace and peaceful coexistence of different groups living inside the country. Georgia celebrates the International Peace Day annually, and through various events and performances reminds people with the importance of peace and public engagement in peacebuilding process. The Impact Hub is a space for creative initiatives, which gathers people with different backgrounds and encourages them to be actively involved in civic life. Chai Khana is an award-winning regional media platform reaching women, rural communities, minority groups, and conflict-affected communities in the Caucasus. Elva community uses technology for peacebuilding purposes. They designed the first Peace Game in Georgia that connected peers from Abkhazia and Georgia and reunited them through virtual space and common interest. Youth Space is a youth-led movement that has a strong focus on “No Hate Speech” and actively lobby the topic at all societal levels.

### **Infrastructure for Peace Mapping**

Name	Activity
<b>State Actors</b> <i>Governmental bodies and projects</i>	
<a href="#">State Ministry for Reconciliation and Civic Equality</a>	The government of Georgia operates through the Ministry to achieve peaceful resolution of the county’s ethno-political conflicts and developing tools for settling intra-community tensions between different ethnic and religious groups inside the country. “1+4” is one of its programs that supports integration of ethnic minorities living in Georgia and encourages their full-fledge engagement in civic and political life. Its primary target audience is young ethnic minorities who are living in Georgia. The program supports them in learning Georgian language to give them a chance for an education at Georgian universities.

<a href="#">Geneva International Discussion (GID)</a>	A structure, which is established by the Ministry to address security and humanitarian consequences of the 2008 war in Georgia.
<a href="#">Incident Prevention and Response Mechanism</a>	A governmental body that aims at discussing issues of identification of potential risks, following-up of incidents, exchanging of information and problems affecting daily lives of conflict-affected communities.
<a href="#">The Temporary Commission on Territorial Integrity of the Parliament of Georgia</a>	A parliamentary commission that works on key issues related to the Abkhazia and South Ossetia/ Tskhinvali region.
State Referral Program for residents of Abkhazia and South Ossetia/ Tskhinvali region	A state program that is designed for engagement of the Abkhaz and Ossetian people in state referral programs.
<a href="#">Public Defender's Office</a>	The Office's objectives cover are advising on and effectively monitoring the human rights situation and assisting Georgian authorities in complying with the human rights commitments.
<b>International Agencies</b> <i>Professional conflict resolution</i>	
<a href="#">USAID</a>	USAID has programs on working in crises and conflict and target vulnerable population.
<a href="#">Bureau for Population, Refugees and Migration (BPRM) of the US Embassy in Georgia</a>	BPRM assists the Georgian Government in terms of emergency relief, shelter and socio-economic support for IDPs. In Abkhazia, PRM funds support UNHCR's work in the Gali region to build shelter for returned displaced persons; to create social and community centers that provide training and help small businesses; and to strengthen the capacity of local NGOs.
<a href="#">Conciliation Resources</a>	C-R works with local partners to identify and address the root causes and consequences of the 1992-93 Georgian–Abkhaz war. C-R supports people in a variety of ways to encourage debate and bring about a positive change within and between their societies. The main focus of C-R is research.
<a href="#">Berghof Foundation</a>	BF in Georgia facilitates bottom-up, transnational initiatives, they organize workshop-based dialogue and empowering cross-regional local initiatives. BF addresses issues of identity, history and memory.
<a href="#">Heinrich Boell Foundation</a>	The foundation is part of the green political movement and in the South Caucasus region. It works for equal rights for cultural and ethnic minorities, and to promote non-violence and proactive peace policies.
<a href="#">European Union External Action</a>	EUMM in Georgia has the following objectives: to ensure that there is no return to hostilities; to facilitate the resumption of a safe and normal life for the local communities across the dividing line; to build confidence among conflict parties; to inform EU policy in Georgia.
<a href="#">UNDP in Georgia</a>	UNDP Georgia is hosting a sub-regional peace and development program with the Regional Peace & Development Advisor (RPDA) which is leading the work of the team in the South Caucasus. The team provides support for the three UN Country Teams (UNCT) in the South Caucasus in terms of political analysis, conflict-related crisis preparedness and peacebuilding programming support. COBERM – Confidence Building and Early Response Mechanism is one of UNDP's programs. It aims to strengthen an enabling environment involving conflict affected communities by addressing the local needs and supporting initiatives aiming to build social cohesion and confidence that foster peace and stability. Having started in 2010, it supported more than 137 initiatives that addressed youth education, people diplomacy, improved livelihoods, cultural cooperation,


	ethnic minorities, humanitarian assistance and healthcare, women's empowerment, community mobilization, capacity building, innovation.
<a href="#">HEKS-EPER</a>	Heks-Eper Georgia is committed to justice, peace and integrity. In Georgia, the organization works in two main directions: conflict transformation and development of rural communities. They work with youth, opinion leaders, media actors and CSOs, challenge stereotypes, provide alternative information and offer a common peace vision to the wider society.
<a href="#">International Alert</a>	The organization works with local journalists, teachers, business people and cultural figures to promote shared identities, social change and economic cooperation across the region. This includes working on the <a href="#">Georgian–Abkhaz</a> , <a href="#">Georgian–South Ossetian</a> and <a href="#">Nagorny Karabakh</a> conflict contexts, as well as on regional <a href="#">dialogue</a> and <a href="#">economy</a> .
<a href="#">OSCE High Commissioner on National Minorities</a>	OSCE high commissioner office on national minorities supports Georgia to implement the State Strategy for Civic Equality and Integration and its action plan 2015-2020.
<b>Academia</b> <i>Research, training and education</i>	
<a href="#">Tbilisi State University</a>	MA degree in Conflict Management and Analysis.
<a href="#">PESTUGE project</a>	Creation of Graduate Curricula in Peace Studies in Georgia is a project that aims to launch course on Peace Studies at five state universities, to create the academic literature in Georgian language.
<a href="#">Caucasus University</a>	Peace Institute
<a href="#">Georgian Technical University</a>	Peace Laboratory
<b>Civil society actors</b> <i>Local peace activism</i>	
<b>Youth and Education</b>	
<a href="#">Droni</a>	DRONI aims to support young people's physical, spiritual, and educational development.
<a href="#">Creative Development Cafe</a>	The organization creates a network of young people to support the process of dialogue.
<a href="#">International Center for Peace and Integration</a>	The Center supports socially active youngsters, promotes integration and contributes peace-building processes.
<a href="#">Academy for Peace and Development</a>	The Academy aims to empower youth and civil society actors for living and building peace in Georgia, South Caucasus, and Europe and beyond.
<a href="#">Lazarus</a>	The organization brings young people from across the Caucasus region together.
<a href="#">Civil Society Development Centre</a>	The Centre supports vulnerable young people living in Georgia.
<a href="#">Regional Network for Peace and Reintegration</a>	The Networks aims to empower young people and to increase their engagement in peacebuilding.
<a href="#">Generations for Peace</a>	The organization aims to empower youth to lead and cascade sustainable change in communities experiencing conflict.
<a href="#">Universal Peace Federation</a>	The Federation supports ambassadors for peace.


<a href="#">Cooperation for Peace and Progress</a>	The organization promotes comprehensive analysis and understanding of processes, which were taking place within the regions of Abkhazia and South Ossetia.
<b>Livelihood and Healthcare</b>	
<a href="#">Charity Humanitarian Centre “Abkhazeti”</a>	The Centre promotes social and political integration of IDPs and conflict-affected population.
<a href="#">Association “Consent”</a>	The Association works for the achievement of a democratic and peaceful society with equal opportunities for IDPs, with a particular emphasis on women.
<a href="#">Association “Peaceful and Business Caucasus”</a>	The Association supports reconciliation and confidence building and assist conflict-affected people to become self-reliant.
<b>Civic Dialogue</b>	
<a href="#">Civil Forum</a>	The Forum creates peaceful atmosphere of coexistence in Georgian and Ossetian societies through dialogue meetings.
<a href="#">Institute for the Study of Nationalism and Ethnicity</a>	The Institute facilitates peace-building initiatives and peaceful resolution of conflicts and involves itself in the process of lobbying, training, network-wide meetings, and creating synergies.
<a href="#">International Center for Conflict and Negotiation</a>	The Center aims to build peace and accord in Georgian society.
<a href="#">Women for peace and security</a>	The organization promotes active participation of women in decision-making and peacebuilding.
<a href="#">Union of G-A Mixed families</a>	The Union restores the peace between Georgian and Abkhaz families.
<a href="#">Alianeli</a>	The organization aims to strengthen relations between ethnic Georgian and Ossetian women using a tool of capacity building.
<a href="#">Caucasian House</a>	The organization creates ideological and intellectual foundations for a peaceful development and cultural integration of the Caucasus in terms of Georgian-Russian, Georgian-Abkhaz and Georgian-Ossetian dialogue. It issues publications and organizes public lectures.
<a href="#">Union of Momavlis Tskhinvali</a>	The Union seeks to protect IDPs from South Ossetia/ Tskhinvali region.
<b>Human Rights and Security</b>	
<a href="#">Human Rights Center</a>	The Center protects and promotes human rights, the rule of law and peace in Georgia.
<a href="#">Georgia’s Reforms Association</a>	The Association conducts research and public policy analysis, and provides advice and project management in the fields of public policy and public administration reform.
<a href="#">Caucasus Institute for Peace, Democracy and Development</a>	The Institute develops vibrant and diverse civil society.
<a href="#">Center for the Study of Ethnicity and Multiculturalism</a>	The center promotes ethnic diversity and multiculturalism in Georgia through various projects.

Table 8. Infrastructure for Peace Mapping Georgia.


## Case Study of Moldova

*Contributions from Dr. Viorica Antonov, Kira Kreyderman, Andrei Trubceac*

 Population – 2.998.235

 IDPs – no data

 Fragile States Index 2018 – 102<sup>nd</sup> place

 Corruption Perception Index 2017 – 122<sup>nd</sup> place

 Global Peace Index 2018 – 64<sup>th</sup> place

 Positive Peace Index 2017 – 84<sup>th</sup> place

### Context analysis

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The conflict settlement talks and negotiations on practical measures are not always simple and the implementation of certain measures is not always immediate, especially when it comes to protracted conflicts like the one in Moldova. In this regard, the text will outline a specific experience on commitments taken for the Transnistrian conflict settlement. The conflict in Moldova-Transnistria is a territorial dispute, influenced by the military presence of Russian troops and various international efforts. Despite the existence of nationally developed instruments to ensure a dialogue between the conflicting parties, they are applied depending on the degree of political engagement and priorities of the elected governments on either side of the Nistru River.

The case study paper looks at the social, political and economic factors that shape the Transnistrian region today and how the conflict influences cohabitation of the people living across the conflict division. The study paper also analyses the civic activities run by the PCC team during 2015-2017 focused on a variety of conflict issues in the country.

Improving the situation in Transnistria has long been one of the main goals on the agenda of many officials and governments engaging with socio-political issues. A debate about whether the peacebuilding and confidence building process should be designed primarily as a government initiative is not new for Moldova.

The analysis of actions towards confidence building via collaborative protocols is a good example in this regard. However, in the last 27 years, no government has yet assumed the responsibility to come with a roadmap outlining solutions for this conflict, which indeed would include actions focused on people-to-people interaction, which might open new perspectives for the social and economic development on both banks of the river.

This fits in the frames of a wider discussion about different “traditional” and “non-traditional” approaches to conflict transformation, which were initiated by various social actors with the most impact under the concept of “coexistence” or “cohabitation”. However, this research rather focuses on the process of building peaceful relations between both banks of the River Nistru in terms of infrastructures preventing violence/sustaining peace, cultural and linguistic components among others, in a society recovering from armed conflict based on a territorial dispute. Even if it is very difficult to attribute any progress towards these initiatives, there is an essential need to claim that government officials and civil society actors should go beyond traditional approaches of coexistence in a conflict settlement process and experiment with integrated approaches to peacebuilding focused on strengthening ties and concomitant change in attitudes towards each other.

#### *Causes of the conflict*

□ The Transnistrian conflict is not a struggle of central power and a secessionist region. In fact, it is the result of external aspirations focused on the territorial division of the Republic of Moldova, aiming to weaken the sovereignty of the country. The Transnistrian crisis was artificially created and maintained by Moscow in early 1990’s against the backdrop of the systemic crisis in the USSR and the intensification of national emancipation movements in the Soviet republics.

□ One of the causes is the demand for independent territorial-statute with constitutional authorities of the region, which means a quasi-independent state.<sup>64</sup> The presence of the Russian troops on this territory from Soviet times, increases the opportunities for Russian spheres of influence to adapt their goals to the economic needs of the region. This has an impact on the national agenda for state affairs and economic development. In this manner, as well under “energy diplomacy”, Moldova is still in the Russian sphere of influence.

□ According to some authors the original causes of the conflict split over two fundamental issues, first is the nature of diplomatic relations between Chisinau and Moscow that also emphasises trade relations and the second is the subject of Russian and Romanian language in schools as a public sphere debate.<sup>65</sup> Despite this unresolved conflict hinders the endeavours of accession into the European Union. Moldova keeps neutral position in diplomatic relations between Chisinau and Moscow in terms of trade relations and Russian and Romanian language in schools.

<sup>64</sup> Wolff, Stefan. 2012. “The Transnistrian Issue: Moving Beyond the Status-quo” *Brussels: European Parliament Directorate-General for External Policies. Policy department.* [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/224472/evidence-stefan-wolff-the-transnistrian-issue.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/224472/evidence-stefan-wolff-the-transnistrian-issue.pdf)

<sup>65</sup> Rodkiewicz, Witold ed. 2011. “Transnistrian Conflict after 20 Years. A Report by an International Expert Group” *Warsaw & Chişinău: Centre for Eastern Studies & IDIS Viitorul.* <http://soros.md/files/publications/documents/Transnistrian%20Conflict%20after%2020%20Years.pdf>

Despite this, the unresolved conflict hinders the endeavours of accession into the European Union. Moldova's neutrality status and the current status quo also drive a wedge against potential Moldovan membership in NATO.<sup>66</sup>

### *Steps towards the conflict settlement*

There were encouraging steps towards the settlement of Transnistrian conflict based on mutual agreements followed by implementation processes through local leaders. In this regard, it is necessary to emphasize the signing of several protocols by the Moldovan and Transnistrian authorities accompanied by 5+2 mediators and observers<sup>67</sup>. These protocols were elaborated at the expert group's level and represent a platform for the conflict settlement known as "the package of eight" proposed by the OSCE. This package includes the four outstanding agreements of the Berlin Protocol of June 2016<sup>68</sup> plus subjects related to Latin-script schools, agricultural land in Dubăsari district, and the freedom of movement of persons, goods and services, as well as Gura Bîcului-Bîcioc Bridge. The related documents have a major importance in the context of the settlement process and have been briefly analysed (**Table 9**). The commitment of the both parts to finalize all aspects of the "package of eight" in 2018 encourages the confidence building measures and makes tangible progress in the settlement process. However, the two sides have not yet achieved significant progress on the other remaining priorities related to criminal cases, telecommunications and the freedom of movement.

Protocol/Agreement	Action undertaken	Comments
Protocol was signed on 25 November 2017 in Vienna on Recognition of diplomas issued by education institutions in the Transnistrian region– the parties agreed to Chisinau accepting ("apostilization") a neutral diploma issued in Transnistria.	Executive order issued by the Ministry of Education, Culture, and Research of Moldova on the format of the diploma for the studies finished at the "Taras Shevchenko" University, under the control of the authorities in Transnistria, whose students will be able to continue their studies and work abroad on the basis of their Moldova-certified graduation diplomas.	This decision was approved by the Moldova Government after the Transnistrian administration fulfilled its promise to offer rent contracts for 10 years for the buildings of the Romanian language schools from the region. This step is a result of one of the four protocols (Recognition of diplomas issued by education institutions in the Transnistrian region).
Protocol signed on 25 November 2017 in Vienna on Elimination of barriers to the functioning of Romanian language (Latin script) schools in Transnistria. It sets minimal rent and utility prices for the buildings rented out to these schools, setting 10 years as the minimal rent period for the buildings, providing the adjacent lands in use to the schools, providing conditions for free movement of teachers and pupils of		

<sup>66</sup> Stefanick, Shawn. 2018. "Columnist, The Frozen Conflict in Transnistria: Why the West Should Pay Attention to Moldova" *Georgetown Security Studies Review* (March 05). <http://georgetownsecuritystudiesreview.org/2018/03/05/the-frozen-conflict-in-transnistria-why-the-west-should-pay-attention-to-moldova/>

<sup>67</sup> Moldova.org. 2018. "Moldova Government approves diploma format for Tiraspol-based "Taras Shevchenko" University" (February, 9). <http://www.moldova.org/en/moldova-government-approves-diploma-format-tiraspol-based-taras-shevchenko-university/>

<sup>68</sup> OSCE. Organisation for Security and Co-operation in Europe. 2016. "Protocol of the official meeting of the permanent conference for political questions in the framework of the negotiating process on the Transdniestrian settlement" (June 2-3). <https://www.osce.org/moldova/244656?download=true>



these schools, but also the needed materials for their functioning.		
Protocol signed on 25 November 2017 in Vienna which “Allowing farmers to use their lands across Tiraspol-Camenca road in Dubăsari district- applying the “2006 Mechanism” of distributing the lands to those persons owning them initially, stopping the use of lands by Transnistrian firms or persons (2014 distribution), stopping the penal cases against the latter by Chisinau.”	At the end of April 2018 it was agreed that farmers from Dubăsari district will have access to agricultural land located along the Tiraspol-Rîbnița route.	The unconditional access of the owners of the agricultural land was obtained for a period of 20 years, with the issuance in the immediately following period of the necessary certificates for the work of the land and the beginning of their use from 1 August 2018. <sup>69</sup>
Protocol signed on 25 November 2017 in Vienna on Elimination of barriers in the telecommunication domain, establishing a direct connection of fixed and the mobile telephone network, as well as internet, after the negotiations between operators on both banks of Nistru river.	The commitments of both parts to finalize the aspects related to telecommunications are not achieved yet.	
Protocol on privately-owned vehicle (“license plate agreement”) signed on April 24 in the city of Bender in Transnistria region.	At the end of April 2018 was signed an agreement on using “neutral” license plates for vehicles from the region which will allow the drivers from Transnistria to circulate on European roads from 1 September 2018.	Each vehicle will have a technical passport in line with requirements of the Vienna Convention on Road Traffic. The registration of the vehicles is supposed to take place in two offices to be set up in the cities of Tiraspol and Rîbnița with the assistance of the OSCE's Mission in Moldova. <sup>70</sup>
On November 18th, was inaugurated the bridge over Nistru river that links Gura Bîcului and Bîcioc villages.	The decision to open Gura Bîcului and Bîcioc Bridge on 18 November 2017 is a historical step towards a constructive dialogue in the settlement process. The important bridge is located on the M14 international route and the 9th European corridor, which connects Chisinau and Odessa, Chisinau and Tiraspol in the shortest way. <sup>71</sup>	The bridge is now accessible only for traffic of light vehicles. However, the Transnistrian officials did not mention the principle of free movement of people and goods between the two banks of the River Nistru.

Table 9. Actions towards increasing the confidence-building in the case of Transnistria 2017-2018.

<sup>69</sup>Ziarul National. 2018. “Cetățenii din raionul Dubăsari vor avea acces NECONDIȚIONAT la terenurile de după traseul Râbnița-Tiraspol: „Guvernul a SOLUȚIONAT pentru 20 de ani această problemă” [Citizens from Dubasari district had access to NON-CONDUCTED land at the Ribnita-Tiraspol route: “The Government has solved this problem for 20 years”] (April 23). <https://www.ziarulnational.md/cetatenii-din-raionul-dubasari-vor-avea-acces-neconditionat-la-terenurile-de-dupa-traseul-rabnita-tiraspol-guvernul-a-solutionat-pentru-20-de-ani-aceasta-problema/>

<sup>70</sup> Radio Free Europe. Radio Liberty. 2018. “Vehicles From Transdniester Region To Get Neutral Registration Plates”, *RFE/RL's Moldova Services* (April 24). <https://www.rferl.org/a/moldova-transdniester-neutral-registration-plates-osce/29190224.html>

<sup>71</sup> Moldova.org. 2017. “Gura Bîcului-Bîcioc bridge over Nistru river opened for vehicles.” <http://www.moldova.org/en/gura-bicului-bicioc-bridge-nistru-river-opened-vehicles/>

Another important step in the conflict settlement undertaken by Moldovan authorities in requesting the extension of the Deep and Comprehensive Free Trade Agreement (DCFTA) with the EU to cover the entire territory of Moldova, including the Transnistrian region. However, there is still an insufficiency of information on its implementation in the region, which builds to the uncertainty about the real progress of aligning the Tiraspol authorities with the commitments made by Chisinau regarding the liberalization of trade with the EU.<sup>72</sup>

In the first three months of 2018, the export of goods from the Transnistrian region recorded spectacular growth, about 45%, or 184.2 million dollars. This remarkable evolution was possible, thanks to the doubling of exports to the EU, up to 84.3 million dollars.<sup>73</sup> Because of the high interest of the EU in the economic development of the region, exports of the region reached 44.7% of total exports in the first three months of 2018, compared to 29.4% in the previous years, while only 11% of the exports were directed to Russia during the same period.<sup>74</sup>

The examined sources from the media, academia and think-tanks allow us to conclude that the region faces the same socio-economic challenges as the right bank of the River Nistru. These include high rate of poverty, labour migration and unemployment, unequal access of the population to quality services, low participation of women in local governance and in the business sector, etc. Beyond the geopolitical and hybrid aspects of the conflict, the population in the region is crushed by poverty, with a dire lack of basic local public services. The living standards have decreased dramatically, and the disintegration of the internal market has weakened the economic potential of the whole country. Nonetheless, the support of the EU through the DCFTA in the region increased the chances for an economic growth. The commitment of the Moldovan and Transnistrian authorities to finalize all aspects of the “package of eight” in 2018 has geopolitical and hybrid aspects of the conflict, the population demonstrated a political will to advance with the settlement process.

So far, the text has highlighted the steps taken only at the government level in the conflict settlement process. In this regard, the two sides need to give more impetus to the priorities related to Track 2 and 3 initiatives involving the exchange of ideas and experiences directly among people on both banks of the Nistru River. From this point of view, various forms of multi-stakeholder networks, coalitions and consortia of engaged citizens (i.e. youth, women, elderly) acting as positive forces working together in sustaining a more peaceful society is vital. The experience achieved by the PCC project country team in Moldova, despite not dealing directly with the

<sup>72</sup> Cenusa, Denis. 2018. “Is DCFTA implemented in Transnistrian region or not? OP-ED”, *IPN* (January 23). <http://ipn.md/en/dosar-transnistrean/81676>

<sup>73</sup> Mold Street. 2018. „How E.U. and Moldova Rescue Transnistrian Economy” (May 6). <https://www.mold-street.com/?go=news&n=7447>

<sup>74</sup> Государственный таможенный комитет Приднестровская Молдавской Республики. 2018. “Внешняя торговля ПМР по основным странам и группам стран за январь-сентябрь 2018 г.” (5 октября). [State Customs Committee of the Pridnestrovian Moldavian Republic. 2018. “Foreign trade of Transnistria according to the main cities and groups of cities in January-September 2018” (October 5)]. <http://customs.gospmr.org/2014-3.html>

Transnistrian conflict, is a positive example that could be followed by the authorities in strengthening the culture of peace and the genuine interaction among people sharing similar interests and passions.

In the following paragraphs, we assess how the conflict influences the co-existence in Moldova. Finally, the main outcomes of the PCC project in Moldova and the lessons identified for different stakeholders in order to support rebuilding and restoring ties and connections at the non-governmental level to increase confidence and intensify dialogue across the two banks of the Nistru River will be presented.

## **Implementation**

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During the whole period of the project, the country team aimed to contribute to a society in which citizens are conscious of their oppression and are able to challenge the structures and cultural norms, which validate violence peacefully. They reacted on the following needs singled out before the project implementation:

- need to develop abilities to analyse oppression in the Moldovan society and develop nonviolent strategies to work with them.
- need for creative approaches in conflict resolution.

In the following section, there is a brief summary of the PCC Moldova project during 2015-2017, which highlights its main activities.

### *2015*

Among the various types of conflicts in Moldova, with different degrees of coverage in terms of economic, social, cultural aspects, the most obvious one is the territorial dispute over Transnistria. The PCC country team has tackled it in its activities with youth.

Facilitated discussions along with a simulation game with high school students were the activities of choice of the Moldova country team. Different scenarios of resolution have been debated up onto facilitate understanding of the conflict.

The simulation game was the main method used during the country activities, a method which has been among the core teachings of the first four modules carried out in 2015. The country team has built upon the lessons learned with CRISP and has adapted the game scenario close to the background and settings of the territorial conflict from Transnistria.

The feedback received from the participants after the events showed that the project teams had responded to the learning needs of the participants in terms of preventing or avoiding violence and aggression without personal consequences; the need of knowledge on how to engage in

nonviolent action; lack of skills how to pursue nonviolent activities; need of knowledge about techniques/tactics and methods of nonviolent actions; lack of creative approaches in conflict resolution, etc.

## 2016

The country team's Theory of Change developed in 2016 was to contribute to shaping a society in which citizens are conscious about their oppression and are capable to challenge the structures and cultural norms that maintain and validate violence, by getting involved in creative nonviolent actions and constructive social interventions. 2016 is also the year when the country team adopted the name "Bucluc Pozitiv", inspired by the web resource and book *Beautiful Trouble*.

Two workshops focused on theories, principles and tactics of nonviolent action. The participants got involved in creative nonviolent actions related to irregularities in the electoral system and to public security.

The highlight of the two seminars was the collaborative work that went into designing and planning nonviolent actions during and after the seminar and their ultimate implementation in two cities of Moldova (Chisinau and Cahul).

One of the nonviolent actions, which resulted from the seminars was called *The Pre-Electoral Zombie Walk initiative*. It was an unusual action organized by a few young people mobilized on the Internet, who protested against the presence in the electoral lists of names of people who are long deceased. On Saturday, October 29, one day before the presidential elections, around 30 "dead voters" have come out of their resting places in the central cemetery of Chişinău. "The Zombies" said they appreciate the gesture of the State Information Resources Center "Registru" and the Central Election Commission to allow them to be included in the voting lists and thus feel important again. After an exchange of views on the political situation in the country and the passivity of young people to go to elections, the so-called "zombies" have emerged from the cemetery to the polling stations with death certificates and exhumation documents in their hands, instead of identity cards accompanied by funeral brass music. Despite receiving good visibility in the media, the action, taking place one day before elections, gave a little time for reflection and planning of follow-up activities.

The success of the project in 2016 is visible in the formation of a small, but thoughtful, creative and committed group of individuals that used methods of nonviolent action presented during the seminar to raise awareness and to challenge systems of oppression in Moldovan society. The ability to engage in self-reflection and critical evaluation of own activity was an important factor in the desire and ability of the participants for continuous learning and improvement.



2017

The country team focused on the polarization of population influenced by political leaders and oligarch-controlled media. The target group of local workshops in 2017 became the small committed group of human rights lawyers, practitioners (Promo-LEX), activists and trainers of non-formal education in the field of intercultural dialogue and non-discrimination (Diversitate).<sup>75</sup>

While monitoring processes of radicalization and polarization, including by political leaders and oligarch-controlled media, the country team aimed at connecting various ongoing initiatives working on media literacy and monitoring hate-speech, especially during the elections.

The series of three trainings for local facilitators were suggested by country team to cover the topics of conflict, violence, hate speech (online and offline), narrative power analysis, counter- and alternative narratives and nonviolent communication. Special attention was devoted to analysing and understanding the potential effects of (direct/indirect) violence with examples of campaigns, methods and tactics.

In 2017 the topics of conflict, violence, hate speech (online and offline) and related issues became theoretical and practical ground for two local workshops for young people. The facilitators from Promo-LEX organised a workshop called “Creative Transformation through diversity” and the facilitators from Diversitate focused on nonviolent communication and dealing with diversity in multicultural groups in the frame of the Intercultural Summer Academy “Sources of tolerance.”

Local actions based on trainings for local facilitators and local workshops continue to focus on topic of combating hate-speech by analysing it and creating nonviolent narratives. In Bălți,

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<sup>75</sup> Both organizations had experience in the topic of hate-speech, representatives of “Promo-LEX” conducted monitoring on hate-speech, representatives of “Diversitate” conducted trainings for journalists and youth in media-literacy.

representatives of the local branch of NGO Promo-LEX and university students had the opportunity to explore electoral and post-electoral discourses in hate-speech of Moldovan politicians about fictional refugees in Moldova among others. In Românești an informative workshop was conducted by Promo-LEX for school students and volunteers about hate speech, how to identify it and reduce manipulation and disinformation among young people.

In the frame of the *Intercultural Summer Academy "Sources of tolerance"*, in the Day of Social Changes, a workshop took place on "How to deal with diversity in Moldovan society and create positive co-existence narrative?" for 40 teenagers from all around Moldova. The other practical workshop during this day was dedicated to the ways of confronting discrimination and hate-speech by creating video-blogging as a counter-narrative tool. Participants made video blogs on issues of discrimination, sexism, racism, xenophobia. The topic of nonviolent action was of interest to the participants although there were some misconceptions about its meaning and systemic approach. There is a strong feeling within the project team about the need to work on peacebuilding and nonviolence across all levels of society. The participants have carried out local peace actions with a great degree of agency, spirit of initiative and with virtually no coordination from the project team.

### 2017

The country team and facilitators' work was introduction of topics on narratives, counter- and alternative narratives and narrative power analysis as methods of non-formal education in Moldova. This year, the participants received input on the theoretical framework, methodology and tools and elements of a story-based strategic process for creating campaigns for social change. It was recognised by participants that focusing on creation of nonviolent and co-existence narratives could help society in cultural and conflict transformation.

#### *What lessons learned do we draw from this experience?*

Lessons learned are drawn almost at an individual level. The topic was of interest to many although there were some misconceptions about the meaning of nonviolent action. There is a strong feeling within the project team about the need to work on peacebuilding and nonviolence across all levels of society. The feedback received from the participants had underlined the need to pay closer attention to direct people requirements in terms of training, capacity building, exchange of good practices and knowledge on issues of the conflict settlement. Tailoring the program to the needs of the group and feeling the group dynamic will ultimately help to maximize project outcomes.

The final action by facilitators from Diversitate was focused on creative writing workshops based on the Loesje model with a group of teenagers, who decided to raise topics of identity, gender,

LGBT+, stereotypes, conflict, violence and peace. The Loesje as a tool is a powerful example of how short slogans or one-liners could be at the same time positive, funny, critical or thought provoking and motivational to the viewers to see everything from a new perspective and question existing narratives.

It is important to underline that in the topic of hate speech was largely overlooked/unaddressed. As a result, the deconstruction of hate-coloured narratives and development of counter-narratives or alternative narratives were either missing or poorly represented in Moldovan media.<sup>76</sup> Local facilitators had a chance to increase their knowledge on analysing the role of narratives through narrative power analysis, discover examples of good practice and tools for applying counter- and alternative narratives and has to be a contextualize them in the national and / or local environment of Moldova.

## Results and lessons learned

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Lessons learned are drawn almost at an individual level. The topic was of interest to many although there were some misconceptions about the meaning of nonviolent action. There is a strong feeling within the project team about the need to work on peacebuilding and nonviolence across all levels of society. The feedback received from the participants had underlined the need to pay closer attention to direct people requirements in terms of capacity building, exchange of good practices and knowledge on issues of the conflict settlement. Tailoring the program to the needs of the group and feeling the group dynamic will ultimately help to maximize project outcomes. There is still a lot of work to do in reducing the lack of proper understanding on what a conflict and violence means and how they affect us both at individual and societal levels.

- The examination of various sources from academia and think tanks show full palette of peacebuilding and full range of issues to address (security, political framework, reconciliation and justice, socioeconomic foundations).<sup>77</sup> It determines the fact that an analysis of the socio-political potential of the country towards the settlement of the conflict has to be a mandatory exercise for each student in related disciplines.
- So far, identifying issues of common interest for social cohesion as well as raising awareness about the need for peace and co-existence are essential elements of peace education.

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<sup>76</sup> Council of Europe. European Commission against Racism and Intolerance. 2018. "ECRI Report on the Republic of Moldova (fifth monitoring cycle)" (October 02): 16-18.

<https://rm.coe.int/fifth-report-on-the-republic-of-moldova/16808de7d7?fbclid=IwAR0qRTGHsHwBdSGMq-DsCIVSeG51AOGuySziU8aUHSworaSx2YmGtZ85PuM>

<sup>77</sup> Document of the World Bank. Report No. 36445-GLB. 2006. "Civil Society and Peacebuilding Potential, Limitations and Critical Factors" *Social Development Department Sustainable Development Network* (December 20).

[http://siteresources.worldbank.org/EXTSOCIALDEVELOPMENT/Resources/244362-1164107274725/3182370-1164110717447/Civil\\_Society\\_and\\_Peacebuilding.pdf](http://siteresources.worldbank.org/EXTSOCIALDEVELOPMENT/Resources/244362-1164107274725/3182370-1164110717447/Civil_Society_and_Peacebuilding.pdf)

- Both government officials and civil society should go beyond traditional approaches of coexistence in a conflict settlement process and experiment with less orthodox and conventional approaches when designing actions aimed at building people-to-people interactions.
- It is essential that academia and civil society focus on building a culture of truth and reconciliation that involves:
  - setting up dialogue structures among (seemingly) conflicting groups;
  - setting up peace education curricula in formal education system;
  - prejudice and stereotype reduction and diversity training;
  - regular capacity building and training programs in peacebuilding and conflict transformation.
- Teachers must be properly trained in promoting inclusive approaches to education instead of helping to fortify separation and exclusion around nationalistic ideals.

The country team observes a strong need for constructive approach to depoliticising of the history and development of common narratives about the most pressing issues of today's society. Addressing these challenges requires long-term and comprehensive approaches that involve many different stakeholders at all levels working together.

### **Infrastructure for Peace**

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This mapping exercise examines the role of social actors such as civil society organizations (CSOs), academia, partners for development and various civil platforms involved in the solution of the Moldova-Transnistria conflict. Analyzing what role CSOs could play in the peacebuilding process it was identified that their contribution is a significant piece of the whole picture of the conflict resolution. The mapping focuses on concrete actors dealing with the training, advocacy, analysis, monitoring, defending the peace and human rights values in the society from both banks of the River Nistru. However, the role of social actors is limited to local actions, namely at the grassroots level with the interaction of other NGOs. Moreover, political institutions are giving little impact to the conflict resolution, even if their role is better underlined by media. Civil society organizations (think tanks, grassroots organizations, etc.) define conflict resolution and peacekeeping, offering a critical analysis in many different ways. The NGOs with less power of lobbying for a case, are joining various civic movements, platforms building solidarity on their own way towards peacebuilding (through training, capacity building session, intercultural dialogue, desk review of guidance, policy papers, etc.). A strategic consideration for this mapping exercise is how social actors (CSOs, academia and partners for development) are impacted by other actors to interact



for conflict prevention and peacebuilding efforts. Thus, networks of specialists in peace and conflict studies are developing, and new programs on confidence-building are issued.

The social actors were chosen for mapping based on internet-research and recommendations of key stakeholders like Human Rights program, the UN office in Moldova or other partners from the field. These organizations represent the wide range of activity, including academia, conflict prevention, democracy and governance, development, environment, human rights, human security, peacebuilding, rule of law, social entrepreneurship, women, and youth. Although most of organizations mentioned here are working in broad variety of conflict context, we consider them as social actors most closely connected with peacebuilding. These actors are existing separately and lack in cooperation. To buildout the Infrastructure for Peace in Moldova the social actors from the field must move from isolated peacebuilding activities to unified and interconnected activities that take advantage of collective energy of all peacebuilding interventions and create joint impact that leads to more stable, resilient society.

In case of Moldova, there is practice of UNDP, Support to Confidence Building Measures Programme, which coordinate their efforts across economic, political and cultural sectors on both banks of Nistru. On the other hand, ECOVISIO which focuses on the intersection of conflict and the environment as community approach working toward peace. Nevertheless, collaboration, sharing of good practices, lessons learned between actors and sectors still prove to be a key difficulty for the field. The other quite important moment for I4P in Moldova is education of a new generation of peacebuilders. In some measure it's possible due to Network of Peace Scholars and Practitioners, Prodidactica and NGO's as Apriori, AVI-MD, Diversitate, P.E.A.C.E, however it still important to identify links between theory and practice, academical programs and non-formal education trainings which could empower young generation of peacebuilders with appropriate skills and practical experience for entering the peacebuilding field.

### Infrastructure for Peace Mapping

Name	Activity
<b>State Actors</b> <i>Governmental bodies and projects</i>	
<a href="#">The Council for Preventing and Eliminating Discrimination and Ensuring Equality</a>	<p>The Council for Preventing and Eliminating Discrimination and Ensuring Equality is an autonomous, unbiased and independent public authority, established in 2013. The Parliament of Moldova appoints the Council members for a 5-year term. The mission of Council to prevent and protect against discrimination, to ensure equality and to promote equal opportunities and diversity.</p> <p>The Council is examining compatibility of current legislation and draft laws with non-discrimination standards; monitoring implementation of legislation;</p>


	examining complaints and reinstate the rights of victims of discrimination; raising awareness and inform society in order to eliminate all forms of discrimination.
<a href="#">The People's Advocate Ombudsman</a>	People's Advocate is an out-of-court mechanism for ensuring respect for human rights and is an alternative to amicable settlement of conflicts between petitioners and public authorities, organizations and businesses, irrespective of the type of ownership and form of organization, by non-commercial and people with positions of responsibility of all levels.
<b>International Non-State Actors</b> <i>Professional conflict resolution</i>	
<a href="#">The East Europe Foundation</a>	The mission of East Europe Foundation is to empower Moldovan citizens and foster sustainable development through education and technical assistance programs that promote democracy, foster good governance and build economic prosperity.
<a href="#">UNDP in Moldova</a>	Projects carried out in the framework of Support To Confidence Building Measures Programme (2009-2015, 2015 - 2018). The overall objective of the programme is to contribute to an environment of trust and cooperation across the Nistru/Dniestr River generating new perspectives on shared interests and a shared future by people from both banks of the river while responding to their pressing development needs.
<b>Academia</b> <i>Research, training and education</i>	
<a href="#">Department of International Relations, Moldova-Austria Center for Peace Initiative, Democratic Change and Conflict Resolution, Faculty of International Relations, Political and Administrative Sciences, Moldova State University</a>	The general objective of national network is to consolidate common efforts and to intensify the capacities of academic studies regarding peace and conflict resolution in partnership with experience gained by NGOs after realization of multiple projects in this domain. The mission is to contribute to the development of peace studies in the Republic of Moldova and to promote peace education and culture.
<a href="#">Promo-Lex</a>	Promo-LEX Association is a non-governmental organization that aims to advance democracy in the Republic of Moldova, including in the Transnistrian region, by promoting and defending human rights, monitoring the democratic processes, and strengthening civil society. The overall goal of the Human Rights Program is to promote and implement international human rights standards in the Republic of Moldova.
<a href="#">IDIS "Viitorul"</a>	IDIS is an independent think tank, established in 1993 as a research and advocacy think tank, incorporated by Moldovan laws on non-for-profit and NGOs. As an independent think tank, IDIS is combining social, political and economic research with solid advocacy components.
<a href="#">Expert-Grup Independent Think-Tank</a>	Expert-Grup is an analytical center (eng: think-tank), specialized in economic and public policy research. Being an independent organization, Expert-Grup is a reflection of the ideals shared by young intellectuals from the Republic of Moldova, who created the institution in order to contribute to the country's development. Expert-Grup was founded in 1998, starting its research in 2006.
<a href="#">Institute for Public Policy</a>	The mission of Institute for Public Policy (IPP) is to be a leading source of independent analysis and open debates that will contribute to the development of the Republic of Moldova in the spirit of a democratic, participatory and pluralist society.


<a href="#">Institute for European Policy and Reforms IPRE</a>	IPRE was established in March 2015 as an independent, non-partisan, and non-profit action center for research and analysis, founded by a team of national and international experts, former governmental officials, civil servants and career diplomats.
<b>Civil society actors</b> <i>Local peace activism</i>	
<a href="#">The Republican Association of Young Pacifists</a>	The Republican Youth Peacekeeping Association "For Peace in Moldova" is an independent, self-administered, non-political, public youth association that gathers Moldovan citizens on a voluntary basis, persons living on the territory of Moldova with pacifist ideas, who are entitled purpose of making its views based on its status.
<a href="#">The Association of International Volunteering (AVI - MD)</a>	The Association of International Volunteering (AVI - MD) was a group of initiative, created within the Dutch program of the Milieukontakt Oost - Europa organization (2000-2003) in Republic of Moldova. A few representatives, members of NGOs that activate in different fields (ecology, youth, culture) from several regions of the republic participated in the AVI-MD working group.
<a href="#">ECOVISIO</a>	The "activePeace" program, launched in 2016, is aimed to develop the capacities of young people in such areas as critical thinking, peace education, diversity, conflict resolution/transformation, communication skills, emotional intelligence, civic activism.
<a href="#">Coalition of Non-discrimination (CND)</a>	The CND was launched at 2006 as initiative platform of 6 organizations: LADOM, GENDERDOC-M, CREDO, Rețeaua Socială, CNTM, Helsinki Committee for Human Rights in Moldova Republic and Gaudeamus. The coalition has the mission to contribute to the consistent development and implementation of a non-discriminatory legal framework in the Republic of Moldova, as well as the promotion of international positive practices on non-discrimination.
<a href="#">Conflict Resolution Institute "InReCo"</a>	The role of civil society in the process of Moldova's accession to European values, based on the democratization of society and the implementation of market economy relations, is on the rise. Representatives of the associative sector are increasingly involved in different areas of social and economic life. In this broad process of democratization of the Moldovan societies, the INRECO Conflict Resolution Institute has also been involved in carrying out several activities.
<a href="#">Operation P.E.A.C.E (Practical and Entertaining Adventure for Conflict-resolution and English-teaching)</a>	It is a "code name" of the combination of innovation camp and hackathon, aimed at implementing the gamification concept and developing "serious games" on conflict resolution and peace building in English teaching. This is a collaborative project with the American Councils for International Education in Moldova and the American Linguistic Center.
<a href="#">Informal education center „Diversitate”</a>	Informal education center „Diversitate” has its mission to promote human rights and tolerance, combating xenophobia and discrimination through non-formal education. Its aim is to provide education and create resources in domains of human rights, anti-discrimination, tolerance and intercultural dialogue for teenagers, youth, leaders of ethnical communities and NGO activists, journalists to increase their social responsibility and civic position, and reduce cases of discrimination.

Table 10. Infrastructure for Peace Mapping Moldova.


## Case Study of Russia

*Contribution from Ekaterina Shitikova*

 Population – 143,964,709

 IDPs – 19,000 (2017)

 Fragile States Index 2018 – 69<sup>th</sup> place

 Corruption Perception Index 2017 – 135<sup>th</sup> place

 Global Peace Index 2018 – 154<sup>th</sup> place

 Positive Peace Index 2017 – 107<sup>th</sup> place

### Context Analysis<sup>78</sup>

The following case study analyses the local implementations in Russia within Peace and Conflict Consultant (PCC) program and discusses the ethno-cultural situation and tension between ethnic, minority groups, institutions and local population and their social inclusion/exclusion in the communities. All the local activities were taking place mostly in Saint Petersburg and Leningrad region.

In comparison to other cities in Russia, St. Petersburg has quite a big range of NGOs, initiatives, civic activists, implementing important social projects. Nowadays we observe a positive steady trend towards cooperation between different social initiatives and civic activists in Saint-Petersburg, but their actions are still disunited. Therefore, the possibility of obtaining a completely new knowledge and experience from cooperation of different people, critical thinking and reflection about their activities is limited.

Every year 200.000-300.000 immigrants are coming to St. Petersburg mostly looking for a job.<sup>79</sup> Immigrants from Uzbekistan and Tajikistan have received more than 90% of all patents issued for work in 2017.<sup>80</sup> Coming to work most immigrants do not have intension and time to learn language well and interact with other social groups. In its turn, the local population frequently does not understand the migrants' languages, traditions and are not motivated to communicate with strangers besides the working situations. There is an explicit estrangement observed between immigrants from Central Asia and local population. The local authorities do not have a strong integration strategy for immigrants. As a result, often these people are deceived by dishonest employers, face with human right violation, not involved in local processes and find

<sup>78</sup> IDPs number in the table. IDMC. Internal Displacement Monitoring Center, 2017. "Russian Federation." <http://www.internal-displacement.org/countries/russian-federation>

<sup>79</sup> Ассоциация иммиграционных адвокатов. Общественный информационный портал. Комитет миграционного контроля. Санкт-Петербург. "Сколько мигрантов в Петербурге" [Association of Immigration Lawyers. Public information portal. Migration Control Committee. St. Petersburg. "How many immigrants in St. Petersburg?"]. <http://kmkspb.ru/content/view/231/132/>

<sup>80</sup> Горшенин, Дмитрий, Лебедева Валерия. 2017. "В Петербург в этом году приехало в 1,5 раза больше мигрантов из стран СНГ" Ведомости – Санкт-Петербург (5 сентября). [Gorshenin, Dmitry, Lebedeva Valeria. 2017. "1,5 times more of migrants from CIS countries arrived in St. Petersburg this year" Vedomosti - St. Petersburg (September 5)]. <https://www.vedomosti.ru/management/articles/2017/09/05/732346-migrantov-sng>

themselves in social isolation. In this regard, the local initiatives are needed in order to support immigrants, to change the attitude toward them and establish contacts between different social groups.

There are controversies concerning different public institutions in Russia such as prisons, orphanages and correctional schools for children with disabilities (for example the so-called schools of eighth type). The number of orphans in 2018 constitutes 47,800.<sup>81</sup> According to the statistics<sup>82</sup>, 90% of orphans who left the children house have never adapted to the adult life. The children raised in special institutions, deprived of family upbringing, often have no conscious awareness and this is a huge obstacle toward assimilation in the community. According to the data of Prosecutor General Office,<sup>83</sup> only 10% of orphans adapt to the conditions of the modern world, 40% become alcoholics or drug addicts, 40% go to prison or are associated with criminal activity and 10% commit suicide.

Many orphanages receive financial support from the state, as well as from the sponsors and individual patrons. However, they are not taught to set and answer questions, think critically, act independently and plan their lives. Therefore, the country team attempted to involve such young people in the trainings and projects, try to develop their critical thinking, motivate them for self-development and involvement in social actions by themselves, give them tools and support in this.

## Implementation

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Saint Petersburg's team developed activities within PCC project in 2017-2018. **In 2017**, the Training of trainers was conducted in Leningrad region. The aim of this activity was to prepare new facilitators to conduct their own trainings. Management skills needed for the trainers and possible methods to be used (discussion, forum-theatre, work with comics) were presented and tried in practice.

The next set of activities was implementation of the seminars by the newly educated trainers. Three trainers conducted their sessions during the seminar: discussion about education in correction schools of the eighth type, discussion on self-development and work with the comics on subject of racism and stereotypes. During the seminar, participants with different positions in life and social status were involved: eco-activist, LGBT activist, activist from Central Asia, graduates of orphanages. The outcomes showed very positive result of working in a mixed-group.

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<sup>81</sup> Известия из. 2018. "Количество сирот в России снизилось до рекордно низкого уровня" (5 сентября). [Izvestiya iz. 2018. "The number of orphans in Russia fell down to the record level" (September 5)]. <https://iz.ru/785391/2018-09-05/kolichestvo-sirot-v-rossii-snizilos-do-rekordno-nizkogo-urovnia>

<sup>82</sup> Droplak.ru. "Сироты в России — вся правда" [The truth about orphans in Russia]. <http://droplak.ru/?p=1820>

<sup>83</sup> Ibid. (95).



Moreover, this activity led into a bigger project of youth exchange between Russia, France and Germany within mixed groups.

The next peace initiative was targeting migration in Russia. It was one-day cultural festival called “ALL YOU NEED IS PLOV”. **The main goal of the festival was to overcome stereotypes regarding people from Central Asia**, get familiar with their traditions, culture, problems of these countries and migration from Central Asia to Russia. The festival program included presentations about Kyrgyzstan, Uzbekistan, Tajikistan, lessons of Uzbek, Tajik and Kyrgyz languages, tasting of traditional Tajik and Uzbek pilaf and other Central Asian treats, national dances and lottery drawing of the book “The Tale of Khoja Nasreddin” by Leonid Solovyov. The festival went very successfully and got many good comments and positive feedback from the guests and participants that initiated a tradition of doing such an event every year. In 2018, this festival again took place and got a status of city annual festival. Comparing to the festival of 2017, the programme became more diverse and included cooking and sewing workshops, etc. and the festival itself became well known and widely advertised in the city.

The trainer: “I personally was worried how it would have gone with a mixed group: how the guys from the orphanage will be reacting to an LGBT activist - was all the time in my mind. In the end, everyone communicated perfectly with each other. This experience strengthened my faith in the possibility and usefulness of projects with such a “mixed” composition, without exaggeration.”

**In 2018**, another activity called “I and Body” was launched aiming at discriminated and vulnerable groups of the population (HIV-positive people, people with disabilities, transgender groups, people who were involved in prostitution and those who are facing with stereotypes and

have their own physiological problems, caused by traumatic experience or difficulties of accepting their bodies). The project focused on the personal support of the participants in order to overcome the stereotypes toward the abovementioned groups of the population and address the alienation between them and the society.

The implementation of the project comprised three phases of activities. Each of the activity included information about body psychology. Firstly, the individual work with psychologist using a body-oriented approach was conducted and secondly, workshop with professional painter was implemented. The third set of activities was devoted to the contact with the physical side of the individual “I” where each participant got at disposal an empty room, a blank canvas, paints and valuable experiences of drawing own body by doing it as he/she feels and wants. The outcome is the developed by participants body-oriented art practice with the unique content of the canvases that represent personal “I” of each creator. These are prints full of powerful aesthetic experiences, expressions of pain, anger, fear, joy, and new approach to their body.

After the project implementation, the organizers also made a presentation of the results and showed the paintings, made by the participants to the guests. The project “I and Body” has great perspectives for future: we are planning to make a short meter movie and a full-length documentary film in which the participants will tell about their relationship with the body and emotions during the project implementation, participation in film festivals and exhibitions.

### **Lessons learned**

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- The team working on intercultural topics should be as mixed and diverse as possible. Including a representative of the target group into the project team produced a significant added value and contributed to the sustainability and outreach of the project.
- While working on the topic of social inclusion, no one should be presented as “exotic”. The approach should rather be to show the value of each person in the society. During the organization of intercultural festivals, the project team shifted the focus from presentation and lectures to interactions and workshops, what proved to be more effective. When the participants gave a workshop on preparing a national dish instead of treating everybody with a ready-made dish, the interaction received a certainly higher level.

### Infrastructure for Peace Mapping

Name	Activity
<b>Civil society actors</b> <i>Local peace activism</i>	
<a href="#">PSP-FOND Charitable Foundation for the Support and Development of Educational and Social Projects (2004)</a>	Charitable Foundation for the Support and Development of Educational and Social Projects "PSP-fund" was founded in 2004. The Foundation implements social and educational programs aimed at solving problems related to migration, increasing the level of tolerance in society and expanding interethnic dialogue, activation and informational support for the elderly, development of humanitarian and civic education.
<a href="#">Charity Foundation «Raoul»</a>	RAOUL Foundation was established in 2011 to support and promote social adaptation of graduates of correctional orphanages and boarding schools of the eighth type of the Leningrad region. Foundation programs focus on the adaptation of graduates of children's homes, including correctional, in adult life, providing various types of support: the organization of leisure, education, employment, the establishment of an independent life.
<a href="#">Charity Foundation "April"</a>	Charity Foundation "April" is established in 2007 and aims to support graduates and pupils from orphanages, children from families with social difficulties, foster children and their parents.
<a href="#">"Children of St. Petersburg"</a>	"Children of St. Petersburg" is a volunteer-based NGO, providing cultural and educational programs for children. Our main project is free courses of Russian language and pre-school help for migrant children.
<a href="#">Respect Project</a>	RESPECT 2.0 is the continuation of the successful comics-project «International comics for worldwide RESPECT», created in 2011 by the comic-artist HeeHoos and the festival team of «KomMissia» jointly with the Goethe Institute in Moscow. The aim of the project is to speak to young people through the medium of comics in a language that they understand and which interest them. The subjects touched on include respect for others, relating to people with different viewpoints and to other ethnic, religious and social groups.
<a href="#">Human Library</a>	The Human Library is designed to build a positive framework for conversations that can challenge stereotypes and prejudices through dialogue.
<a href="#">New activism</a>	The Public Verdict Foundation holds an exhibition of comics concerning human rights organizations - "foreign agents". The exhibition presents documentary comics based on specific cases, which are running by lawyers of organizations, protecting victims of human rights violations.
<a href="#">COMING OUT LGBT GROUP</a>	Since 2008, "Coming Out" works for universal recognition of human dignity and equal rights of all regardless of sexual orientation or gender identity (SOGI). We base our work on the principles of collaboration, visibility, and community involvement. "Coming Out" is a public initiative and all the services that we provide for the LGBT community and the public are free of charge. This is possible thanks to the support of international funds, selfless work of dozens of volunteers, and the people who donate their own money for this difficult and important work.
<a href="#">The Centre for Independent Social Research (CISR)</a>	The Centre for Independent Social Research (CISR) was founded in 1991, and in 1996 the official status of Autonomous Non-commercial Organisation was received (ANO "CISR"). CISR conducts sociological research, serves as a resource center for social scientists, non-profit organizations and civil initiatives. We follow the humanistic tradition in sociology; open to new




	people, ideas, experiences; independent in judgment, choice of techniques and research design; creative and professional in work.
Festival “The Living Streets”	Festival “The Living Streets” is a dialogue with the city, streets, interaction and co-creation of citizens in an open public space that helps people feel free, feel the right on this city, the responsibility for it and for changes in it. Street art, musicians, dancers and poets, zones for the exchange of books, plants and ideas, clothing recycling, furniture decoration, children's workshops, food court with tasty and healthy food - this is not the whole list of festival events.
<a href="#">Human Rights Organization “Soldiers’ Mothers of Saint-Petersburg”</a>	“Soldiers’ Mothers of Saint-Petersburg” has been protecting the legal rights of conscripts and soldiers since 1991. In addition, it assists the individuals who chose to undertake alternative civilian service and works with the members of soldiers’ and conscripts’ families. The NGO provides legal and social services free of charge. It also monitors, in response to people’s appeals, the violations of their legal rights and interests, and further drafts analytical materials for submitting them to the competent state authorities and international human rights institutions.

Table 11. Infrastructure for Peace Mapping Russia.

## Case Study of Ukraine

*Contributions from Anastasiia Shchepina, Iryna Ptashnyk, Olena Skachkova, Olga Zelenyuk*

 Population 42 million

 IDPs – 15,17757 (2018)

 Fragile States Index 2018 – 86<sup>th</sup> place

 Corruption Perception Index 2017 – 130<sup>th</sup> place

 Global Peace Index 2018 – 152<sup>nd</sup> place

 Positive Peace Index 2017 – 83<sup>rd</sup> place

### Context analysis<sup>84</sup>

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Ukraine has faced military and political confrontation since autumn 2013. The decision of the then-president Viktor Yanukovich to abandon the Association Agreement with the European Union led to massive protests coming to be known as the “Euromaidan”.

In February 2014 the president left his post that led to further social upheavals and counter – revolutionary movements in the South-East regions of the country. The disputed referendums in Crimea in March 2014, in the city of Luhansk in April 2014 and in the city of Donetsk in May 2014 led to the occupation of the Crimean peninsula, and certain districts of the Donetsk and Luhansk regions prompting widespread international condemnation. The outbreak of the hot phase of conflict in the Eastern Ukraine led to massive casualties both military and civilian and militarization of the Ukrainian society. Many Ukrainian citizens live on the non-government-controlled areas suffering psychological traumas and adjusting to leave in the conditions of the constant threat to life. There is a big number of the ex-combatants suffering from the post-traumatic stress disorder who need constant psychological support and adaptation etc. All the above mentioned resulted in the environment of social unrest which together with the low economic development creates the ground for the arising of conflicts.

To specify, the following factors create the environment which raises the risk of escalating tensions within society:

- the slow pace of economic growth and as a consequence of the social welfare;
- increasing polarization of the society that leads to marginalization of the certain social groups such as IDPs, LGBTI community, roma, etc.;
- the emergence of the large new social groups which appeared as a consequence of the armed conflict in the Eastern Ukraine and the Crimea such as former combatants and IDPs that suffer

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<sup>84</sup> The IDPs number in the table. Міністерство соціальної політики України офіційний вебпортал. 2018. «Опубліковано 1517757 внутрішньо переміщених осіб» [Ministry of social politics in Ukraine official webportal. 2018. “It was disseminated about 1517757 internally displaced people”].

from stigmatization, psychological traumas, don't have equal access to all the government services;

- the majority of peacebuilding activities seek to eliminate the consequences of the already unfolded conflicts rather than prevent the possible disputes;
- the majority of the peacebuilding activities are sponsored by foreign donors and stakeholders, while minimum efforts are applied to the institutionalization of financing peacebuilding activities from the national, municipal or local budgets.

The current impediments to the peacebuilding activities in Ukraine include among others the following:

- lack of sustainability in carrying out the peacebuilding projects
- shortage of financing for the projects
- distrust from the society towards certain kinds of peacebuilding activities such as dialogues, mediation, problem-solving workshops, etc.
- an overall low awareness of the population regarding the operating projects and opportunities they provide.

## **Implementation**

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The Peace and Conflict Consultant (PCC) project has been launched in Ukraine in 2015, at the time when the country suffered from the consequences of the horrible economic meltdown caused by the loss of control over some territories and the increase in the defence expenditures. It suffered hostilities in the Eastern Ukraine in which military and civilian casualties were on a very large scale and the influx of the IDPs who created constraints on social services. To top it all off, political upheavals were creating conditions for possible conflicts.

At the time the PCC was among the first projects in Ukraine aiming at professional preparation of the peacebuilders who would work in the field and in the meantime would create the infrastructure for further peacebuilding activities.

The first phase of the PCC project, which took part in 2015, comprised four training modules (more in Chapter 2) on the fundamentals of conflict analysis, resolution and transformation supported by the development and conducting of the local peace initiatives. Peace and Conflict Consultants (PCCs) in Ukraine applied the gained knowledge to self-implemented projects and workshops. The realized activities were held in different geographical locations and addressed multiple target audiences, which allowed laying the background for future peace infrastructure in different regions and within different social groups.



The first project in question under the title **“Seeking for Peace in the times of War”** took place in Slovyansk town in the Eastern Ukraine that has been situated near the contact line since the late 2014. At the beginning of the conflict in Donbass, the government temporarily lost its control over the city and then regained it a few months later. The population of the city has different political identities sympathizing with different parties of the conflict in the Eastern Ukraine. The Consultants held their peace initiatives having the following theory of change in mind:

“We will enhance the resilience to the outbreaks of violence if we help to show the citizens the different perspectives and insights into the conflict, help them to see that regardless the political affiliations the overall desired objective of everyone is to restore the peace.”

The peace initiative comprised the art project conducted in the city centre where every passer-by was invited to write on the banner what was needed to achieve peace. Another activity conducted within the frames of the first implementation phase was the workshop on conflict transformation and the development of dialogue skills aimed to train the active representatives of civil society. During this workshop, the PCCs shared with the participants the knowledge they acquired during the educational modules. Such an approach both consolidates the knowledge and skills of the PCCs and enhances the capacity of the civil society actors to exercise the peacebuilding initiatives in their communities in the most effective manner.


The second project **“Art For Peace”** can be regarded as the "best practice" example of how the culture and the culture of peace can be integrated into one project. The project was divided into two units. During the first unit, there was a thorough workshop for students of one of the universities in Kyiv who proved to be engaged in civic activism and who were represented in the

students' organizations. The workshop meant to show the participants how art can prevent the war and teach them the necessary tools of conflict transformation. Throughout the second unit, the PCCs organized an art therapy workshop for children from IDPs' families. The project concerned successfully employed such approaches as conflict sensitivity and inclusive communication. It helped to encourage the active students to launch their own peace initiatives providing them with the necessary knowledge background. At the same time the project addressed the problem of trauma healing of the children from the internally displaced families, thus, affecting also the parents via the psychological adaptation of their children.

Since the first two discussed projects targeted a variety of social groups, the third project realized by the PCCs - **Nonviolent communication for peace and democracy** – presented the concept of nonviolent communication (NVC) for future leadership namely for the interns in the National Parliament. The same as in the majority of countries over the post-Soviet space, Ukrainian political process is characterized by the top-down approach in the political initiatives and their implementation. Thus, by providing the future workers of the state system with the necessary knowledge on conflicts, strategies of behavior in a conflict and emotional intelligence the PCCs tried to achieve the multiplicity of results. First of all, they aimed to influence the development of legislation that would support the advance of the culture of peace. Potentially it could create the background for the institutionalization of the peacebuilding process. Secondly, to implant the culture of NVC within the workers of the Ukrainian Parliament.

*What are the general results of the first phase of the PCC program in Ukraine?*


After a thorough preparation during 4 educational modules, PCCs disseminated the gained knowledge to the representatives of civil society in different regions. Hereby they advanced the main goal of the program that is to create a better qualified and connected civil society actors in the field of peacebuilding. The comprehensive picture of the cumulative impact of the projects comprises all the levels. On the micro level, the participants of the peace initiatives conducted by the PCC's meant to make a further impact on their own communities (citizens of the city near the contact line, socially active youth, workers of the legislative branch). The communities reached by the initiatives were among those which had quite a significant impact on the conflict prevention. Such a creation of communication space about peacebuilding, conflict transformation, nonviolent communication within distinguished communities can serve the purpose of conflict resolution and prevention. On the Peace Writ Large level, the projects addressed such obstructions to the culture of peace as psychological traumas and polarization of

 *Peace writ little is the micro level of peace (local/community) while Peace Writ Large comprises broader societal level peace. Such a division helps us to measure the impact of peace more effectively and to have a clearer picture on what processes and at what levels the peace projects produce influence.*

society, which are among the consequences of the armed conflict in the Eastern Ukraine. They addressed the lack of awareness on NVC and conflict transformation among youth, which result from the absence of such sessions in the educational system and poor reflection of the culture of peace in the legislation system.

The second phase of the PCC project **in 2016** both on the part of the educational modules and on the part of the implementation phase aimed to enhance the results achieved in the first project year and to broaden the network of the active peacebuilders. The educational modules supported the PCC's with the necessary tools to prepare the next generation of peacebuilders in their native countries, to coach the so-called local coordinators. The educational modules deepened the theoretical knowledge of the PCCs and trained to be trainers themselves. Training local coordinators became the first step towards institutionalization of the process of training of peacebuilders in Ukraine.

The project "**Practical peace**" implemented in 2016 was divided into two units. During the first unit, the PCCs gave their participants basic knowledge on the conflict and the negotiation process and then implemented a simulation game *Tandera*<sup>85</sup>. The game targeted the students that made the discussion process more lively and productive. During the interviews with the participants of the game nearly all of them admitted how effective this method of non-formal education was, in particular, that it helped to

 *Tandera is the simulation game developed by the CRISP which focuses on the dynamics that evolve around a secessionist's conflict. The simulation game is modelled after real conflict situations and refers to the diverse causes of conflict. The participants realize how complex such conflict situations can be and that resolutions should be as comprehensive as possible.*

understand the different approaches to conflict analysis and resolution and helped them to develop their own styles of understanding the needs and interests of the parties and stakeholders of the conflict. The interviewed participants also expressed the opinion that it would be very useful to adapt the game to different ages and practice its variations among children in order to start the peace education as early as possible.

During the second unit, the most active participants of the game were invited to the workshop on negotiations skills and a deeper insight into the conflict resolution and analysis. During this unit, the participants who became the Local Coordinators also with the help of the PCCs were developing their own peace initiatives. The knowledge the Consultants got on the impact assessment of the peace initiatives during the second educational module was completely reflected in the models of the projects elaborated by the Local Coordinators.

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<sup>85</sup> For more information visit <http://www.crisp-berlin.org/index.php?id=189>

The other initiative of the PCCs “**Seeking peace in times of war**” took place in the second project year in Slavyansk, Eastern Ukraine. It comprised the workshop on preparation of the Local Coordinators in Slavyansk and a supplemental peace initiative the “Light Bug” during which the experts with different experience in peacebuilding shared their stories with the participants. The project objective was to build up the capacity of people willing to contribute to conflict prevention among citizens of the town situated near the contact line.

*What was the outcome of the second phase of the PCC project?* The Peace and Conflict Consultants went through the educational modules during which they shared their experience on implementing projects in different countries of the Eastern Partnership and Russia and got additional training to become trainers themselves and to prepare the multipliers who will further disseminate the knowledge on peacebuilding, conflict analysis and resolution. The Peace and Conflict Consultants managed to create the network of Local Coordinators who were professionally trained on the workshops that could maximize the impact of their projects. The network of Local Coordinators in Ukraine became a fundament for the infrastructure for peace created by means of the PCC project. Given the special county context, all the selected Local Coordinators had such a background that could help the others to be more sensitive to the conflicts they wanted to solve or prevent. All the Local Coordinators are from different regions, all work in different fields and can have an impact on different communities.

In order to foster and strengthen communication between PCCs and Local Coordinators and between Local Coordinators themselves, a special communication space was created with the sharing of ideas, materials and initiatives of other organizations which could overlap with the projects of the Local Coordinators.

The third phase of the **Peace and Conflict Consultants programme (2017)** was devoted to the strengthening of the formed group of the Local Coordinators who acted as multipliers; implemented their local workshops and started to develop their own network of peacebuilders. Since 2017 the goal of building up the infrastructure for peace has been deeply embedded in each peace initiative of the PCCs and Local Coordinators.

At the beginning of the third phase, the PCCs conducted the Training of Trainers for the Local Coordinators, where they helped the multipliers to plan the local workshops leaving free space for creativity on the topic, target audience and setting of the desirable goals of the initiatives. During the year the Local Coordinators implemented the following projects (see the table below).

<b>Art for Peace</b>	Target audience: youth leaders Two Units which comprised workshops on conflict resolution followed by the projects of the most engaged in the process participants.
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	The participants had to implement their projects not separately but in groups in order to become more interconnected. The goal of the project was to show how art can contribute to the prevention of conflicts.
<b>Conflict In and Out</b>	Target audience: active students interested in peacebuilding. Two Units: First Unit-Introductory workshop on conflict analysis. Second unit-Workshop on negotiation process. All the workshops were conducted for the same group in order to give them different tools in their future peacebuilding activity. Each unit was followed by the local initiatives implemented by the participants.
<b>Conflict transformation for Educators</b>	Target audience: teachers and headmasters of the schools The aim of the project was to help the teachers who are "newcomers" in their schools to adapt to the new working conditions, to let teachers apply the methods of NVC while teaching. 2 units of workshops each followed by the initiatives of the participants.
<b>Conflict Resolution for School Students</b>	Target audience: children suffering psychological traumas caused by the social exclusion of the families they come from due to low income, bad living conditions, etc. Workshop for the children on non-violent communication. For the realization of the conflict the school psychologist was invited to participate and then to distribute such a practice to the colleagues.

Table 12. Training of Trainers for the Local Coordinators in Ukraine.

At the end of the third phase of the PCC project, the PCCs have established a network of peacebuilding activists with shared values of spreading the knowledge of non-violent communication and conflict-transformation in order to prevent the future conflicts. The projects of the Local Coordinators reached 336 people with one-third of them having implemented their own local peace initiatives.

On the micro level, the Local Coordinators tried to tackle with a variety of problems through disseminating knowledge to a vast number of social groups. The projects for the workers of the educational system helped to implant the principles of non-formal peace education in the process of teaching. It laid down a ground for creation of an "early-warning system" in

*The theory of change of the interviewed Local Coordinators incarnated the idea that "...we will contribute to the culture of peace if we build the strong community resilient to the recourse of violence in solving disputes via the spread of relevant knowledge on peacebuilding."*

schools. The formation of the world-view of the children is to large extent influenced at school. Armed with the tools of conflict transformation and non-violent communication teachers will be able to prevent psychological traumas and offences that might lead to the violent behaviour. On the other hand, the Local Coordinators tried to reach also the pupils in the schools through developing inclusive initiatives. The projects for the students conducted in different regions helped to create a more active and socially accepted civil society in their native towns and



provided the opportunity to implement local peace initiatives with regard to the special local conditions and peculiarities. *On the macro level*, the PCCs along with the local multipliers sought to address important impediments for development of civil society initiatives in the field of peacebuilding namely the low awareness about non-violent communication and conflict transformation; the distrust of the population to such activities as peace initiatives; the absence of communication between people working in the field of peacebuilding. The universal instrument to overcome the hereinabove problems became the creation of a network of active peacebuilders and the infrastructure for peace.

## **Results and Lessons Learned**

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The concept of Positive Peace, which refers to such peace initiatives that strengthen the capacity of resilience to the recourse of violence and reduce the risk of relapse into the escalation of conflict is, perhaps, the best one to describe what the PCCs have been working on in Ukraine within the flow of three years. Ukraine is a special country in the post-Soviet space with a big population which suffers from low living standards, political upheavals, lack of social mobilization and unity due to different political identities that make the people more vulnerable to different inter-group conflicts and recourse to physical or psychological coercion in their daily life. The armed conflict in the Eastern Ukraine and the loss of control over the Crimean Peninsula create impediments for economic growth and for social cohesion.

The Peace and Conflict Consultants' program aimed to prepare the peacebuilders who would be competent enough to organize the peace initiatives in their country.

The projects implemented during the first year of the program were implemented in the first year after the outbreak of war. The education on conflict analysis, project programming, and impact assessment helped to make the initiatives which addressed the most prominent gaps concerning with the conflict: the low awareness of leadership on conflict resolution and conflict transformation, the psychological traumas of people who were directly affected by the conflict, the integration of IDPs in the new communities and absence of peace-education for youth. The method of teaching in the form of workshop with the use of non-formal education methods and involvement of experienced peacebuilders proved its efficiency according to the interviewed participants who organized their own projects after successful completing of the workshops.

- For the best part of 3 years the Peace and Conflict Consultants created in Ukraine the network of civil society activists educated on conflict analysis, resolution and prevention and trained in project management. After the three phases of the PCC project, the network of peacebuilders became more self-regulating, i.e. capable of defining the problems, which are likely to lead to conflicts, conducting the conflict analysis, developing and implementing

projects. Such a network makes the training of the peacebuilders more sustainable, as the network is being constantly reinforced by the representatives from different fields (student activists, workers of schools, workers of the Ukrainian parliament). The network along with the peace initiatives and the space of information sharing create the infrastructure for peace. Such an infrastructure fosters the social cohesion and promotes the values of nonviolent co-existence.

- The peace initiatives on the micro level addressed the problems of the communities such as IDPs, the citizens living near the contact line etc. The PCC program in Ukraine sought to deal with a broad complex of issues such as trauma healing, inclusion of the people suffering from stigmatization, low level of awareness about nonviolent communication and conflict transformation contributing to the conflict prevention on the Peace Writ Large level.

### Infrastructure for Peace

The number of peace initiatives in Ukraine has increased dramatically since 2014, since the outbreak of the conflict in Crimea and in the Eastern Ukraine. The conflicts in question brought significant amount of casualties both civilian and military, economic damage, became the impediment for economic development and created the environment for new conflicts within the country. To understand the picture of the repercussions of the conflict and the problems which the organizations and people in the peacebuilding sphere have to deal with, we shall turn to the performance of Ukraine in the Global Peace Index. This Index reflects the state of peace in the country. The table below shows the cost of violence to Ukraine and the ranking of peacefulness of Ukraine among the countries for the last six years.<sup>86</sup>

	2013	2014	2015	2016	2017	2018
Rank in the GPI Index (first place is the most peaceful country)	111 out of 162	141 out of 162	150 out of 162	156 out of 163	154 out of 163	152 out of 163
Total Cost of violence containment	\$12,185 in US 2012 (\$ millions PPP)	\$11,265 (in USD 2013 (\$ millions PPP))	\$42,845 in USD 2013 (\$ millions PPP)	\$44,430 (Millions, 2014 PPP)	\$66,749 (Millions, 2016 PPP)	\$68,977.3 (Millions, 2017 PPP)
Violence Containment cost per person	\$265 (2012 US PPP)	\$245 (USD 2013 PPP)	\$942 (USD 2014 PPP)	\$979 (2014, PPP)	\$1,571 (2016, PPP)	\$1,567.3 (2017, PPP)
% of GDP	3%	3.3%	11%	18%	20.4%	20%

Table 13. Performance of Ukraine in the Global peace Index.

<sup>86</sup> Global Peace Index 2018. Global ranking. <http://maps.visionofhumanity.org/#page/indexes/global-peace-index/2018>

The cost of violence is a quantitative indicator of the state of peace but there are also qualitative indicators such as the indicators of the Positive Peace (namely the well-functioning government, sound business environment, low levels of corruption, high levels of human capital, free flow of information, equitable distribution of resources and acceptance of the rights of the others) in which Ukraine shows poor performance. Speaking in more general terms, we can state that the overall peacebuilding activity of different individuals and organizations in Ukraine boils down to preventing the escalation of violence in the East and to strengthening the Positive Peace (read enforcing the state capacity in the mentioned fields) within the country in order to ensure the sustainable development.

The main actors which share the burden in restoring peace and stability in the country are: state actors, intergovernmental organizations, foreign states (mainly through funding different peace initiatives via embassies), NGOs both of the Ukrainian and foreign origin and separate individuals (mediators and dialogue-facilitators).

The main areas of realization of the peacebuilding activities:

- > humanitarian activity for people who were directly affected by the armed conflict in the East of Ukraine on government as well as on non-government-controlled areas under the auspices of the UN;
- > strengthening the capacity of civil society in the area of peacebuilding through workshops and through direct involvement of CSO into the resolution of particular inter-group conflicts which is realized mainly by different NGOs;
- > organization of the dialogue initiatives enforced by different peacebuilding organizations as well as by separate individuals;
- > support for the government authorities in the realization of reforms necessary to the prevention of the relapse to inner instability and violent conflicts.

The peacebuilding initiatives can also be divided into those which are operating **in the field** (e.g. dialogues in the cities located near the contact line between the soldiers of the National Army and the local residents, OSCE Youth Contact Groups in Ukraine, Donbass Dialogue); those which contribute **to the build-up of the culture of peace** (e.g. workshops on conflict transformation and non-violent communication, School services of common ground, Peace and Conflict Consultants etc.) and those which deal more with **the analytical work and provide knowledge- and evidence-based recommendations** (International Crisis Group, USE Score for peace in Eastern Ukraine, etc).

As the purpose of the present handbook is to concentrate on the projects which enhance the capacity development of the civil society in the field of peacebuilding we would zoom into the most prominent initiatives in the area concerned.

### *Peace Engineers*

Peace Engineers is a special program of training of the future dialogue facilitators. The graduates are expected to have the skills of nonviolent communication (NVC) and "Peace Engineering" (facilitation of dialogue) and will use them in their work to restore community understanding and reduce polarization and confrontation in various areas and at different levels of the Ukrainian society.<sup>87</sup>

The participants of the program are going through a one-year training which comprises several months of education and several months of practice in holding the dialogue initiatives. The overall process of the preparation is divided into 3 cycles each of the duration of approximately 4 months. The first cycle is divided into 8 comprehensive training blocks. During each training block the participants live together in a big house. They have their education modules there and between the training blocks they go back home to complete the homework and memorise the information. The educational modules include the following topics: nonviolent communication, negotiation process, coaching, facilitation (setting) dialogues, decision-making in the groups, mediation, introduction to Neuroscience about post-traumatic syndrome (PTSD) and injury project management etc. All the educational modules are taught by recognizable experts in the field as well as experienced practitioners. After the first cycle the participant has to pass the exam in order to proceed further with the programme.

The second and third cycles of the training include the practical aspect of applying the knowledge acquired and conducting their own dialogue initiatives. What is worth stressing out here is that the participants are almost free to choose the sphere in which they want to hold their dialogue initiatives and don't have any limitations from the side of the organizers. They are also supported by the trainers and Senior Peace Engineers in the organization of the process of their dialogue initiatives.

So, what are the interesting peculiarities of this programme that can be borrowed as a good experience for other projects for the preparation of peacebuilders?

□ During the educational modules all the participants live together in one house. In such a way the organizers can gather the participants from different regions of Ukraine, not only from Kyiv. It expands the geography of the future peacebuilding initiatives. Then, the participants have more

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<sup>87</sup> Peace Engineers. 2018. <https://peaceengineers.com/en/about>

time for education and what important here is that they can further reflect on the knowledge they acquired during the conversations with each other. All the participants are of different age, they work in different spheres and can share with each other how it is possible to use the information considering their life-experience. They also can apply the nonviolent communication skills to the conflicts that arise between themselves during their common living side by side. As one of the participants noted, “When you live in one house you feel yourself part of a small community, where everyone supports each other. It is a small closed group of people which for a week thinks and communicates about nothing except peacebuilding, nonviolent communication and conflict resolution and at the end of each training week leaves the house with a strong desire to bring positive changes to society and with a belief that you are not alone in that desire”.

□ All the participants during the second and third cycles are provided with the material support for the organization of their initiatives, so they don't have to look for money to conduct the dialogue. The absence of support can make the participants abandon the conducting of their initiatives.

□ “Peace Engineers” is a common project of the NGO “Dignity Space” and the NGO “PAX.” During the education the participants gain valuable experience from the famous dialogue-facilitators with international experience.

### *Donbass Dialogue*

Donbass Dialogue is a completely unique peace initiative which provides for the platform of social dialogues between those who live on non-government-controlled areas and those who live on the government-controlled areas on the most delicate and sensitive issues. The project is organized by the Donetsk Regional Mediation Group. The idea of the organizers is to open lively platforms for a Nansen dialogue in Donetsk region firstly, and in other Ukrainian regions with the lapse of time. The initiative seeks to develop crowdsourcing for the discussion of the most urgent questions and goals on a specially designed Internet platform. This is a discussion, which turns into an expert study of the problems and builds recommendations, projects, development of mechanisms and ways of solving actual tasks of Donbass and the whole Ukraine.<sup>88</sup>

Crowdsourcing allows to gather an unlimited number of participants, to set a goal, to work out with all possible algorithms of the decision, to choose an optimal one, to check for realizability, to get an expert evaluation, to develop an implementation strategy of the project and all this on the level of world standards, relatively in short time and for free, that is, undoubtedly, a clear advantage of the project. In contrast to forum discussions, as, for example on Facebook, crowdsourcing always ends by the making of solution.

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<sup>88</sup> Donbass Dialog. 2018. <https://www.donbassdialog.org.ua/p/about.html>

Dialogue does not have any temporal, spatial and ideological restrictions on specially intended platform. Such kind of constant sustained dialogue is a guarantee that misunderstanding, or provocation will not bring the parties to a new round of violence. As the Nansen dialogue implies the priority of listening before communication and statement, compliance of its principles ensures the dissemination of understanding of the events what happened and what are happening directly. And this will promote the development of skills for peace building relationships.

### *OSCE Youth Contact Groups*

The Youth Contact Group's project is being organized in Ukraine as part of the mandate of the Special Monitoring Mission (SMM). The main goal of the project is to lay the foundation for dialogue between youth in Ukraine. The Youth Contact Group initiative will establish Youth Contact Groups in different parts of Ukraine where they will work with the local SMM team. Consisting of up to 16 young people, each Youth Contact Group will work on dialogue initiatives that they will implement, with the support of the SMM, in their local community. The OSCE SMM will support the participants of the Youth Contact Group in implementing their ideas, as well as providing training and other capacity building opportunities. The important aspect of the project is that the planning of the work of each Youth Contact Group is carried out by the participants themselves so that young people from different locations of Ukraine who are better familiar with the necessities of the local communities could better adopt the peace initiatives to the context. And, at the same time, the young participants are supported by the members of the SMM group who have huge experience in solving the conflicts.<sup>89</sup>

### **Infrastructure for Peace Mapping**

Name	Activity
<b>State Actors</b> <i>Governmental bodies and projects</i>	
<b>International Non-State Actors</b> <i>Professional conflict resolution</i>	
<a href="#">OSCE Youth Contact Groups</a>	The Youth Contact Group's project is a part of the mandate of the Special Monitoring Mission (SMM). The main goal of the project is to lay the foundation for dialogue between youth in Ukraine. The Youth Contact Group initiative will establish Youth Contact Groups in different parts of Ukraine where they will work with the local SMM team.
<a href="#">Center for Humanitarian Dialogue</a>	HD operates on several tracks, and the activities seek to build understanding and reduce tensions by facilitating dialogue in search of a political solution to end the conflict.

<sup>89</sup> OSCE. Organisation for Security and Co-operation in Europe. "Special Monitoring Mission to Ukraine launches "Youth Contact Groups" Project", September 1, 2015. <https://www.osce.org/ukraine-smm/179786>

<a href="#">International Alert</a>	The aim of the organization is to empower local people to build peace by providing them with training, advice and support; to bring together communities divided by conflict to find ways of resolving their differences without violence. The organization advises companies, governments and international organizations on how their policies and operations can better support peace. The organization started working in Ukraine in 2015.
<b>Academia</b> <i>Research, training and education</i>	
<a href="#">Peace Engineers Project</a>	An educational platform established by NGO “Dignity Space” and the NGO “PAX”. It provides a special program of training of the future dialogue facilitators. The graduates are expected to have the skills of nonviolent communication (NVC) and "Peace Engineering" (facilitation of dialogue) and will use them in their work to restore community understanding and reduce polarization and confrontation in various areas and at different levels of the Ukrainian society.
<b>Civil society actors</b> <i>Local peace activism</i>	
<a href="#">Donbass Dialogue</a>	Based on the opportunities provided by the crowdsourcing technology, the project organizes online-dialogues on the most urgent topics between residents of the government- and non-government controlled areas.
<a href="#">Institute for Peace and Common Ground</a>	The Institute focuses on the search for common points that unite different people or groups in complex conflict situations. The Institute conducts workshops on mediation and conflict transformation, leads the project on the preparation of dialogue facilitators in the schools, publishes the educational materials on peacemaking, etc.
<a href="#">Ukrainian Center for Concordance</a>	The organization provides the education on non-violent communication and different alternative to violence ways of solving the conflicts to the civil society activists; conducts peace initiatives and issues the materials based on the results of the conducted initiatives.
<a href="#">Center for Dialogue and Reconciliation "ISKRA"</a>	“Iskra” organizes workshops, academic summer schools, and youth exchanges in the fields of conflict resolution, democratic transformation, and historical & political education. The organization focuses on democratic development and East-West reconciliation within Ukraine, as well as of recently on Russian-Ukrainian reconciliation. The aim is to involve young people into volunteering, to promote youth mobility and non-formal education.

Table 14. Infrastructure for Peace Mapping Ukraine.

### PCC vs. Other Peacebuilding Programs

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*Contributions from Dr. Viorica Antonov and Dr. Iryna Ptashnyk*

This chapter aims at summarizing and systematizing the results of the previous chapters and compares them to other examples of training programs in peacebuilding in order to draw lessons learned and recommendations. We look at examples that have common patterns with PCC in terms of target groups, the scope of work, the approach or the expected results. Through this, we want to come closer to an impact assessment.

We live in dynamic societies, where cultural, social, economic, political or religious divergences have the potential to turn into tense situations. Without the abilities to deal with those conflicts, the chance of them becoming destructive increases. For this reason, there are various programs and initiatives, which aim to develop capacities in intercultural dialogue or dealing with conflicts. Below we give an overview about different formats of trainings for peacebuilders, this overview is not meant to be comprehensive but should rather give an idea about different objectives, approaches and achievements of the trainings for peacebuilders.

#### *Academy for Conflict Transformation*

The Academy of forumZFD offers full- and part-time courses on conflict transformation. A full-time course lasting ten weeks focuses on theoretical and practical fundament in dealing with conflicts and their non-violent transformation within peacebuilding work. The topics included in the curriculum are the following:

- key concepts in peace and conflict work
- tasks and challenges of a peacebuilder
- intercultural communication
- facilitation skills
- project development
- conflict intervention.

The course targets people who work or plan to join the field of civil conflict transformation.<sup>90</sup>

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<sup>90</sup> Forum ZFD. Academy for Conflict Transformation. <https://www.forumzfd-akademie.de/en>



### *Building Sustainable Pathways to Peace*

Causeway Institute for Peace-building and Conflict Resolution International developed in 2015 several programmes in partnership with the UK Foreign and Commonwealth Office (FCO) through the British Embassy in Moldova.

The programme consists of sharing the Northern Ireland experience with groups from Moldova, Transnistria and Gagauzia. The programmes covered four strands: transitional justice, young professionals training, promoting dialogue, support to other partners. Work visits and exchange of experience were conducted within the programs.

Causeway concluded that transitional justice approaches rely heavily on the technical capacity and political will for reform, there is a need for improving the understanding and awareness of transitional justice.<sup>91</sup>

### *Designing for Impact*

Improving the Quality, Impact and Effectiveness of Peacebuilding and Development Programming was implemented by International Peace and Development Training Centre. Designing for Impact is an intensive training programme designed for agencies, organisations and practitioners working in conflict, crisis and post-war stabilisation and recovery who wish to improve the quality, effectiveness and sustainable impact of their programmes – including crisis management and prevention, peacebuilding, social, economic and political stabilisation, reconciliation in divided communities, and post-war recovery, rehabilitation and development.

The training includes transmitting the following skills:

- strategic planning and foresight;
- situation and conflict analysis, intelligence;
- programme design, development and implementation, especially in peacebuilding contexts;
- programme monitoring and evaluation;
- risk assessment and mitigation;
- design and implementation for sustainable results and impact.<sup>92</sup>

### *International Alert*

An independent international peacebuilding non-governmental organization, operating programs around the world to address conflict. The learning approach of the International Alert is based on the lessons learned from nearly 30 years of experience in peacebuilding worldwide. The

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<sup>91</sup> Causeway Institute for Peace-building and Conflict Resolution International: Building Sustainable Pathways to Peace. "Moldova." <http://www.cipcr.org/moldova/>

<sup>92</sup> Designing for Impact: Improving the Quality, Impact and Effectiveness of Peacebuilding & Development Programming. Advanced Professional Training – IPDTC Global Academy. 2018. <https://pcdnetwork.org/wp-content/uploads/2018/05/Designing-for-Impact-2018.pdf>

organization offers a range of tailor-made trainings and courses on some of the key topics in peacebuilding today, such as:

- conflict analysis/conflict sensitivity;
- gender in peacebuilding;
- economic dimensions of peacebuilding;
- transformative approaches to conflict (e.g. dialogue, mediation, etc.);
- transitional justice and reconciliation.<sup>93</sup>

### ***PATRIR***

The International Peace and Development Training Centre (IPDTC) of PATRIR operates a various training and educational program in peace and conflict related subjects. A core-list of the Institute includes:

- advanced mediation and peacemaking;
- dialogue processes in peacebuilding;
- systemic peacebuilding;
- community-based dialogue and peace processes;
- conflict analysis and intelligence;
- post-war recovery, stabilisation and peace consolidation;
- strategic thinking, scenario development and forecasting.

The curriculum is flexible and can be customised regarding the objectives of the requesting governmental and non-governmental actors.<sup>94</sup>

### ***Peace Scholars and Practitioners Network***

The network was launched by the researchers of Moldo-Austrian Centre for Peace Initiatives, Democratic Changes and Conflict Resolution (CPI) and didactic staff of the International Relations Chair (FIRPA, Moldova State University) together with Centro Studi Difesa Civile (CSDC), Italia.<sup>95</sup>

The mission of this platform is to contribute to the development of peace studies in the Republic of Moldova and to promote peace education and culture.

The platform is focused on peacebuilding and peacekeeping in Moldova through liquidation of stereotypes and barriers between the two banks of the Dniester River and developing mechanisms for peaceful resolution of the Transnistria conflict. One of the target initiatives was the project “Peaceful Conflict Transformation from Academic Perspective” aiming to develop a

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<sup>93</sup> International Alert. <https://www.international-alert.org/who-we-are>

<sup>94</sup> PATRIR. <http://patrir.ro/en/>

<sup>95</sup> Peace for Practitioners in Moldova. <http://www.hilfswerk-austria.md/eng/reteaua-cercetatorilor-si-practicienilor-studiilor-de-pace-din-moldova-1/>

dialogue platform for youth from both sides of the Dniester River regarding peaceful conflict resolution confidence-building measures and social inclusion (May-October 2015).<sup>96</sup>

### *School for Peace*

The program is implemented by Non-Violence based in Switzerland. The programs run on a regular base and focus on motivating and educating young people in solving conflicts peacefully.

The topics included in the curriculum are:

- self-esteem, leadership
- communication
- emotional intelligence
- nonviolence
- conflict management.

The program consists of three levels, each of them includes 10 sessions for 45 minutes, which start with general notions of leadership and get deeper into peaceful conflict resolution on a community-based level. The target group of the project are students between 12 and 19 y.o.<sup>97</sup>

### *KURVE Wustrow.*

The Centre for Training and Networking in Nonviolent Action, a non-profit association, established in 1980, seeks to translate societal concern about violent and belligerent conflicts, ecological destruction and social injustice into thought-out nonviolent action. The curriculum of the KURWE Wustrow links trainings, seminars and educational programs with voluntary services. The organization actively promotes methods of non-violent action and conflict transformation in different settings: trainings for peace and human rights activists, pedagogical theatre, training of trainers, etc.<sup>98</sup>

### *Peace Engineers*

Project by Ukrainian Centre of Nonviolent Communication and Reconciliation “Dignity Space” in cooperation with PAX (Netherlands) and Berghof Foundation (Germany).

The training program was designed to response to the lack of the educated civilian peace-personnel, which will be able to create a leadership and actively involve themselves in the conflict transformation process in Ukraine. It is a yearlong full-time educational project and all the participants are provided with mentoring and supervision during its implementation.

The program is divided into three cycles, each of which lasts four months. The wide range of essential peacebuilding tools are offered for participants: nonviolent communication, negotiating

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<sup>96</sup> Peace Scholars and Practitioners Network in the Republic of Moldova. <http://peacebuilding.md/>

<sup>97</sup> Non-Violence. <http://www.nonviolence.com/why/>

<sup>98</sup> Kurve Wustrow. <https://www.kurvewustrow.org/?lang=en>

process, coaching, facilitation (supporting) dialogue, decision-making in the group, mediation, introduction to neuroscience about post-traumatic syndrome (PTSD) and injury, introduction to Hostile Environment Awareness Training (HEAT), alongside with project management to empower participants to conduct their own project-work in future.<sup>99</sup>

#### *United Nations Institute for Training and Research*

UNITAR provides trainings and capacity development activities on peace promotion and social inclusion, environmental protection and sustainable economic growth and cross-fertilizing knowledge. The free and open courses usually take place online. The participants are supposed to choose and combine the courses themselves.<sup>100</sup>

#### *United States Institute for Peace*

USIP provides research, analysis, and training to individuals in diplomacy, mediation, and other peace-building measures. It seeks to create a wide range of education and training opportunities to fit the needs of any person working to resolve global conflicts.

The offer of the USIP Academy covers different learning objectives and methods, such as online courses, in-person trainings and workshops. The educational material is offered on several levels of expertise from the base-level knowledge (terminology of peace, introduction into peacebuilding, nonviolent action etc.) to the method-oriented learning (mediation and negotiation in conflict transformation processes, good governance, media and arts for peace etc.).<sup>101</sup>

#### *Women connecting for Peace*

It is one of one of the few programs in North Caucasus (Russian Federation), which involve women into peace issues. The initiative publishes information materials on approaches to reconciliation between the conflicting parties in the Caucasus. The main aim is to improve the skills and opportunities for peacemaking and restore confidence between internally displaced and conflict-affected women.<sup>102</sup>

Comparing the above-mentioned programs with the PCC program we can draw 4 main differences: the regional focus, the target group, the combination of theory and practice and the duration.

#### *Regional focus:*

Programs usually take place in one country or are not bounded to any specific region. In contrast the PCC program works in the region of Eastern European Partnership countries and Russia and

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<sup>99</sup> Peace Engineers School. <https://peaceengineers.com/en/>

<sup>100</sup> United Nations Institute for Training and Research. <http://unitar.org/>

<sup>101</sup> United States Institute of Peace. <https://www.usip.org/>

<sup>102</sup> Women connecting for Peace. <http://women-peace.net/>

puts an emphasize on the exchange between those countries and tries to foster interregional cooperation. The downside of this regional aspect obviously is, that during the common meetings of the PCC program participants there is only limited time to get into the details of any specific country case. And compared to such programs that do not have any specific focus, the target group is much more limited.

#### ***Target Group:***

Another striking difference appears in the target group of those programs. Many agencies that organise training programs in peacebuilding are focused on policymakers, high level professionals or government officials because they are believed to be key actors in the peacebuilding process. Whereas semi-professionals who are not embedded in an organizational context are underrepresented. If young non-professionals are targeted, then there is more attention on peace education rather than peacebuilding approaches. The training opportunities here range from content-based topics such as holistic understanding of civilian peacebuilding to more practical-focused areas such as peace advocacy or crisis management.

Without demanding a specific educational level among participants, the PCC program worked with motivated people who have certain general skills or understanding in the field of peacebuilding. By this the PCC program developers wanted to highlight that everybody willing to, could engage in peacebuilding in a professional way.

#### ***Theory and Practice:***

One of the main characteristics of PCC is the linkage between state-of-the-art theory and practice. Other programs usually have a strong focus on one of the two aspects. Of course, if theoretical knowledge is delivered this also in other programs should be transformed into practical initiatives or events, but this is usually not a part of the program. Especially the evaluation of the applied knowledge usually doesn't take place within the framework of the program. If the programs have a more practical approach, there is also a theoretical background delivered, but usually not in a very comprehensive way.

#### ***Duration:***

Most of the above-mentioned training formats take place one-time or the target group changes for every training. To work four years with a rather stable group of participants during so many meetings remains an exception to our knowledge.

## PCC Outcomes

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*Contributions from Olena Skachkova, Olga Zelenyuk and Elena Vdovichenko*

The Peace and Conflict Consultant program worked in the countries of Eastern Partnership and Russia between 2015 and 2018. It has evolved and changed over the course of its existence to better suit the changes within the participating countries and accommodate the needs of local practitioners. As explored in Chapter 2, the project intended to improve the quality and flexibility of civic conflict solving in the target region. As such, it was intended to empower local peacebuilders in choosing and implementing the appropriate methods and approaches that would make them more effective and acknowledged in their respective communities. Furthermore, the PCC program participants trained individuals in their local communities who were showing interest in the field of peaceful conflict transformation.

Within the course of the PCC program the participants received a thorough theoretical and methodological training in main peacebuilding concepts and theories.

According to its objectives and goals, the program coordinators trusted local coordinators with developing their own theories of change and thinking of activities that would make an impact in selected communities with the chosen target audiences. This has made the project diverse, complex and unique and has allowed for extensive testing of the initial change theory.

Each of the participating countries (Armenia, Azerbaijan, Georgia, Moldova, Russia and Ukraine) is dealing with challenges of the post-Soviet era that include but are not limited to struggles in economy, overcoming corruption, reforming practically all areas of public life (education, medicine, etc.) and enforcing a new, post-Soviet mentality. In each of the participating Eastern Partnership countries, there is an unresolved territorial conflict.

Starting from 2016, the PCC activities have begun to vary greatly from country to country, thus ensuring the flexibility component in the project's objective. However, they all remained within the framework of grassroots approach and, in most cases, focused on reaching "more people".

It is difficult to single out a specific focus for each country (with the exception of Azerbaijan where the focus has remained on preventing early marriages, although different approaches were used over the years). However, this diversity and flexibility have greatly contributed to the quality component of PCC.

As can be seen in the case studies, most project activities were aimed at changing attitudes and shifting public opinion about conflict. Almost in all local projects, intra-personal attitudes were

subjects of change as well, since the participants received some substantial knowledge on conflict transformation and this inevitably influenced their attitude in this regard.

Each participating country currently has more actors ready to participate in peacebuilding process in different ways.

Even though it did not lead to many people becoming peacebuilders on a professional base, a large number of people have received necessary knowledge and skills and can therefore spread both peacebuilding values and their practical applications in different areas. It is worth noting that in this way, the information can reach people that are usually not engaged in trainings on the subject, and so the PCC program impact spreads even further.

The PCC program activities have helped participants to look deeper at the roots of conflicts in general and the conflicts in their own countries in particular. As was mentioned in the Armenian case study, conducted peace initiatives assisted young people to overcome the barrier between “us” and “them” for the goal of building a safe future. In many cases, participants from different regions of each country were recruited to increase dialogue and fight stereotypes, while remaining conflict-sensitive. They have also realized that there are numerous actions to promote peace, which can be easily incorporated into their daily lives.

It should be noted that measuring the qualitative impact of the PCC program can often be difficult because of the grassroots framework. For example, many participants have reported that their immediate surroundings (family, work, school, etc.) have become less prone to conflicts and more likely to resolve difficulties constructively.

The PCC program has indirectly addressed the regional context within which it has been carried out. While it did not directly deal with the territorial conflicts of the countries involved, it has created a strong community of people who are now better prepared to face these issues and tackle challenges that have arisen from the aforementioned territorial conflicts. The level of tension and aggression (both open and passive aggression) in post-Soviet societies is very high, so training people who are able to decrease these tensions is crucial. In this aspect the PCC program has been very successful as it did just that, expanding beyond simple theoretical education to different areas of life in Eastern Partnership countries and Russia. Allowing participants to analyse their context independently and design their own theories of change and respective projects had led to each local project being highly relevant for local communities. This has contributed to overall success of the PCC program and the impact it produced in Armenia, Azerbaijan, Georgia, Moldova, Russia and Ukraine.

The PCC program has contributed to the peacebuilding field in the region through drawing people from different backgrounds into the peacebuilding scene. Thanks to the four project years, numerous people were reminded of common values, needs and practical steps on the path towards peaceful coexistence in each community.

## Recommendations

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*Contributions from Elena Vdovichenko and Olga Zelenyuk*

Peacebuilding is a process which requires efforts of different actors on different levels. NGOs and grassroots initiatives play an essential role in peacebuilding and should be considered as a significant part of the complex system of actors participating in peacebuilding. Thania Paffenholz, analyzing how peacebuilding is presented in different scientific schools, mentions that different actors choose different ways to build peace.<sup>103</sup>

Recommendations for NGO's and grassroots activities will therefore be different in every post-conflict country and will vary over time. As mentioned in previous chapters, in each participating country of the PCC program local contexts, target groups and applied methods were different according to the local needs. Thus, sustainable peacebuilding requires understanding the context, the causes of the conflict and needs of the region/country.

### *Monitoring and regional exchange*

As the experience of the four years of the PCC program clearly shows, flexibility and transferring the lead of the respective intervention to local teams is highly beneficial when carrying out peacebuilding projects in the region. Local coordinators are well acquainted with the contexts and needs of their communities, as well as they might have a higher level of trust among local populations that might, especially at the beginning, facilitate access to the target group. Furthermore, handing over responsibility often leads to higher ownership and innovative and creative projects that help to promote the idea of peace in communities.

At the same time, we experienced and want to stress here the significant value of monitoring and regular evaluations. Due to the limitations of the donors and thus a lack of resources, the organizers were not able to **supervise the local implementations**. After self-evaluation during and at the end of each activity, monitoring efforts were mostly undertaken during the modules. This limitation lowered the flexibility of the local initiatives, as well as their openness towards changes. Also, it was mentioned by the participants that including field visits to the local initiatives within the training modules would have been very beneficial for all sides, in order to learn from the concrete practice on the ground.

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<sup>103</sup> Thania Paffenholz, *Understanding Peacebuilding Theory: Management, resolution and transformation*, New Routes, 2/2009, Volume 14



### *Linkage*

The PCC program always tried to connect the local initiatives to existing activities implemented by other institutions, organizations and individuals. Due to different reasons (hesitation among other organizations to cooperate, lack of capacities or willingness of the PCC program participants to connect to others) this was not always successful. Future programs should take into consideration how this challenge could be met, because as previously discussed, the peacebuilding initiatives do not necessarily have cumulative effects if not linked with each other.

In this regard, we recommend to **extend the duration of the activities** and the project itself. Linking initiatives means to carefully analyse the environment and subsequently build trustful relations to those who also carry out activities in the field of peacebuilding. Both needs time and should not be done in a hurry. This requires rethinking within the donor community. Thus, all peacebuilders should, whenever possible, lobby for more long-term approaches that actually allow **establishing long-term relations** and linkages and eventually leads to greater impact of all activities carried out.

The above-mentioned **field trips** can be another way to facilitate networking and sharing experience.

**Inviting peacebuilding actors from various fields** (state institutions, academia, practitioners, etc.) to give input on their approach to peacebuilding may create positive synergies.

### *Thematic focus*

As mentioned before each country team could choose the own methods, target groups and topics to tackle, what was definitely also an advantage of the program. But on the down side it made it often difficult to compare the initiatives and learn from each other. If we run this program again, we would try to narrow the range of possible activities down and try to elaborate thematic focuses for the target regions. This could also contribute to sustainability of the single peace initiatives.

### *Time and space for reflection*

Sometimes the space for individual development assessments was not enough, what is related to the limited time, comprehensive content and scarce trainers' capacities. In future one could introduce concepts of peer-to-peer **mentoring**, or e-mentoring. This can also take place via involvement of experienced peacebuilders active in the respective countries.

### *Space for practicing*

Include information on concrete tools in peacebuilding and sessions to practice them. This can be connected with a regular recap of the transmitted information.

### *Annual Funding cycles*


The PCC program faced the enormous challenge not to be able to rely on long-term funding, but to apply for the follow-up project at every end of the year, without knowing if the project will continue or not. This caused insecurity among the organizers, the participants and our partners and forced everyone involved to reduce planning to a short-term perspective. (Annual project durations usually from September to December; exception in 2016 starting in April).

Due to this both the theoretical content of the modules and the concrete practice in terms of local implementations needed to be delivered in short time. The phases in between were not really used. As funding schemes are mostly inflexible any future program would need a more elaborated strategy how to use the time between the funding cycles more efficiently.

## Useful Resources

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2. Causeway Institute for Peace-building and Conflict Resolution International: *Building Sustainable Pathways to Peace*. "Causeway Institute complete 'Young Professionals' programme in Moldova", April, 17, 2016.
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10. Paffenholz, Thania. "Understanding Peacebuilding Theory: Management, resolution and transformation." *New Routes*, 2/14 (2009).
11. Peinado, Manuela Mesa. "The Role of NGOs and the civil society in peace and reconciliation processes." *Centro de Investigación para la Paz Madrid (Spain)*, 4.
12. Wilson Center. *Africa Programme*. 2017. "Conflict Resolution and Peacebuilding. Narrowing the Gap between International and Local Actors in Peacebuilding Efforts in South Sudan." <https://www.wilsoncenter.org/event/narrowing-the-gap-between-international-and-local-actors-peacebuilding-efforts-south-sudan>

## Annex 1

 <b>Peace and Conflict Consultant – Curriculum: Module and Local Implementation Phases Overview</b>	
<span style="display: inline-block; width: 15px; height: 15px; background-color: #cccccc; margin-right: 5px;"></span> - training entities facilitated by CRISP <span style="display: inline-block; width: 15px; height: 15px; background-color: #ffcc99; margin-right: 5px;"></span> - activities facilitated by PCCs in their countries	
ACTIVITY	CONTENT
<b>2015</b>	
<b>Comprehensive Introduction to the field of conflict transformation and practical application of the theoretical approaches</b>	
<b>Module 1: Engaging in Peacebuilding, Working as a Peacemaker</b>  Introduction to the project and the theoretical background of peace and conflict work. Peer-to-peer exchange between the participants regarding former experiences and achievements. Presentation of local 'good practice' projects by external speakers.	Introducing the project, its protagonists (the participants) and the peace building field. Core concepts: Conflict, Violence, Peace, Conflict Transformation. Core areas of civil society engagement in peacebuilding/ Local Good Practice Projects. Linking theory and practice: main challenges and ways of dealing with them. Being a Peacemaker: Reflection on legitimacy, mandate, preparation and available supporting structures.
<b>Module 2: Designing Peace Projects: From Analysis to Evaluation</b>  Introduction to theories, types and methods of conflict analysis and management. Presentation and analysis of local conflicts by the participants.	Re-centering and catching up from the first module. Principles of strategic and systemic program design, possible steps from analysis to evaluation and follow-through. Conflict Analysis: Conflict Profile, Actor Mapping, Onion. Envisioning and Working for Change (Vision and Objective Setting, Theories of Change and Activities' Design), Reflecting on Peace Practice Project (RPP) Matrix, Scenario Planning. Monitoring Progress, managing challenges, Evaluating Results Do No Harm: Planning for cultural, economic, political and social impacts of the activities. Discussing Local Implementation Phase I. Preparation of the Local Implementation Phases: Reflecting the project-plans, administrative issues, financial details, etc.
<b>Local Implementation Phase I</b>	Participants are implementing their own local peace initiatives in their countries based on the previously acquired knowledge.
<b>Module 3: In-depth Insights into Different Conflict Solving / Conflict Transformation Experiences</b>  Introduction to techniques of conflict solving, adult education and project management.	Re-centering and catching up from last time In-focus: Alternative Dispute Resolution (ADR) mechanisms negotiation, mediation/ Dialogue with Mohamed Shehab El Din (Egypt). In-focus: Prevention through Peace Education In-focus: Reconciliation through Restorative Practices. Presentation and Evaluation of the first implementation phase. In-focus: Peace Advocacy Preparation and discussion of Local Implementation Phase II.
<b>Local Implementation Phase II</b>	Second part of local peace initiatives in all target countries: Participants are implementing their own local peace initiatives in their countries based on the previously acquired knowledge.
<b>Module 4: The Peace Consultant's MEAL</b>	Re-centering and catching up from last time Presentations from implementation phase as well as peer feedback and assessment.

Evaluation and reflection of local workshops. Exchange of 'lessons learned' experiences from the Local Implementation Phase and compiling of 'best practice' examples.		Practitioner Dialogue on the realities of our impact/Meeting with Mark Young.
		Open Space on the topics <ul style="list-style-type: none"> <li>•“Us, as Peacebuilding Consultants”</li> <li>•“Mapping Opportunities “</li> <li>•“Personal Ideas and Possibilities “</li> </ul> “Course Evaluation”
		Closing-Event: Presentation of outcomes and impacts of the Local Implementation Phases to a broader publicity.
<b>2016</b>		
<b>How to increase the impact of our work and broadening the network</b>		
<b>Module 5: Working as a Conflict Management Professional – Training skills</b>		Development of a local training curricula.
Review of 1st year's program. Identifying gaps in theoretical knowledge and practical skills. Building up on training skills of participants and safe environment for practicing.		Preparation of local workshops and projects in their home countries.
<b>Local Implementation Phase</b>	<b>Local Workshops I</b>	Trained PCCs organize Local Workshops on introduction to conflict transformation, conflict analysis and project design in all target countries and by this train a new generation.
	<b>Local Peace Initiatives</b>	Peace Initiatives on community conflicts are implemented in the target countries by the participants of the Local Workshops and PCCs.
<b>Module 6: Reflection and Impact assessment</b>		Introduction to “Reflecting on Peace Practice” and its indications to the field.
Experience exchange on local workshops and implementation phase. Reflection on previous work and impact assessment.		Introduction to PR- tools to better promote the results of our work.
		Preparation of the Local Workshops II.
<b>Local Workshops II</b>		Evaluation and assessment of Local Peace Initiatives, planning of follow-up activities.
<b>2017</b>		
<b>Consolidating the results and outreach to other initiatives</b>		
<b>Module 7: Infrastructure for Peace</b>		Empowerment of the participants of Local Workshops to implement their own multiplier workshops in the respective target countries and strengthening of national and regional networks.
Introduction to Infrastructures for Peace (I4P) concept with the aim of better connecting to other initiatives.		Planning of the Local Implementation Phases 2017.
<b>Local Implementation Phase I</b>	<b>National Training of Trainers (ToT) I for local multipliers</b>	PCCs organize their own training of trainers in their countries.
	<b>Local Workshops I</b>	Newly trained multipliers from the ToT implement local workshops on introduction to conflict transformation, conflict analysis and project design in all target countries.
	<b>Local Peace Initiatives</b>	Peace initiatives on community conflicts are implemented in the target countries by the participants of the Local Workshops, that is newly trained multipliers.
<b>Module 8:</b>		Evaluation of the Local Implementation Phase I.

<b>Mapping Infrastructures for Peace</b>		Collection of mapping results.
Working sessions on the first round of local activities and structuring the mapping process (I4P)		Planning of Local Implementation Phase II.
<b>Local Implementation Phase II</b>	<b>National ToT II for local multipliers</b>	Input on impact assessment Evaluation and monitoring of local peace initiatives Preparation of evaluation modules of local workshops Moderation and evaluation techniques.
	<b>Local Workshops II</b>	Evaluation of local peace initiatives Planning of follow up activities.
	<b>National ToT III for local multipliers</b>	Evaluation of national implementation phases Planning of next steps, with a focus on the institutional linkage events.
<b>Module 9: Linkage</b>		Common evaluation of all Local Implementation Phases in the 6 target countries.
Consolidating the results of three years of PCC		Reflection on the own role as a mentor.
		Comparison and collection of mapping results for I4P.
		Preparation of institutional linkage events in all countries.
<b>Local Institutional Linkage Events</b>		Networking activity for identified stakeholders based on the outcomes of the I4P mapping in each country.
<b>2018</b>		
<b>Summarizing, Reflection and Publishing</b>		
<b>Module 10: Conceptualizing the handbook</b>		Integrating 6 new participants into the country teams to cooperatively summarize and analyze the results of PCC.
		Drawing the questions, which need to be answered in the handbook and distribution of responsibilities.
		Planning of Local Implementation Phase.
<b>Local Implementation Phase</b>	<b>Local Workshop I</b>	PCCs gather give workshops for their Local Coordinators and cooperatively plan Peace Initiatives.
	<b>Peace Initiatives</b>	Local Coordinators implement activities on community conflicts together with their multipliers.
	<b>Local Workshop II</b>	PCCs and Local Coordinators gather to evaluate Peace Initiatives and plan National Networking Events.
<b>Module 11: Summarizing and Planning for the Future</b>		Evaluation of the work on the handbook, lessons learned.
		Evaluation of the Local Implementation Phases, planning National Networking Events.
		Evaluation of the project year.
		Evaluation of the project in general, planning future cooperation.
<b>National Networking Events</b>		PCCs invite stakeholders identified during I4P, Local Coordinators and Initiators. Present results of the Local Implementation Phases and the Handbook.

Table 17. Peace and Conflict Consultant – Curriculum: Module and Local Implementation Phases Overview.

### Program Staff



Andreas Muckenfuß, Program Coordinator and Trainer



Florian Dunkel, Program Coordinator and Trainer, Editor of Handbook



Kateryna Pavlova, Program Assistant and Trainer, Editor of Handbook



Andra Tanase, Trainer and Curriculum Developer



Julie Jankovic, Program Assistant and Trainer



Anna Branets, Handbook Assistant

### Guest Speakers

Dr. Mark Young, Negotiation Expert, the founder of Rational Games, author, trainer and consultant in the area of negotiation, mediation and conflict management skills.

Alexander Azarov: Peace-Reacher, activist, researcher, Eastern Partnership region expert with long years of experience in different contexts, now working at forumZFD Odesa.

Mohamed Shehab Eldin, social entrepreneur, Consultant, Coach, Facilitator and Speaker focusing on Leadership, Strategic planning, Conflict Resolution, Negotiation, Dialogue and Public Speaking.

## Contributors

**Natia Chankvetadze**

Although peacebuilding is a very complex concept, which encompasses a range of different activities, in my understanding, it is a quite simple and practical process that needs vision, strategy and tailor-made programs. Peacebuilding theory and practice should address individual, relational, structural and cultural dimensions of the conflict and should seek to develop infrastructure for sustainable peace.

**Andrei Trubceac**

Peacebuilding, nonviolence and conflict transformation are not new age, sci-fi, utopian, metaphysical, transcendental or unrealistic ideas. They have been practiced and improved for decades. They work and so far they are some of the best tools we have to overcome conflict and injustice. They will continue to work as long as people become more aware about their (or others') oppression, decide to no longer cooperate with structures that sustain cycles of violence around them and come together to make it happen.

**Guranda Bursulaia**

As a peace educator and anthropologist, I work with individuals and cultures. I compare peacebuilding to the mosaic, where every person steps in with its own background, is cherished and respected. Hence, in the end we have a united colourful canvas demonstrating celebration of humanity.

**Lena Skachkova**

Peacebuilding field needs more trained experts, but, on the other hand, I'm sure, everyone may contribute to it. It's something we need to do on a daily basis: care about our health, work, ecology of planet and peaceful co-existence. The question is to find suitable form for yourself and make sure your effort goes in the right direction.

**Tural Ismayilzada**

For me, peacebuilding can be compared to what doctors do for a patient with a number of illnesses. The first thing to do is examination and diagnosis by building a quality communication with the affected groups and carrying out research in the field, which would let the peacebuilders find out the root causes. Next, more than one promising treatment method is needed to be generated to address various problems thoroughly. Peacebuilding should tackle all levels of society influenced by the conflict using numerous tools and methods. Finally, insofar monitoring is significant following the severe phase of illnesses, it is of great importance in post-conflict settings.

**Ekaterina Shitikova**

Peacebuilding is a non-violent communication between people belonging to different countries, nationalities, religions, sexual orientation, ages, social groups, political views etc., during which these people learn more about each other, put stereotypes towards each other under the question. They don't bring their differences to the fore, but find common important issues, explore possible solutions and make common steps in this direction. Therefore, it's important to create the public spaces and formats, in which such communication will be possible and effective.





### **Naira Sardaryan**

Peace is the indispensable relic of human dignity depicting the meaning of life and of being alive.



### **Iryna Ptashnyk**

Peacebuilding is a process, that can change the life of the community or society, but first of all, it proceeds from each particular person.



### **Elena Vdovichenko**

Peace begins within yourself. Sometimes you just need to be lead to it. I truly believe that through sharing knowledge on peace building we can supplement and enrich each other in our own understanding of peace, which could be applied in everyday practice.



### **Anastasiia Shchepina**

For me, peacebuilding is the retreat of those who are insulted and injured, on the one hand, and those seeking for the opportunity to express that love to humanity they feel, on the other.



### **Kira Kreyderman**

From my perspective, peacebuilding is a long-term, transformative and full of complexity process, which requires from you to zoom in and zoom out, see the whole picture and particular details. The challengeable part for me as for trainer is not to be subjective in work with conflict sides.



### **Olga Zelenyuk**

I am a passionate believer that ways of peaceful coexistence in society can and should be taught from the earliest age. Then peace becomes an internal value of each individual and of societies and countries as whole.



### **Viorica Antonov**

The case study of Moldova looks at the social, political and economic factors that shape the Transnistrian region today and how the conflict influences cohabitation of the people living across the conflict divide.