



## **CONTINUING PROFESSIONAL DEVELOPMENT COURSES**

**2018 - 2019**

### **DURHAM GLOBAL SECURITY INSTITUTE**

#### **CONFLICT MEDIATION (CPD)**

**Course Leader: Dr Catherine Turner, Lecturer in the Durham Law School**

##### **Course summary**

Mediation can be described as a process of engagement by an outside third party in a conflict with the object of facilitating dialogue and to promote the ending of violence and bringing the disputing parties to a dialogue table to talk about resolving their conflict. This course will focus on the operational skills and techniques necessary for mediation of violent conflict.

The first part of the course will look at mediation concepts and terminology, and locate mediation within the broader spectrum of intervention, approaches such as arbitration, facilitation, negotiation, and reconciliation. Course participants will practice and refine foundational mediation skills using role plays based around personal and community conflict simulation exercises. The second part of the course will build on day one and look at international mediation, with a particular focus on 'non-official' mediation as examined through the lens of an international mediation simulation exercise.

By the end of the course participants will:

- Have developed and practiced skills and techniques necessary for effective mediation and have more confidence in their own mediation skills and capability.
- Have an advanced knowledge of third party mediation processes and how these are impacted upon by internal and external influences.
- Be able to design a mediation process within an ethical framework that incorporates good practice and accountability.

## **CONFLICT SENSITIVE PROGRAMME MANAGEMENT (CPD)**

**Course Leader: Dr Lena Opfermann, MSc Program Director. Durham Global Security Institute**

### **Course Summary**

Personnel working in disaster response and development often operate in highly politicised environments where individuals and communities have loyalties founded in deep historical, ethnic and religious identities where there are vulnerable, marginalized and excluded sections of the population, and in which conflict entrepreneurs and agent provocateurs may deliberately foment tension and violence for personal gain and power. Looking through a conflict sensitive lens makes sense of such situations, and to design appropriate responses and pragmatic approaches related to policy and practice aimed at adding value to humanitarian emergency and development activities.

A conflict sensitive approach (CSA) to humanitarian and development interventions helps to minimise the negative impacts and maximise the positive impacts of such actions. After completing the course participants will be able to:

- Plan conflict sensitive project and programme activities
- Identify key decision makers, local leaders, potential spoilers and beneficiaries.
- Think more clearly about the links between conflict, development and humanitarian emergencies.
- Understand how a conflict environment impacts on decision making and the implementation of projects and programmes.
- Build working relationships in the short and long term –including designing dispute resolution mechanisms between agencies and beneficiaries, and relationships between civil and military actors.
- Reduce the risk of an intervention sparking or supporting violence by identifying flash points.
- Check that intervention strategies adhere to the principle of humanitarian impartiality and encourage and promote transparency, accountability and inclusive processes.

## **DEFENCE ENGAGEMENT, POLICIES & STRATEGIES (CPD)**

**Course Leader: Professor Shaun Gregory, Professor of International Security, Durham Global Security Institute (DGSi)**

### **Course Summary**

This course presents students with the concepts, policies and strategic frameworks commonly used by nations when planning and executing international defence engagement. Students will develop their understanding of the depth of analysis and understanding required to design and implement defence engagement effectively. Students will deepen their understanding of how defence engagement is used to further national and multinational interests in a variety of pre-conflict contexts from enduring peace-time engagement to stabilisation and conflict prevention operations. The module will introduce and analyse differing international approaches and their effects. Through plenary and case study work, students will analyse how defence engagement strategies are designed, implemented and integrated across national and international stakeholders and implemented. Case studies and role play will be used to highlight the skills required and the challenges often faced by defence engagement practitioners.

## **INTERNATIONAL NEGOTIATION (CPD)**

**Course Leader: Professor Shaun Gregory, Professor of International Security, Durham Global Security Institute (DGSi)**

### **Course Summary**

This course will focus on the operational skills and techniques necessary for effective negotiation. Of particular importance in contemporary conflict are contexts of conflict and violence, issues of asymmetry and power, and of relationships between state and non-state actors.

The course is centred on a set of practical and participatory exercises designed to develop and improve individual and group negotiating expertise. By the end of the course participants will have:

- an ability to situate the process of negotiations within the wider political and social context of the conflict in question
- more confidence in their own negotiating skills and capability
- an advanced ability to analyse conflicts and how internal and external factors impact on negotiation approaches
- developed and deepened their knowledge of negotiation processes in bilateral and multilateral situations and how to manage these

- an appreciation of the connection between negotiation processes and relationship building learned from practical case studies and specialist course facilitators

## **PEACEBUILDING AND PARTICIPATION (CPD)**

**Course Leader: Dr Lena Opfermann, MSc Program Director. Durham Global Security Institute**

### **Course Summary**

This module investigates the recent trend of peacebuilding missions to include local stakeholders and the recipient societies in the different stages of the peacebuilding operation. A similar trend is affecting peacebuilding research, which is becoming increasingly participatory in nature. Against this background, the module addresses the question of ‘participation’ in the practice and research of peacebuilding. We will first reflect on the notion of ‘inclusion’, that is, on the question of which actors need to be included in any participatory project. This includes questions such as “Who is local?”, “Which voices should (not) be included?” and “How can we ethically represent ‘others’?” We will highlight the question of ‘power’ and ‘exclusion’, which form the basis of the critique of participatory projects. We will critically investigate the different stages and degrees of participation in projects related to peacebuilding. The module will provide a platform on which we can practically experience and reflect on the methods and ethics of participation in the context of peacebuilding (in both its practice and research).

## **URBAN VIOLENCE - URBAN PEACEBUILDING (CPD)**

**Course Leader: Dr Jutta Bakonyi, Director, Durham Global Security Institute**

### **Course Summary**

The course explores the dynamic relationship between urbanisation, development, poverty and violence. It discusses concepts and theories of rapid urban change and, focussing on the city, critically exploring trends and concepts of urbanisation, urban security and frames that distinguish political from criminal and other forms of urban violence. The course also investigates the challenges of rapid urbanisation and manifestations of urban violence through case studies from different world regions. Then it explores means to tackle urban violence, community policing and various international and national

programmes. The Lake Chad region is explored in the course as seminar members will try to develop project ideas on improving security in this region from the perspective of small urban areas. It also discusses how DFID and other donors can be mobilised for such programmes.

## **TRANSITORY LIVES: MIGRATION, RESEARCH AND ADVOCACY (CPD)**

**Course leader: Dr Elisabeth Kirtsoglou, Lecturer in Anthropology, Durham University**

### **Course Summary**

The course explores the theoretical, legal and policy dimensions of migration and forced displacement, giving students the opportunity to gain a solid background on contemporary research evidence and the manner in which it often contradicts policy approaches. The module studies different categories (migrant, refugee, asylum seeker), exploring them alongside international legal frameworks. Students will be exposed to key debates within migration literature that deal with civil society (the role of NGOs and International NGOs), development, conflict and post-conflict contexts.

The module ties migration research to post-colonial issues in order to seek understanding of the historical connections between economic violence, extractive economies, chronic underdevelopment and the colonial regime. It also explores the rise of populism and the alt-right, and the centrality of migration in radical political discourse.

## **FIELD TRIP (CPD)**

**Course leader: Dr Lena Opfermann, MSc Program Director. Durham Global Security Institute**

### **Course Summary**

The field trip students will give students the opportunity to gain insight into different challenges facing post-apartheid South Africa today, including issues around land distribution and housing, memory, migration, xenophobia, racism, security, social inequality, justice and reconciliation. We will meet with individuals and representatives of organisations working in areas of land restitution, housing rights, educational decolonisation and memory politics, violence, human rights and reconciliation, refugee advocacy and capacity building. Students will lead interviews, take part in group discussions, and critically evaluate roles of individuals and organisations in the field.

The field trip gives students an opportunity to investigate practices of conflict prevention, conflict resolution, development, security, state and peace-building processes associated with a protracted conflict, instability and reform processes. During the study visit meetings will be held with individuals and organisations working in the areas of conflict and peace building activities, development, security, humanitarian intervention, politics and reconciliation. Students will lead interviews with people and groups related to development/and peacebuilding on different societal levels, take part in group discussions, and critically evaluate roles of individuals and organisations in the field.

Note: A second field trip will be offered, the destination of which is yet to be confirmed.

## **CONFLICT ANALYSIS (CPD)**

**Course leader: Jutta Bakonyi, Director Durham Global Security Institute**

### **Course Summary**

In this module students will enhance their knowledge on the causes and dynamics of violent conflicts. They will develop and practice frameworks, skills and techniques necessary for analysing conflicts in situations of fragility and violence. They will also think about entry points for conflict prevention and management. Using a mixture of mini-lectures, presentations and participatory conflict analysis tools, students will understand the importance of conflict analysis, discuss examples of conflict analysis approaches from international non-governmental agencies and governments, use a selection of analysis tools, and learn how to develop an analysis report. Students will work in case study teams to research, write and present a Country Strategic Conflict Analysis Report. A typical weekly session will consist of a lecture and description of a conflict analysis tool(s). The 'seminar' element will consist of students working in teams to practice using the analytic tool(s) and to develop their case studies.