Peace Professional Standards for Peace Professionals – The Time Has Come -

By Voigt, Evelyn; Breedyk, Gordon - (Drawing largely from discussions and papers developed over 10 years by McNaughton, Ross; Strom, Brian; Harmston, Richard; Schellhammer, Erich; and Wiebe, Jennifer).

Civilian Peace Service Canada (CPSC)

Abstract

The Time Has Come to require professional standards from peace professionals! As with any evolving profession, peace, to be taken seriously and to contribute fully, requires professional standards. The **Civilian Peace Service Canada**, an NGO, has pioneered and piloted the first values-and competency-based methodology to assess and accredit peace professionals. The objective now is (a) to grow the number of accredited Peace Professionals; and (b) to use CPSC's methodology as a springboard for working towards a standard set of values and competencies required of peace practitioners (www.civilianpeaceservice.ca). When achieved, this will inform both teaching and practice in the field, as well as those employing peace practitioners – locally, regionally, nationally and globally. In this paper, CPSC describes its origins, vision, goals and methodology. After ten years of literature review, empirical research and pilot results, CPSC has seen the climate change from one of 'it shouldn't be done', through one of 'it couldn't be done', to the current context of 'it must be done'. This is necessary if peace workers are to gain the credibility, the respect and the capacity to contribute fully to peace prevention and peace making practice. Canada is setting an example and, once more, providing significant leadership in this regard.
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Glossary

Civilian Peace Service Canada (CPSC) –Is a registered NGO, consisting of professionals in the peace field, international development, strategic management, others, who have volunteered their services to support the development of an accredited peace profession.

Accredited Peace Professional: An accredited CPSC Peace Professional has demonstrated that he/she can apply CPSC's Core Values and Key Competencies[1] effectively to reduce or prevent conflict. Peace Professionals, accredited by CPSC, have played a role in: freeing young girls in Sudan captured by Joseph Kony, instituting an ethics and anti-corruption campaign in Tanzania, conducting a capacity building review of the Baluchistan Ombudsman, influencing national policy in Nepal and restorative justice in Canada, to name a few. Now, imagine thousands of pre-assessed and accredited Peace Professionals available to employers and decision-makers, including national governments to draw upon at short notice for professional guidance in preventing and transforming-violent conflict.

CPSC Core Values that underlie and motivate effective Performance: *Empathy, Humility, Sincerity, Sound Judgment, Integrity, Desire for Social Justice and Peace for all, Personal Maturity, and Willingness to Learn.*

> *Premise:* Core Values are underlying traits which motivate and constrain individuals to behave in certain ways and to seek out employment or vocations which value these behaviours. The presence of a Core Value often predicts the sort of behaviours which can be expected from an individual. It is assumed that Core Values develop early in life, shaped by significant life experiences, and seldom change significantly in the course of everyday life unless there occurs an emotionally significant event of such fundamental nature that it brings the individual to question values previously taken for granted.

> **Key Competencies (skills/abilities) that enable effective performance;** *Communications, Conflict Analysis, Conflict transformation, Facilitation, Mediation, Negotiation, Personal Security, Strategic Thinking and Operational Planning, Teamwork, Peace Building.* The Key Competencies (knowledge, skills, abilities) described in this model may be acquired and mastered through education, training and practice (as distinct from Core Values which seldom change significantly in the course of everyday life). Peace Professionals with additional certification in these fields, would be recognized as Peace Professionals with a particular specialization.

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[1] This article draws on CPSC documents, which are the product of varied input for each paper by all the authors of the article and wide consultation in the peace field. Given the original nature of the referenced CPSC documents, this article contains sizeable excerpts from original work done by the Civilian Peace Service Canada, reproduced here without quotation marks but, as appropriate, with general reference to the document. Where it is deemed that special reference should be made to the holder of the pen, that individual will be named, followed by et al to include: Breedyk, Gordon; Harmston, Richard; McNaughton, Ross; Schellhammer, Erich: Strom, Brian; Voigt, Evelyn and Wiebe, Jennifer (here in alphabetical order). In addition, we acknowledge our deep debt to the hundreds of participants at CPSC conferences, workshops and meetings, most of whom are not listed by name, but all of whom are party to the process.

Peacekeeping: Traditionally, Peace Keeping was defined as an international military intervention that created a buffer between two armed rival groups. The Webster Dictionary for example defines peacekeeping as being "of or relating to the process of maintaining peace, specifically, of the reduction or elimination of armed conflict by the use of neutral troops to enforce a truce or separate hostile groups: UN peacekeeping forces." The Canadian dictionary is even more specific: "*Peacekeeping* is the term applied to United Nations (UN) military intervention operations. As a result of Lester Pearson's leadership in the 1956 Suez Crisis and *Canada's* role in the UN Emergency Force he helped create, *Canadians* have sometimes considered *peacekeeping* part of the country's identity."[2]

The international community increasingly associates peacekeeping with sustainable development "and sometimes, controversially, even blurs peacekeeping and engaging in a conflict. For example, when the military is tasked with social, economic and environmental development activities in areas of conflict, as in Afghanistan and the Congo. Not only does this blur mandates, but, at present, also stretches the ability of most armed forces, whose training, by definition, is not focused on unarmed reduction of conflict. The terms Peacemaking and Peacebuilding have suffered similar confusion. So much so, that peace keeping is also often used for what Galtung calls positive peace."[3] "Military personnel are the backbone and the most visible component of a (UN) peacekeeping operation… These operations also rely on civilian staff for a wide variety of functions ranging from monitoring the observance of human rights to managing human or material resources, working alongside UN Police and civilian colleagues to promote stability, security, and peace processes; we protect personnel and property; we work with the local community, the local military personnel, and other military entities in the area to promote lasting peace.."[4] UN practitioners (professional or military) with specific peacekeeping/building credentials, in addition to UN briefings and experience, whether with or without academic credentials, would benefit from accreditation/certification as Peace Professionals, based on demonstrating their personal and professional capacity to deliver peacebuilding results in areas of conflict. Like others in the field, it would acknowledge their professional standing. This in turn would facilitate being tagged and accessed in rosters, as well as giving them an advantage as candidates for employment. For employers, in this case the UN, it would allow for access to pre-assessed candidates, of particular benefit to them for time-sensitive deployment.

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[2] www.thecanadianencyclopedia.ca/en/article/peacekeeping/ Apr 29, 2016

[3] Schellhammer, Erich, Assoc. Prof. Peace Studies, Royal Roads, ret'd, CPSC Board Member in internal CPSC correspondence, Aug 2017

[4] http://www.un.org/en/peacekeeping/issues/military/ (August 9, 2017)

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- The Time Has Come

1.0   Introduction / Background

There is national and global recognition of the need for an increased role for civilians in the promotion of non-violent means to prevent, transform, and resolve violent conflict, including a call by UN Secretary General Kofi Annan as far back as 2001 for the "mainstreaming" of conflict prevention and for international and regional organizations to work more closely with civil society.

Thousands of organizations and millions of individuals worldwide are working to develop and implement non-violent means of resolving conflict that celebrate the range and depth at which civilians can be drawn into active peacekeeping and peacebuilding. The question is where, how, and when these efforts are best deployed?

As in the medical field, where some are accredited as best suited to be general practitioners, others to perform open heart surgery, and others still to provide valuable support services (whether as volunteers or employees), so too in the peace field there is an equivalent need for standardized, specialized, and sufficient competence. Unlike the medical field, however, there are no corresponding tools in the peace field for distinguishing candidates best suited, for example, for senior level international diplomacy, high-level mediation, or grassroots volunteer work. This has been a recurring theme in CPSC's research and discussions, whether with UN representatives, government, military, or other personnel. Indeed, military personnel contrast their years of training for work in areas of conflict, with weeks of training, if any, of many of their peace worker counterparts.

The complexity of conflict and its peaceful resolution, as well as the urgency of many placements, call for professional standards for peace workers equivalent to those for doctors, engineers, and others, so that potential employers can effectively and urgently select: (1) Candidates with the most appropriate motivation for effective placement, including core values (or personal suitability); and (2) Candidates with the right competencies for achieving desired outcomes.

Although many currently involved in the peace and conflict resolution practice consider the assessment of values to be fundamental for intervening effectively in situations of conflict, few have tackled the complexities and sensitivities associated with assessing values. Consequently, the CPSC Accreditation process has done considerable ground-breaking work in designing comprehensive assessment tools, including for the assessment of Core Values.

The health sector has been working on this issue since the late 1990's when staff at McMaster University became frustrated with the deficiency of traditional interviews in evaluating medical school applicants for their personal suitability in the field. In a *Maclean's* magazine article entitled ―Let's All Play Doctor,[5] Jack Rosenfeld, professor emeritus in pathology and molecular medicine, is quoted as saying, ―The interview process was letting in people who should not have gotten in and excluding people who should have. The article goes on to say that the process developed by McMaster University

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[5] *Maclean's* magazine article titled ―Let's All Play Doctor,‖ Sept. 21'st edition, Page 50 and 51.

is designed to ―assess soft skills such as ―communication, problem solving, judgement, life experience, ethics, professionalism, empathy and so on. (Sydney Smee, Ph.D., engaged in the development and delivery of performance-based examinations for the medical field as an Assessment Consultant, deemed CPSC's methodology 'cutting edge' after participating as auditor in early CPSC assessments).

The actual impact or outcomes of an initiative such as the professionalization of peace workers obviously remains to be seen. However, the need is clear - as are the potential benefits of having someone professionally versed in theories, methods, and practices of alternatives to violent resolution of conflict present at the table. This is especially the case when politicians and the military are debating what action to take related to current and potential conflicts. CPSC sincerely believes that major conflict, even wars, might be avoided if peace professionals are part of these discussions. Likewise, active conflicts can be brought to a satisfactory, peaceful end more readily with the participation of individuals who are experts in achieving these outcomes. Some other long-term benefits are: enhanced effectiveness of peace workers; reduction in unintended harm caused by well-meaning, unaccredited peace workers; and increased credibility of Peace Professionals. Higher credibility would in turn lead to higher level input into national and international discussions. Ultimately this would enhance the success of peacekeeping interventions as a whole.

Other countries are leading the way in the establishment of civilian peace organizations. In Germany, a Civilian Peace Service (Ziviler Friedendienst) has been in operation since 1999. In the U.K., a similar service is under way and significant training of civilians has taken place. Throughout Europe, from Sweden to Italy, civilian peace service initiatives of various kinds are taking root, embraced by a supportive European Network. Canada is learning from, and building upon, these initiatives.

2.0   Civilian Peace Service Canada (CPSC) Origins

2.1   Determining the need for Canadian civilian involvement

Civilian Peace Service Canada (CPSC) emerged out of an exploratory conference held in 2003. There, consideration was given as to whether the need existed in Canada for greater involvement of civilians in peace-related initiatives. Several conference participants, who had worked in conflict zones both domestically and internationally, reported how ill-prepared even the most experienced peace workers were for their respective assignments. Out of these conference discussions, a working group was formed and the CPSC was born.
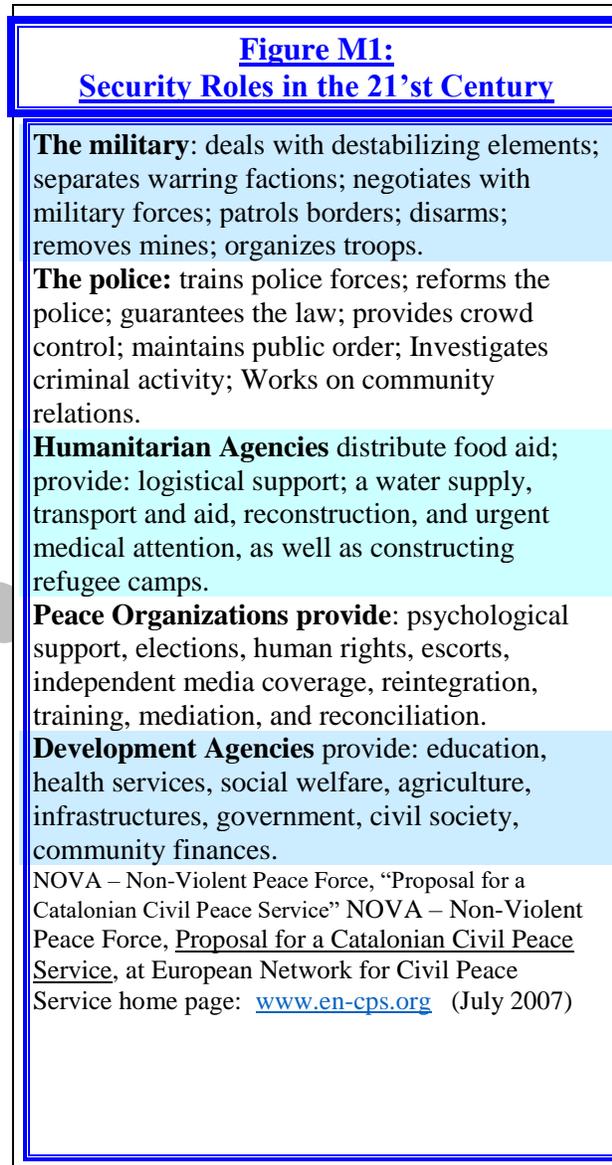
Over the next five years, CPSC conducted rigorous research and consultations regarding a potential assessment process for Peace Professionals. This research discovered that, while a plethora of institutions provide peace-related training (mediation, alternative dispute resolution, conflict resolution and transformation, arbitration, etc.) ranging anywhere from a few days to a number of years in duration, their graduates were, and still are, indiscriminately labelled as "experts" in the peace field, without sufficient attention to a set of principles and standards governing professional work in the peace field, student comprehension, related practical experience, or professional achievement. CPSC reported its

findings in a White Paper (2008) [6]that made the case for a civilian peace service. It included detailed annexes assessing the current nature, state, and value-added of civilian peace services and training around the world. The following is one brief excerpt from the White Paper.

Changing Notions of State Security

Neither the Military, nor any other single entity can provide state security in the 21st Century. Traditionally, national security was associated with the presence of a military capability to protect state interests, or an armed defense against threats to military security. This has changed dramatically, particularly since the end of the Cold War and, with it, the end of a convenient, common enemy. Unfortunately, how states defend themselves has not kept pace with changing interpretations of national security. Despite post 9/11 efforts to galvanize the world around Terror (or perhaps because of it?), preserving personal independence and identity has now overtaken armed defense. This, in turn, has relegated military security to only one of five core security measures (alongside political, economic, social and environmental security).

If national security does indeed rely on economic, social, political and environmental as well as military security, then clearly the military alone is no longer equipped to intervene effectively in modern situations of conflict. In fact, then no single entity can independently deliver desired outcomes. Instead, the military, the police, humanitarian agencies, peace organizations, and development agencies each have a unique and important peace role to fulfill. Their roles may overlap, and not always tidily, but the distinctions shown in Figure M1 above generally apply.

> **Figure M1:**
> **Security Roles in the 21'st Century**
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> **The military**: deals with destabilizing elements; separates warring factions; negotiates with military forces; patrols borders; disarms; removes mines; organizes troops.
>
> **The police:** trains police forces; reforms the police; guarantees the law; provides crowd control; maintains public order; Investigates criminal activity; Works on community relations.
>
> **Humanitarian Agencies** distribute food aid; provide: logistical support; a water supply, transport and aid, reconstruction, and urgent medical attention, as well as constructing refugee camps.
>
> **Peace Organizations provide**: psychological support, elections, human rights, escorts, independent media coverage, reintegration, training, mediation, and reconciliation.
>
> **Development Agencies** provide: education, health services, social welfare, agriculture, infrastructures, government, civil society, community finances.
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> NOVA – Non-Violent Peace Force, "Proposal for a Catalonian Civil Peace Service" NOVA – Non-Violent Peace Force, Proposal for a Catalonian Civil Peace Service, at European Network for Civil Peace Service home page: www.en-cps.org (July 2007)

Ironically, this "de-coupling of the concepts of security and defense"[7] has exaggerated military

[6] Breedyk, Gordon and Voigt, Evelyn: "The Case for a Civilian Peace Service Canada, White Paper" 2011

responses to new security threats.   The armed invasion of Iraq is a case in point. Fuelled by television images of civilian carnage, the Iraq war has radically undermined already dwindling trust in political, military, and theological leadership.   This calls for conflict prevention, mediation, de-escalation, rather than escalation through armed intervention.

This report was delivered to all political parties in Canada and widely distributed. Based on extensive research[8], the White Paper concluded that while many articles and papers debated a variety of competencies required for peace work, nowhere in the world was there a universally accepted set of principles and standards governing professional work in the peace field.

2.2   CPSC Attempts to Fill the Void

Having failed to identify an organization with whom they could partner, CPSC set out to meet this unmet need: a standardized methodology to assess and accredit for personal suitability, competency and professionalism in the peace field, as in other professions. (At issue, again, is not whether candidates have faulty or deficient values, but rather whether their particular value set is appropriate for the kinds of work being contemplated for peace professionals). In so doing, CPSC aimed to create the potential to prevent and stop major conflicts, while supporting long- and short-term positive outcomes.

For the peace profession as a whole, it was determined that standardization, professionalization, "Accreditation" would foster:
- Quality control and a code of conduct (which better protects citizens, screens clients, reassures employers, takes seriously the goal of achieving peace and ultimately leads to better outcomes in reducing violent conflict),
- Graduates of the many courses in conflict resolution, mediation, alternative dispute resolution, conflict transformation, arbitration, etc., who would also be assessed against standards of peace professionalism, (with additional specialities),
- Standardization which would counteract current practices whereby graduates from courses ranging in length from a few days to a few years are indiscriminately labelled "experts" in the field without sufficient attention to standardized course content, student comprehension, related practical experience, and professional achievement.

For the individual peace practitioner, or aspiring peace practitioner, benefits of accreditation as a Peace Professional would include:
- Enhancing effectiveness and consistency of approach (peace practitioners who demonstrate Core Values and Key Competencies, regardless of academic qualifications, would gain professional standing. Peace practitioners who do not sufficiently demonstrate them can nevertheless continue

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[7] Martinelli, Marta: "Developing a Civilian Peace Corps: Does Italy Offer a Model for the EU?", Peace, Conflict and Development: www.peacestudiesjournal.org.uk; (June 2002), more specifically: www.peacestudiesjournal.org.uk/docs/DevelopingCivilianPeaceCorpsDevelopmentsinEurope.pdf

[8] Based on six months of interviews, literature review: (1) to understand what services were already being provided by Civilian Peace Services so CPSC would not reinvent wheels but rather build on their services; and (2) unsuccessfully scouring the world for an organization with which CPSC might partner to draw on/partner with for creating a standing Canadian Civilian Peace Service.

practicing, albeit with clearer self-knowledge of strengths and weaknesses for selecting future assignments or, if they so choose, a clearer idea of which gaps to fill through training or experience);
- Bridging the gap between academia and effective professional practice, to the benefit of students, teachers and current practitioners (including integrating peace-related work opportunities into study programs for aspiring Peace Professionals);
- Achieving professional recognition for peace workers from those outside the peace field (who are currently making decisions related to peace, without drawing peace workers into the decision making process). With professional recognition will come greater participation in decision-making where conflict is involved, amongst others, in national and international decision making (including practitioners from remote areas working at the grass roots);
- Deepening self-knowledge of strengths and weaknesses, and a recognized career path, for aspiring Peace Professionals. This in turn will attract and retain high quality professionals and inspire youth;[9]
- Reducing unintended harm caused by well-meaning peace workers who might not have the required knowledge, skills and experience to intervene in some conflicts;
- Having increasing access, as pre-assessed professionals, to employers and decision makers. This will, over time lead to the development of a roster of qualified Peace Professionals on call for rapid deployment to conflict zones. Secondarily, this will minimize ineffective, and even harmful, outcomes resulting from the placement of under-trained peace workers. (**Note:** CPSC will continue its discussions on partnering with existing organizations, e.g., CANADEM, the largest roster of governance-related consultants).

2.3   Key Principles, Modus Operandi and Methodology

Two **key principles** guiding CPSC from its beginnings have been, and remain:
    i. to work in partnership with all other players in the field, private and public, military and civilian; and, as a corollary,
    ii. not to compete, and to avoid reinventing wheels .

Its **modus operandi** in its establishment was to:
- Identify the key focus for CPSC (making sure that it did not duplicate existing efforts and that it would work in consultation and cooperation with all related to its field of interest);
- Develop the pertinent tools to standardize peace work and accredit those individuals who have professional values and capabilities;
- Develop and pilot the methodology; and
- Look for and/or develop a practical tool to help set core professional standards without creating a 'cookie cutter' approach to teaching peace studies – by accrediting the individual, not accrediting the institution.

CPSC's **methodology** for developing a competency based assessment involved: a literature review, direct input of theoreticians and practitioners, testing and modifying the resulting methodology with input by international experts in the conflict resolution field. This input included, amongst others, a 2007

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[9] Breedyk, Gordon and Voigt, Evelyn "The Case for a Civilian Peace Service Canada, White Paper" 2011

conference[10] in Canada with internationally renowned peace researcher and practitioner, Johan Galtung[11]. Galtung endorsed CPSC's provisional list of competencies and values, providing some levity in the discussion around 'humility' by joking that in fact, humility "was not one of 'his' strong points". A more in-depth exploration with CPSC of the value followed, in the same self-exploratory vein later adopted by CPSC for assessment interviews. It showed that Galtung did indeed offer full respect to hearing another's perspective, despite a healthy ego born of/contributing to his status in the field and in the world. Incidentally, a debate on 'humility' during a later assessment of a candidate led to a revision of CPSC's working definition, moving it beyond simply being humble, to having self-confidence and conviction while at the same time remaining open to, in fact searching out, the other's perspective. As is always the case in CPSC assessments, there are three board members assessing the candidate, and one observer/auditor to assess the assessment process, for adjustment as required.

3.0   Consultations

3.1   Building the Base

CPSC's earliest working relationships were with peace faculties and fellow practitioners, e.g. St. Paul's University, the European Civilian Peace Services, McMaster University, Canadian International Institute of Applied Negotiation (CIIAN), the Canadian Institute for Conflict Resolution (CICR), and Pearson Peacekeeping Centre. This very soon broadened beyond the field, to include government, the military, CANADEM[12] and the private sector. By way of example, the 2005 workshop on setting up the CPSC (International Civilian Peace Service Consultation) involved representatives from the pioneering civilian peace services in the UK, Germany and elsewhere in Europe, later also including Kai Frithjof Brand-Jacobsen[13].

The 2007 conference on "What is a 'Peace Professional?'" brought in senior actors in the peace field, including Galtung, McMaster University representatives, St. Paul's University, including, Vern Redekop. Brian Strom, then Director of the Canadian Institute for Conflict Resolution and still on the Board of CPSC, has remained a stalwart supporter.

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[10] http://www.civilianpeaceservice.ca/peace_as_a_profession-2007.php.

[11] Peace as a Profession, Civilian Peace Service Conference, third in a Series of Workshops and Consultations, Saint Paul University, 223 Main Street, Ottawa, Ontario Sponsored by: CPSC (Civilian Peace Service Canada) In Cooperation with CICR – Canadian Institute for Conflict Resolution; Conflict Studies Program, Saint Paul University; CIIAN – Canadian International Institute of Applied Negotiation; McMaster Centre for Peace Studies; TRANSCEND International Institute)– April 3 to 5, 2007

[12] Established in 1996 with Canadian Government start-up funding, CANADEM is 'dedicated to advancing international peace and security through the rostering, rapid mobilization, and mission management of experts committed to International Service with the UN, other IGO, NGOs, and governments'. (Mission statement)

[13] **Kai Frithjof Brand-Jacobsen** founder and Director of the Peace Action, Training and Research Institute of Romania (PATRIR)

In 2009, CDPI (Canadian Department of Peace Initiative), with CPSC, hosted a "Women in Peace" conference to address and honor the specific needs and contributions of women in peace, with Peggy Mason, Canada's one-time … Ambassador to the UN as keynote speaker and participant.

The 2011, the "Career Path for Youth to Peace Professionalism" workshop involved leaders from youth, NGO, political, government, business, labour and academic organization. All told, 35 organizations mirrored Lederach and Mansfield's "Strategic Peacebuilding Pathways (Wheel)"[14] to help answer questions such as "What does the field of peacebuilding practice look like? What are the potential career pathways for a strategic peacebuilder? Where do I fit in." [15]

3.2   Key Influences on CPSC's Approach to Developing the Assessment and Accreditation Model

As the then director of the MA program on Coexistence and Conflict at Brandeis University, Mari Fitzduff authored two discussion papers[16] which provided the foundations from which CPSC ultimately distilled its list of competencies. "What are the Core Competencies for Graduate Programs in Coexistence/Conflict Work" provided three sets of competencies: Core Knowledge Competencies, Core Skill Competencies and Specialist Competencies, each subdivided into numerous sub-categories. Significantly, Fitzduff also offered a fourth category, called "Values of Coexistence Work. Her discussion paper, "Governments and Inter-Governmental Organisations that have Mainstreamed Coexistence/Conflict Work," as the title implies, provides insights into operational and policy applications.

These papers, invaluable to CPSC, bear witness to Fitzduff's unique blend of theory and practice born of her pioneering roots as coexistence peace practitioner in communities of Northern Ireland. "Graduate Programs in Conflict/Coexistence[17] studies are designed to increase their participants' capacity to contribute to the development and implementation of non-military[18] approaches to the prevention,

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14 Lederach, John Paul, then professor of international peacebuilding, and Katie Mansfield, M.A. '08 — illustrated, by means of the Strategic Peacebuilding Pathways (Wheel), the "main components and subcomponents of the field of peacebuilding and their relationship to each other" at the Kroc Institute for International Peace Studies, 2008. With permission, CPSC has adapted the peace wheel to explain that CPSC Accredited Peace Professionals can, amongst others, be drawn from all these fields and have, in addition, demonstrated their personal and professional readiness in terms of CPSC's Core Values and Key Competencies.

[15] Ibid

[16] Fitzduff, Mari "What are the Core Competencies for Graduate Programs in Coexistence/Conflict Work" and "Governments and Inter-Governmental Organisations that have Mainstreamed Coexistenc/Conflict Work," Discussion papers 2005

[17] Such programs are variously called e.g. Conflict Analysis and Resolution, Conflict Studies, Peace and Justice Studies, Program in Conflict Transformation, Peace and Conflict Studies, Violence Prevention and Response, Coexistence Studies.

[18] While recognizing that military approaches may have a positive role to play, it is assumed that MA graduate programs will generally enable the study and development of interventions that are of a non-

management and resolution of intra-national, national and global conflicts of a violent nature. There is, however, little agreement among accrediting institutions about the 'Core Competencies' for such a course, i.e. the 'knowledge and practical' skills that participants need, and the 'values' (emphasis ours) that underlie such work. There has also been little appraisal and feedback from policy makers and practitioners about how such competencies adequately – or otherwise – meet the need in the field. This draft set of Core Competencies has been drawn up to start the discussion for and with the field, both academic and practice based."[19]

A 2006 presentation by Catherine Wills also seminally influenced CPSC. Based on Competency Theory and using a basic causal flow model, Wills[20] developed a Competency Model with application to peace practitioners. Key for CPSC were (a) the parallels between *Values* and *Competencies* and her references to *inherent* versus *learned* competencies; and (b) her demonstration of how Behavioural Event Interviews and Performance Effectiveness Criteria[21] could be applied to the peace field. Her references included McLelland[22] ("Superior performers shared the following characteristics, average performers did not.") Benjamin (Analytical Acumen; Intuitive Sensibility[23]); Royal Roads University's M.A. Human Security and Peacebuilding Learning Outcomes, and Galtung (personal profile versus self-analysis)".

In conclusion, Wills highlighted six "Clusters & General Categories" for the competency-based assessment in the peace field[24]:

Achievement and action	Achievement orientation, concern for order/ quality/accuracy , initiative, information seeking
Helping and Human Service	Interpersonal understanding, discretionary efforts to serve others, seeking diversity
Impact and Influence	Contextual/Organizational awareness, relationship building/constructive use of power.

military nature, and that are complementary, or alternative where possible, to existing military approaches.

[19] Fitzduff, Mari "What are the Core Competencies for Graduate Programs in Coexistence/Conflict Work" idem, p.1 2005

[20] Wills, Katherine, Graduate presentation, St. Paul's University, Ottawa, 2006

[21] Anderson, Mary and Olson, Lara in "Confronting War, Critical Lessons for Peace Practitioners," the Collaborative for Development Actions, Inc. 2003 p. 16

[22] McLelland, David: (150 interviews (US State Dept. Foreign Service Diplomats)…

[23] Benjamin, Robert: 50 Interviews with Successful Conflict Interveners and Teachers: **Analytical Acumen; Intuitive Sensibility** (Ability to sense when a shift in style or approach is necessary, and have the technique and skill to make that shift, depending on the parties involved, the situation or the evolving conditional imperatives; **Analytical Acumen and Intuitive Sensibility = Systematic Intuition**. **Tenacity + Optimism = Risk Taking** (The determination and belief that a dispute can be effectively managed, sometimes despite of all indications to the contrary) Video Projects, The Mediators "Views from the Eye of the Storm," February 2006. See summary article on www.mediate.com

[24] Wills, Katherine, Graduate presentation, St. Paul's University, Ottawa, 2006

Managerial	Developing others, assertiveness/use of positional power, teamwork cooperation, team leadership
Cognitive	Analytical thinking, conceptual thinking, technical expertise
Personal Effectiveness	Self-control, self-confidence, flexibility, commitment.

4.0 CPSC's "Assessment and Accreditation" Model Takes Shape

4.1 2006 CPSC "Peace as a Profession" Discussion Paper

CPSC was, first and foremost, looking for a practical tool that would allow as objective an assessment as possible of Peace Professionals for placement in areas of conflict, locally, nationally and internationally. For this, the long list of competencies proposed by Fitzduff and others needed to be condensed, without losing the qualitative factor of personal suitability. Based on extensive consultation and debates on the merits of each competency, it was increasingly clear that only a subdivision of competencies could provide a practical assessment tool. It was at this juncture that the category "core values" came into play. (Equivalent perhaps to what the medical field might call the doctor's 'bedside' manner' and management assessment tools call 'personal suitability'). In the course of their deliberations, and later in piloting their methodology, CPSC worked with Sydney Smee, then PhD candidate and consultant in competency-based assessment in the medical field. McMaster University's medical program was then looking at redefining student intake assessments in terms of 'bedside manner' rather than the previous singular emphasis on marks.

Smee informed CPSC that her peers doing the equivalent work on assessing personal suitability for the medical field considered CPSC's work to be cutting edge and of superior quality. This would be important feedback for CPSC, still facing some push-back on the merits and practicality, not to mention the potential legal liabilities, of attempting to assess competencies, let alone the 'values' of individuals working for peace. CPSC's response was two-fold: first, to find a way of clarifying that they were not assessing the value of the individual, but rather the degree to which the individual's personal make-up suited particular assignments. Second, to redouble their effort to make sure that their methodology was supportive and practical, yet able to determine personal suitability for assignment to areas of conflict. Furthermore, CPSC emphasized that the application of the assessment methodology would be, to the extent possible, inclusive, not exclusive.

The **CPSC "Peace as a Profession" Discussion Paper** was broadly circulated in 2006 to luminaries in the field, including Dr. Johan Galtung, Dr. Necla Tschirgi, Dr. Ben Hoffman, and many others. Feedback was largely constructive and supportive. Some even suggested that the tool could ultimately have broader application beyond hiring and/or screening people, perhaps even for performance evaluations. Concerns included, amongst others, the degree to which one should distinguish capacity from performance, the degree to which one could avoid arbitrary and artificial distinctions among categories such as facilitation, mediation, negotiation and conciliation, and the danger of creating too many categories and thereby rendering the tool impractical. The testing for values as a precondition for proceeding with an assessment of competencies raised concerns, especially given the potential for academic contribution to the field through research without necessarily interacting directly with end users. Weighting values and assessing skills and values in tandem was suggested for consideration.

Questions arose around correlating varying values with different assignments. Traditionally, organizations have shied away from assessing values for two reasons: (1) It is difficult to identify motivating forces within an individual, particularly since they are often unclear even to their holder; and (2) An outsider is prone to interpret values according to their own web of meaning ("a certain set of values, habits and customs; a human condition that cannot be separated from being."[25]) As shown below, after much debate, consultation and deliberation, CPSC chose to tackle this head on, because certain dispositions clearly tend to produce the best results in peace service. The resulting accreditation process has shown some conceptual overlap between core values and key competencies, in the form of common features. However, CPSC still considers them distinct enough to be kept as separate categories.

To avoid repetition and confusion, the interview process clarifies similarities and differences between values and competencies.[26] For example, the CPSC model identifies a **Strong Desire for Social Justice and Peace for All** as a Core Value. Individuals who share this value can generally be expected to be drawn to and perform well in fields related to the active fostering and promotion of peace. The knowledge, skills and abilities necessary to perform a particular set of related skills can be acquired and mastered through a combination of education, training and practice. CPSC believes that an individual who does not share this **Strong Desire for Social Justice and Peace for All** is unlikely to become an exemplary Peace Professional. Consequently, CPSC screens potential applicants initially for Core Values and subsequently for Key Competencies. If a candidate successfully demonstrates the proposed Core Values through an appropriate screening process, a learning needs analysis then determines appropriate areas for further study in one or more Key Competencies. If Core Values are not evident during initial screening, candidates are not invited to continue the qualification process.

Hiring agencies are encouraged to make use of the CPSC competency model to describe specific jobs they wish to staff. The model enables agencies to determine levels required within each competency for a particular job. Candidate profiles from the CPSC roster will indicate levels demonstrated by the individual in each competency. Additional mission-specific requirements will be defined and measured by hiring agencies through their own processes.[27]

4.2   The 2007 CPSC Conference

The 2007 CPSC Conference raised several broad issues, under the rubric of 'how to get there (a professional civilian peace force) from here" (uncertified civilian practitioners – with or without the skills to effect conflict resolution, and no way of telling the difference between them). The takeaway from the conference, broadly, was two-fold: (1) that CPSC was generally on the right track (including enthusiastic endorsement by Galtung) with the concepts needing some "tweaking"[28]; and (2) that

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[25] Schellhammer, Erich et al (See footnote 1) "'Background' for Re-drafting the Approach to Assessing Core values and Key competencies," CPSC, 2013

[26] Schellhammer, Erich et al (see footnote 1), idem, p.1

[27] McNaughton, Ross et al (see footnote 1) "Canadian Peace Professionals: Core Values and Key Competencies, A Discussion Paper," The Civilian Peace Service Canada (CPSC)pp 4-5 **2008 (**Note: The specific approach to attributing "levels" of competency has been modified over time).

[28] Strom, Brian, Executive Director, CICR, at Peace as a Professional in the 21st Century conference, idem

certification, while fraught with pitfalls, was important to help peace work become more effective, create a base from which to go into other fields, provide an element of officialdom, and make practitioners more employable.[29]

Participants explored the concept of a "Peace Professional" from angles as wide-ranging as the global context, core values and key competencies, recruitment, assessment and training, certification, and – above all – strategies to address the challenges involved in creating such a profession. Also discussed were: the range of skills; code of conduct; and accountability (a constructive and conciliatory 'good job'/ 'bad job' assessment leading to possible legal liability).[30] One further aspect of the discussion stressed the importance of making sure that the process of creating Peace Professionals does not diminish the contribution of unaccredited peace volunteers, who can achieve extraordinary results. Their particular skills, often built on humanitarianism which might be acquired in a manner other than formal teaching/learning, needs to be part and parcel of the way forward in tapping civilian peace resources.

Dr. Galtung highlighted the need for the role of Peace Professionals. He described his frustration with the contradictory nature of a government approach to conflict that he described as being of "bullets and bombs" and experiencing similar concern with the peace activist movement that he thought was based on "words". Rejecting violence "less on moral grounds than on pragmatic grounds, since violence does not work," he generated the concept of a Peace Professional who would combine the "idealism of the heart" with the "realism of the brain" to achieve "PEACE BY PEACEFUL MEANS." Like the health professional, Galtung believes the Peace Professional "would be available not only to friend and foe alike, but also to uniformed (government) and civilian (non-government) folks. S/he would see peace as "a relation among actors, a system, not a property of one actor alone. The Peace Professional would engage in dialogues with the actors, but have the actor system at the top of his or her mind."[31]

Conference participants also cautioned CPSC, when fine tuning its methodology for assessing values,: (1) not to get drawn into social activism and faith-based definitions, (2) to avoid elitism (*"us" versus"them"*) and (3) to avoid the rigidity of bureaucratic approaches. CPSC was encouraged to keep in mind effectiveness over efficiency and respect for indigenous approaches. As they grappled further with the competencies, they were also advised to remember the competencies required for effective multilogue and dialogue, without diminishing **'**informal life learning' and 'spiritual life learning'."[32]

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[29] Gianne Broughton: The coordinator of Peace, Canadian Friends Service Committee (Quakers) *at CPSC "Peace as a Profession in the 21st Century"conference.*

[30] Breedyk, Gord: "Peace as a Profession in the 21st Century: Civilian Peace Service Conference – April 3 to 5, 2007" (first appeared in:
reliefweb.int/sites/reliefweb.int/files/resources/B0C5E31E4EF0EF0DC12572FD00770284-CIIAN-Newsletter-Summer2007.pdf

[31] Ibid

[32] Broughton, idem

4.3   2008: Core Values and Key Competencies, A Discussion Paper"[33]

In 2008, based on its significant research and the input of conference participants and experts in the peace field, CPSC responded with a discussion paper. "**Core Values and Key Competencies, A Discussion Paper**"[34] identified CPSC's competency-based approach to building a roster of qualified Peace Professionals "who demonstrate the shared Core Values and Key Competencies which we propose as necessary to serve effectively in areas of conflict." The document also outlined CPSC's approach to recruiting, assessing, equipping and referring Peace Professionals to wherever they are most needed.

The proposed approach began with the assessment of potential candidates against Core Values as an entry qualification (*Empathy, Humility, Sincerity, Sound Judgment, Integrity, Desire for Social Justice and Peace for all, Personal Maturity, and Willingness to Learn*). Successful candidates were then measured against the Key Competencies (*Communications, Conflict Analysis, Conflict Transformation, Facilitation, Mediation, Negotiation, Personal Security, Strategic Thinking and Operational Planning, Teamwork, Peace Building)* and invited to participate in training, as deemed necessary. Seasoned Peace and Conflict Professionals agreed that while Key Competencies could be learned, Core Values needed to be in place from the start. Consequently, if Core Values were not identified during rigorous initial screening, candidates would not be invited to continue the qualification process.

The candidate's references were at first given the option of providing a written assessment about the candidate's strengths and weaknesses in applying each of the values and competencies. This allowed them to complete their reference on their own time and provided CPSC with a written record. However, interviewees felt over-burdened by the written request and the volume of information required. They also often lacked the time and energy to inform themselves about the definitions of the core values and key competencies and thus provided either summary assessments or assessments on a different interpretation of a core value or key competencies than the one established by CPSC. CPSC now engages the referees in a one hour conversation, involving two CPSC interviewers, which allows for a better understanding of the referee's impression of a candidate's core values and key competencies. [35]

4.4   Board Initial Evaluation / Assessment – Core Values

The Assessment Board consists of three highly knowledgeable and experienced individuals in a variety of related fields, one of which must be conflict resolution or peace work. Other disciplines could include international development, diplomacy at senior levels, academia (in relevant fields), competency-based assessment, etc. Assessment Board members must have credibility in their field and be skilled at assessing the values and competencies of others, in part through effective interviewing. The objective is to reach consensus as a Board regarding whether a candidate, based upon his/her self-assessment and the input of the three references, has adequately demonstrated each of the Core Values in their life and

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[33] The following is largely excerpted from: McNaughton, Ross et al "Core Values and Key Competencies," 2008

[34] MacNaughton, Ross et al, "CPSC Peace Professional Accreditation Pilot Project Report," 2011.

[35] The discussion on the pilot project is largely excerpted from: MacNaughton, Ross et al, "CPSC Peace Professional Accreditation Pilot Project Report," 2011.

practice. If they do, candidates will be asked to attend an interview to follow up on any questions or concerns that have come up during the preliminary assessment performed via the self-assessment and reference reviews. If they have not adequately demonstrated the Core Values set, they will be informed of this in writing and given an opportunity for a debrief. At issue, as previously mentioned, is not whether candidates have faulty or deficient values, but rather whether, in the view of Assessment Board members, and from the perspective of this Assessment process, their particular value set is considered appropriate for the kinds of work being contemplated for Peace Professionals. A wide range of other meaningful tasks and activities in the peace field remain open to this individual, just as experienced project managers can work in their field without official accreditation as Project Management Professionals (PMP). [36]

4.5   Conducting an Oral Interview – Core Values and Key Competencies

The interview begins with CPSC emphasizing the collegial nature of the assessment. At issue is a constructive exploration of deeply held values. Questions are open-ended, with maximum room for discussion and debate. There are a number of prepared questions on each value, derived largely from the candidate's self-assessment, CV, and informed by the candidate's references. Not all questions that are prepared are posed. The interview exchange adds another layer to the assessor's understanding of the candidate's core values, given that each value has previously been explored through a self-assessment and with each of three references (one personal and two professional). The candidate is reminded that the values component is the first of two phases in the assessment process, the second being the key competencies component. CPSC also stresses its belief that the core values component is unique to CPSC's approach to designating accredited Peace Professionals. There are many other programs that, one way or another, generate people with peace professional skills. But none, to CPSC's knowledge, look into the values that the individual holds, not just in practise, but in self. The candidate is informed that, following the interview, there will be a discussion among Assessment Board Members, a chance to reflect, before deciding to what degree the candidate holds the various values. Based on the interview and then more broadly on a discussion of the total package, the Board decides whether to move to the next phase, i.e. Key Competencies. The key competency phase then begins with a self-assessment of the Key Competencies and, as with the values component, continues with reference checks, this time on the nature and substance of the candidate's knowledge and experience of each of the competencies, before inviting the candidate for another interview, again focused on competencies. After the key competencies interview, the Board performs an assessment of the total picture and arrives at a decision regarding whether or not to accredit the candidate as a Peace Professional.

To the extent possible, Assessment Board members express their questions in a 'coaching', rather than a 'testing', style. The hope is that candidates leave with a sense that the two-hour interview, although clearly an assessment, is also time well spent in terms of a learning experience and self-reflection. At any point, the candidate is welcome to raise a question or go back to earlier discussions. The intent is to make this an exchange at the same time as an interview. Whether the candidate moves on to the second phase, CPSC offers feedback to candidates through a debrief on strengths and weakness, should the candidate choose it. In a recent CPSC Core Values interview, when asked if there were any questions

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[36] The discussion on the pilot project is largely excerpted from: MacNaughton, Ross et al, "CPSC Peace Professional Accreditation Pilot Project Report," 2011.

following the Chair's introduction, the candidate replied: "I have no questions. But I would like you to know that I already appreciate the process, just from the first part, the self-assessment, which generated thoughts on where our values come from, and what we do with that knowledge. Already worthwhile."

As mentioned earlier, most questions to be addressed during the oral interview will emanate from the Board's review of the core values self-assessment and the comments and observations of the references. The interview is seen as an opportunity to exchange views, explore common understandings, as well as differences, and to confirm or dismiss previous views of a candidate's demonstration of core values. Some standard questions have also been prepared for Assessment Board member's use, as required.[37]

4.6   Ongoing Self-Evaluation and Process Adjustment

Although the following observations were written in 2013[38], as background material for re-drafting CPSC's approach to assessing Core Values and Key Competencies, they bear insertion here to demonstrate CPSC introspection, expertise and commitment to refining their approach.

CPSC Expectations of Peace Professionals: "CPSC is clear about the professionalism that can be expected from an accredited Peace Professional. Peace professionals might be active locally, nationally or internationally dealing within a whole range of conflict scenarios. (Current peace professionals have played a role in freeing young girls in Sudan captured by Joseph Kony, instituted an ethics and anti-corruption campaign in Tanzania, conducted a capacity building review of the Baluchistan Ombudsman, influenced national policy in Nepal and restorative justice in Canada, to name just a few.) It cannot be assumed that a generic accreditation process could give credence to the different skill sets that are required for all peace service activities, such as conflict resolution, cross-cultural work, ending violent conflicts, rebuilding communities ravaged by win-lose thinking, etc. The accreditation process shows some conceptual overlap between core values and key competencies. Although some do have common features, CPSC still considers them distinct enough to be kept as separate categories… but to avoid repetition and confusion (have) re-organized the interview process to clarify similarities and differences.

It is most difficult to guarantee an accurate assessment based on an interview alone. CPSC has introduced a numerical 'rating' approach for the various steps in the accreditation process to allow for a fair weighing of the numerous results in the process. This is meant as a tool, a guide – it is meant to help Assessment Board members make a fair and rational 'judgment' as to whether a candidate demonstrates, or does not demonstrate, a specific value or competency. It supports, but does not replace, Assessment Board members' personal assessment of a candidate's strengths and weaknesses in any particular area.

To address the issue of candidates, by definition, presenting themselves in the best light possible for interviews, 'thus often distorting results', the Assessment Board has tried to reframe the process as a self-exploration that, ideally, encourages an honest and introspective assessment of one's values and

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[37] The discussion on the pilot project is largely excerpted from: MacNaughton, Ross et al, "CPSC Peace Professional Accreditation Pilot Project Report," idem.

[38] This section is largely excerpted from Schellhammer, Erich et al, "Re-drafting the Approach to Assessing Core values and Key competencies, Background Information," idem

competencies. Clearly, framing the assessment as a coaching session helps the candidates to self-identify strengths and weaknesses and allows the Accreditation Board better insights into the *lifeworld* of a candidate. Still, this approach allows for more robust results because the candidate finds his or her own truth that is then confirmed by the Assessment Board. Self-knowledge builds confidence for peace service work and helps, for example, to move from being consciously incompetent to becoming unconsciously competent." [39]

4.7   2011 Pilot Project Results / Conclusions [40]

The CPSC pilot project, conducted in 2010 and reported on in 2011, found that the CPSC Accreditation Assessment methodology was fundamentally sound. This included an overall sense that the Core Values and Key Competencies were generally consistent with what experts in conflict prevention and resolution as well as competency based assessment require of professional practitioners, and that they offered an excellent base for an effective methodology to assess the professionalism of candidates. This being said, a number of key considerations for improvements to the model and methodology emerged, including: Add additional structure, perhaps a numerical scoring/weighting system (added later); review current Core Values and Key Competencies set and definitions of each (completed), including for cross-cultural and international environments; promote the Accreditation Process as a tool for those not yet experienced in the peace field, e.g., invite applicants who may not yet have in-depth peace work experience but who would like to prepare for this kind of work.

As mentioned before, the verifiably documented impact or outcomes of an initiative such as the professionalization of peace workers obviously remains to be seen. However, the need is clear, as are the potential benefits of having someone professionally versed in theories, methods, and practices of alternatives to violent resolution of conflict. They are negotiators, mediators, and arbitrators. They may be specialized in one of those fields. However, they also know something about the other fields. They are aware of UN conventions around human rights, sustainable development. They are all-rounders, some with particular specialties. And they are ready to prevent, reduce and transform conflict. Their patient is the conflict. Their role is to heal it. Be it in corporate training, interventions, and coaching in conflict management; as restorative justice mediators, working with victims and offenders of serious crime; consulting with educators, police and security personnel, and prison directors and guards around the globe in the fields of prison reform, youth anti-violence in schools, and conflict transformation, underscoring defence ethics in the Department of National Defence, or negotiating international peace accords – to name but a few more achievements of current Peace Professionals accredited by CPSC.

4.8   The Scope of CPSC's Accreditation Process

CPSC Accreditation includes: (1) Standards for assessing peace professionalism, based upon required values and competencies; (2) An assessment methodology based upon a CV review, self-assessment, personal and professional references, and two interviews, first for values and then for competencies; (3) A detailed debrief with Assessment Board members and an Observer identifying the candidate's

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[39] ibid

[40] The discussion on the pilot project is excerpted from: MacNaughton, Ross (with Breedyk, etc. list all) CPSC Peace Professional Accreditation Pilot Project Report, 2011.

perceived strengths and shortcomings as determined in the assessment process, as well as specific recommendations; and (4) Assessment of candidates with a broad range of knowledge, training and experience. Successful candidates are provided a CPSC Accreditation Certificate.

Accredited Peace Professionals are Canadian and non-Canadian and are competent to work locally, regionally, nationally or internationally. CPSC does not give direction regarding which specific training and learning programs will meet the assessment requirements of CPSC. CPSC also does not provide training in the required values and competencies, nor employment and / or deployment services, although limited guidance and advice, and in some cases mentoring, may be provided. No judgement is made via this process that individuals who have not been accredited are not providing valuable conflict prevention and conflict resolution services.

4.9   The Accredited Peace Professional: What Can be Expected?[41]

The accreditation process tests the foundation upon which different peace service engagements need to build to increase the chances of success. It is impossible to ultimately define the whole range of activities that can be classified peace service. For most activities, whether this would be, for example, strata conflict resolution or peace intervention strategies in a war zone, the core values and key competencies identified by CPSC would be required. However, it might very well be that mastery in a particular competency or core value would be needed in addition to the level that is sufficient for being accredited by CPSC.

Also, CPSC is interested in assisting the candidates to self-identify areas of peace service engagement they are interested in. The process can also be utilized to identify required additional qualifications exceeding the CPSC tested foundational level of core values and key competencies. The accreditation process allows, to a limited degree, for this service to the candidates by having a final questioning period during the candidate's interview (or even in the self-assessment).

Of the five candidates in the first pilot initiative, three were accredited. The first successful candidate was Dr. Ben Hoffman.[42] He initially agreed to participate in what he feared might be a "Mickey Mouse process", only because of his respect for the founders of CPSC. As he said later, he wished that his final interview had been video-taped, so deeply and effectively did it explore and sometimes challenge his core beliefs.

A fourth candidate, with decades of experience in the field, was initially shattered, when he was not invited beyond the values stage, then grateful.   To this day, not yet accredited, he remains an

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[41] Excerpt from CPSC document, drafted by Schellhammer, Erich et al "Re-drafting the Approach to Assessing Core values and Key competencies, Background Information," CPSC, May 2013

[42] Dr. Hoffman is a specialist in mediation, negotiation and peacebuilding. From 2000 to 2003, he was Director of the Conflict Resolution Program at The Carter Center, acting as President Jimmy Carter's representative, focusing on implementing the Nairobi Agreement, which involved negotiations with the Lord's Resistance Army and efforts to end the 19-year-old war in Sudan. As President and CEO of the Canadian International Institute of Applied Negotiation, Dr. Hoffman was also active in violence prevention and reconciliation in Guinea-Bissau, West Africa. He is mediator in the Gladstone Reconciliation Process in B.C. Dr. Hoffman is called upon to provide mediation, peacebuilding advice, and to lecture to a wide range of clients throughout the world.

enthusiastic supporter of the process that forced a level of introspection to guide him towards clearer self-knowledge and ultimately a more rewarding personal and professional life. A fifth, although clearly meritorious, did not demonstrate a key competency requirement in the final interview. To this day, he actively supports CPSC's process. His clear ability to demonstrate professionalism outside the interview indicated to CPSC a need for further refinement of the methodology. [43]

4.10   CPCS's Methodology – Rigorous, Practical, yet Inclusive and Flexible

CPSC's methodology is **rigorous,** having been developed over years of research, professional input and widespread consultation. Each competence and value is assessed in detail – from the perspective of self-analysis, personal and professional references and in-depth interviewing. Each assessment panel includes an "Observer", whose task it is to monitor the assessment process, while fellow panel members assess the candidate. Assessments include debriefs – of the candidate and of the process, with suggestions for follow-up.

While rigorous, CPSC's methodology presupposes that nobody is perfect. It recognizes the unique blend of values and competencies offered by candidates. Relative merits are weighted and, depending on strengths and weaknesses, the candidate will be encouraged in the built-in debriefing to:
- Seek further training
- Be self-aware of strengths and weaknesses in relation to the nature of work they undertake (for some, a caution to be part of - rather than lead - a team where they need to augment a competence)
- Take advantage of mentoring, which is also offered by CPSC
- Work as an **Apprentice (or Aspiring) Peace Professional**: CPSC is also considering introducing an "Apprentice Peace Professional" designation for those who can demonstrate the required aptitude and competence, but do not yet have the required experience.

CPSC's methodology is **practical** in that most of the assessment – the self-assessment and peer-assessment can be done in situ. Although the final interview is ideally conducted face-to-face, even that can be done via skype.

CPSC's methodology is **inclusive** in that candidates can be specialized in the peace field (e.g. mediator, negotiator, etc.) or come from another field. It is also inclusive in that CPSC does not focus on how individuals achieve the Core Values and Key Competencies. Their expertise can be acquired academically or through self-learning and experience can be gained in a paid or voluntary capacity.

In terms of practitioners, it can range from people with vast experience and superlative results, with or without academic credentials, through people with vast experience and negative results, with or without academic credentials and everything in between. Some have certificates from training by NGOs, some have PhD's in peace studies. Some have worked in a variety of fields (Doctors without Borders,

Engineers without Borders, International development work) and, without labelling themselves peace workers, have instinctively reduced conflict around them while achieving results.

At issue is whether they can demonstrate that they have effectively applied Core Values and Key Competencies to a professional standard, regardless of how they achieved their peace-related expertise and aptitude or where they apply it – at home, abroad, at the grass roots level or as advice to Cabinet for national decisions. Again, CPSC does not expect perfection.

In sum, anyone can apply for assessment, regardless of specialty, background, or how they arrived at their knowledge and experience. However, each candidate must demonstrate the same level of aptitude and competence for accreditation as a Peace Professional, or Aspiring/ Apprentice (exact qualifier still to be adopted) Peace Professional.

Currently Accredited CPSC Peace Professionals have backgrounds as diverse as the military, international development, ombudsman practice, public advocacy, international interventions, philosophy, social work, mediation, restorative justice and faith.

CPSC's Methodology is **flexible.** CPSC assesses and accredits individuals rather than institutions. As such, CPSC does not envision that restrictions be placed on where and how universities or training organizations offer their courses – be they academic and/or experiential. Its focus is on assessing individuals for Peace Professional accreditation.

5.0   Benefits of CPSC Assessment and Accreditation

5.1   Benefits to Individuals With Peace-Related Credentials

Those who already have peace-related specialities and experience can gain the additional credential of "Peace Professional", in addition to their existing specialization, to acknowledge broader experience in the peace field. Accreditation can also benefit professionals from other fields with peace-related accomplishments (resulting from scholarship and/or experience). For example, doctors or engineers "Without Borders" might well realize that they are concurrently contributing to peace and wish to augment and/or ratify their experience with peace-related accreditation. Alternatively, a project manager who is additionally accredited as a Peace Professional, would have an edge when applying for assignment to an area of conflict.

CPSC has opted to assess and accredit Peace Professionals, who can be drawn from any field, as long as the candidate can demonstrate that they can effectively apply the Core Values and Key Competencies to reduce conflict. Whether keeping or building peace locally, nationally, or internationally; whether engaged through civil society or working on military ethics; whether public or private sector; whether UN Peace Keeper or member of the Nonviolent Peace Force, whether volunteer or paid consultant, whether mediator or negotiator, all would benefit from the reflected prestige of being part of a globally recognized peace profession – a profession whose code of conduct, standards and quality control attest to the serious and professional work being done in the peace field.

In terms of practitioners, it can range from people with vast experience and superlative results, with or without academic credentials, through people with vast experience and negative results, with or without

academic credentials and everything in between. Some have certificates from training by NGOs, some have Ph.D's in peace studies. Some have worked in a variety of fields (Doctors without Borders, Engineers without Borders, International development work) and, without labelling themselves peace workers, have instinctively reduced conflict around them while achieving results.

5.2   Benefits to Students

CPSC provides students not only a classroom opportunity for exposure to the Core Values and Key Competencies required for Peace Professional designation (through their educational institution), but also introduces them to the myriad specialities and related applications in the field – be it in international development, law, engineering and indeed any field that places people (paid or volunteer) in areas of conflict. As mentioned above, CPSC is also considering introducing an "Apprentice (or Aspiring) Peace Professional" designation for those who demonstrate the aptitude and competence, but do not yet have the required experience.

5.3   Benefits to Employers

The complexity of conflict and its peaceful resolution, as well as the urgency of many placements, call for professional standards for peace workers equivalent to those for doctors, engineers, and others, so that potential employers can effectively and urgently select:
   i.   Candidates with the most appropriate motivation for effective placement, including core values (or personal suitability); and
   ii.   Candidates with the right competencies for achieving desired outcomes.

Benefits of peace professionalism to Headhunters and Roster Managers include the following:
- ready accessibility of pre-assessed candidates (Note: for example, CANADEM "is an international not-for-profit NGO dedicated to advancing international peace and security through the rostering, rapid mobilization, and mission management of experts committed to International Service with the UN, other IGOs, NGOs, and governments"[44]),
- facilitated assessment and delivery of required resources where time-sensitive deployment is an issue,
- reduced risk, and ultimately cost, of deploying resources to very challenging environments where resources are often left to work alone, or at least with minimal supervision and support.

6.0 Lessons Learned / Vision / Conclusions

6.1 Lessons Learned

A wide variety of lessons have been learned in the course of developing and implementing the CPSC Peace Professional Assessment and Accreditation program. Following is a brief summary of some of these conclusions and lessons learned:
- It can be done, and it must be done, i.e., create a peace profession, including at least in part an assessment and accreditation program, based upon a standard set of Core Values and Key

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[44] CANADEM, www.canadem.ca, official website, 28 August 2017

Competencies;

- A self-evaluation (Observer) function is very important to the success of development of the program/model. The model must not be cast in stone; it must welcome potential modifications/improvements at all times (Note: as mentioned earlier, CPSC feels a need to include an experiential assessment component into its methodology);
- Good intentions are not enough. Peace work is a discipline, a professional field requiring extensive knowledge, expertise, and experience;
- Mentorship is an important component of the assessment model, as is the debrief offered to all candidates;
- CPSC has retained the word "peace" but treads lightly because, ironically, it is a lightning rod in many contexts;
- Cross-cultural adaptation of the accreditation process requires further work as CPSC grows.

6.2   Vision of the Future - Peace Professionals Without Borders

You've heard about doctors without borders? Where medical assistance is needed, they are there. Trained, registered, certified medical professionals – ready to treat the patient. Any patient. They don't ask where you're from. What you believe. What side you're on. They see the injury. They treat it. Their goal is to make you whole. The same with Engineers without Borders. Where infrastructure has collapsed - your home, your hospital, your roads, your bridges - they are there. Trained, registered, certified engineers – ready to rebuild whatever needs rebuilding. Regardless of creed, colour or country of origin.

Enter Peace Professionals Without Borders - PeacePros without Borders. The same applies to them. Trained, registered, certified Peace Professionals – ready to prevent, reduce, and transform conflict. Again, regardless of creed, colour, or country of origin. Their goal is to reduce conflict. They know the symptoms of conflict. They know how to get at the roots of the problem. They know how to help people hear each other. Arbitrators, you say? Yes. Negotiators? Yes. Mediators, you say. Some may be specialists in those professions. Others may have a general overview. Just like in the medical field, where some are general practitioners and others are specialists. So, are Peace Professionals negotiators, mediators, arbitrators? Again, yes. They may be specialized in one of those fields. However, they also know something about the other fields. They are aware of UN conventions around human rights, sustainable development. They are all-rounders, some with particular specialties. And they are ready to prevent, reduce and transform conflict. Their patient is the conflict. Their role is to heal it.

Where do we find such folks? And how do we register them?

Right now, they are working all over the world. They may be the neutral voice at the table, pointing out that fighting about the issue isn't going to improve your company's bottom line. They may be members of the Nonviolent Peace Force that who live in communities where people are threatened … and accompany them so that others will be less likely to attack them. They may even be helping you avoid a divorce.

The difference between the peace field and the others is that, in the peace field, you do not yet have the profession-wide standards. Anyone with three-weeks training or 20 years of experience can call themselves a peace worker. Some of them are doing brilliant work. Others not so much. And there is no

way of telling the difference – except if you happen to be the beneficiary or victim of their particular intervention. Like a dentist, say, if there were not standards. You would only know after he/she had finished the procedure, whether he or she actually knew what they were doing. Ouch! Thank goodness, we have profession-wide standards for dentists. At least then we know they have met a certain standard.

That is what CPSC is working towards. Setting standards for the peace field. Creating a peace profession. So when a conflict threatens, the Peace Professional can be drawn in to prevent it escalating. To prevent the horrendous cost of war, of litigation, of divorce, of ….

Draft

Table – Peace Professional Model

CPSC is increasingly focused on promoting a sector-wide adoption of professional standards, using its values and competencies as a springboard for discussion. Discussions are underway, amongst others, through the US based Alliance for Peacebuilding and its Education Affinity Group, co-chaired by Necla Tschirgi, peace field/building luminary. Their membership encompasses practitioners, theoreticians and – key to this discussion – Peace Faculties and Institutions of Learning, including Jayne Docherty (Eastern Central Mennonite University) and Mari Fitzduff, pioneer in conceptualizing competencies for the peace field, a key building block for CPSC's methodology.
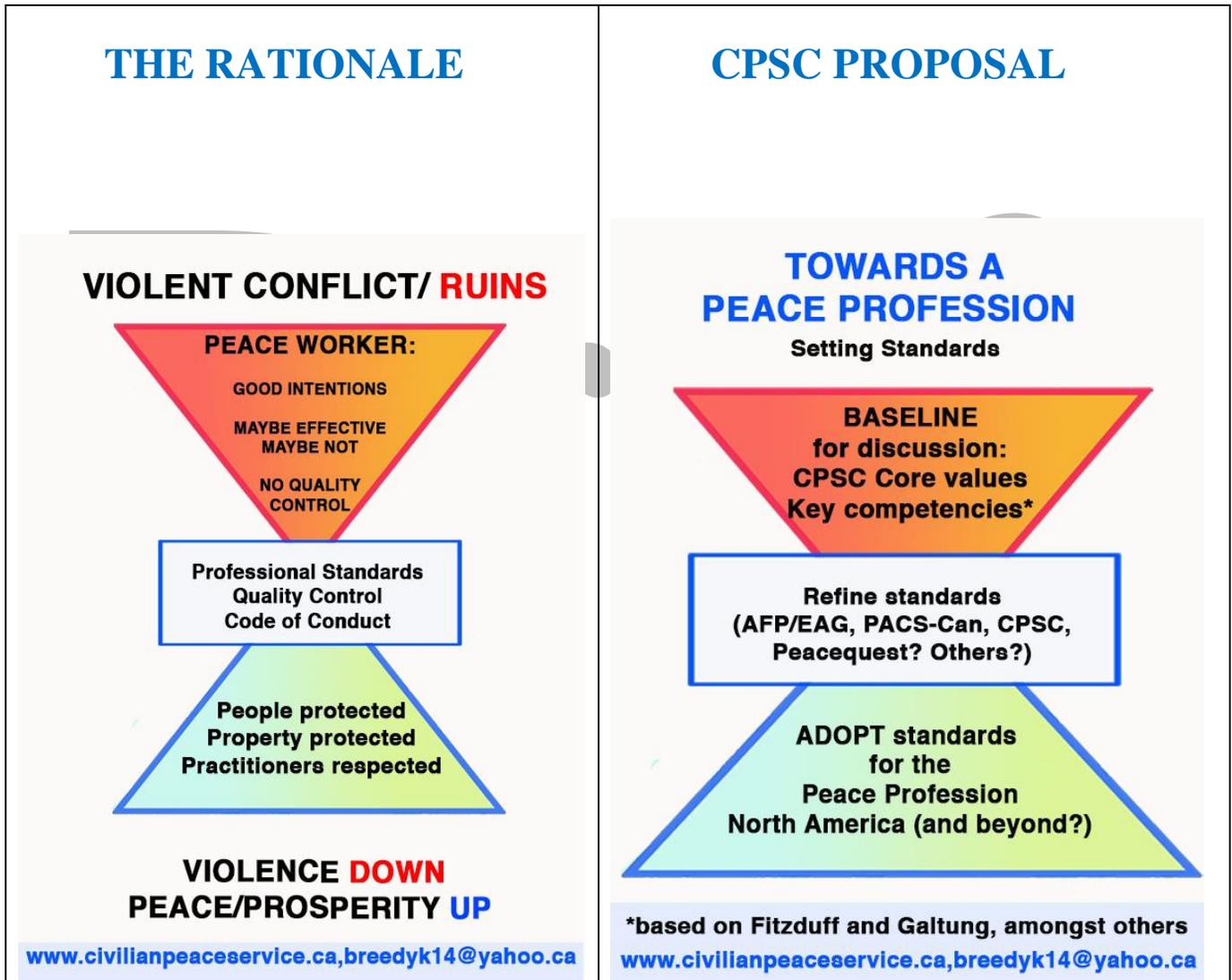
6.3   Conclusion:

The Need was to create an environment where Peace Professionals are recognized for their knowledge, expertise and valuable contributions. This was predicated on the need for sector-wide standards for, and recognition of, Peace Professionals, for Quality Control; Protection of citizens; to Reassure users / clients and to take seriously the goal of achieving peace.

The Response: Having been unsuccessful in finding an organization currently accrediting Peace Professionals against competencies and values, let alone a methodology for doing so, CPSC pioneered and piloted the only, to our knowledge, values and competency-based accreditation process. In the process CPSC is in the ongoing process of accrediting Peace Professionals, with a vision to having hundreds, perhaps thousands of accredited Peace Professionals, all contributing to a recognized global peace profession.

This is necessary because:
- Accreditation better protects citizens, screens clients, reassures employers, credits peace workers for successes in pursuit of peace,
- Accreditation validates the field,
- Accreditation bridges academia and the effective application of knowledge,
- Accreditation provides a career path to peace as a profession,
- Accreditation pre-qualifies candidates and sets profession-wide benchmarks, i.e. quality control.
- Accreditation provides formal recognition of professionalism for those reducing violent conflict, and
- Accreditation ensures that recruiters have pre-qualified candidates.

What next? CPSC is working to grow the assessment and accreditation process and, crucially, to build on its competencies and values as a spring-board for the profession-wide discussion and adoption of standards. Creating a recognized and respected peace profession is a priority, if peace practitioners wish to be invited to key decision making tables where critical decisions are to be made relating to preventing, addressing and transforming conflict – whether local, national or global.

The time has come.