

The International Training Programme for Conflict Management  
of the Scuola Superiore Sant' Anna, Pisa, Italy

# Celebrating an Amazing Journey

ITPCM 25<sup>th</sup> Anniversary  
1995-2020

Editor Andrea de Guttry



As knowledge is increasingly being recognised a resource of primary importance to achieve individual and societal prosperity, universities are increasingly called upon to play new and more prominent roles within various realms. The International Training Programme for Conflict Management of the Scuola Superiore Sant'Anna has played a leading role in enhancing international and national capacities for the peaceful management of conflicts and for the fostering of sustainable peace processes.

The celebration of the 25th Anniversary of the ITPCM offers a unique opportunity not only to take a critical look at the past but also to build the future on the basis of lessons learnt. This book aims at presenting and critically reflecting on the past achievements and at developing new ideas for the future.

Andrea de Guttry is Full Professor of Public International Law at the Scuola Superiore Sant'Anna. He has been the founder of the ITPCM and its Director. He has been for more that 10 years also the Deputy Rector of the Scuola.



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Edizioni ETS



**Sant'Anna**  
Scuola Universitaria Superiore Pisa



**International Training Programme  
for Conflict Management**

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This book is dedicated to all those who bravely serve, in different capacities, in international field operations to contribute to alleviating sufferings, bringing hope, promoting the respect for human rights and consolidating peace and democracy. They are the best living example of the true meaning of 'solidarity' and they constitute the most powerful counter-poison to nationalism and self-interest.

We are deeply indebted and grateful to all of them for the extraordinary work they carry out every day. They do it quietly, often in dangerous settings and circumstances and mostly out of the public eye, but their passion and commitment are widely felt and resonate across cultures and boundaries.

You are always in our thoughts.

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## Foreword: The ITPCM and the Scuola Superiore Sant' Anna

Sabina Nuti

Rector of the Scuola Superiore Sant'Anna

On the occasion of the 20-year anniversary of the International Training Programme for Conflict Management (ITPCM), my predecessor, Prof. Pierdomenico Perata, recalled the innovative drive brought by the establishment of the ITPCM within the Scuola Sant' Anna in 1995, as a pioneering training programme for professionals offered by a



Sabina Nuti, the Rector of Scuola Sant' Anna

public university. Notwithstanding the organisational challenges posed by such a novel project, conceived and strongly promoted by Prof. Andrea de Guttry, Full Professor of International Law at the Scuola and Director of the ITPCM, the Scuola convincingly supported the creation of the ITPCM, which perfectly fits with the Scuola's objective of constantly striving for innovation and excellence.

25 years after its foundation, the ITPCM contains the essence of what the Scuola has become: a state-of-the-art institute, at the forefront of research and education, regularly networking with other universities and research centres, institutional actors, and companies, both nationally and abroad. During these 25 years, the ITPCM and the Scuola grew together: the ITPCM has over time considerably broadened its focus – from conflict management to peacebuilding, humanitarian assistance, development and cooperation, human rights, and election monitoring, also thanks to the wide-ranging expertise of the staff of the Scuola. This expansion in the offer of training programmes has gone hand in hand with research activities breaking new ground in fields including International Disaster Law; the prevention, preparedness, response and recovery from CBRN events; counterterrorism; and the duty of care of international organizations towards their personnel. This is because advanced training programmes can only be organised if advanced

research is carried out in parallel, ensuring that the former keep pace with the problems and solutions most recently identified.

On the other hand, the ITPCM set an example for the Scuola under many respects – starting from internationalisation. The ITPCM was specifically conceived as an outward-looking programme, directed at field workers deployed all over the world and relying on international lecturers with specialised knowledge and experience. Over the years, the Scuola has consistently pursued an internationalisation strategy that has led to ten PhD and Master's programmes in English, 30% of international students enrolled in these programmes, and a multitude of student, teaching and research exchanges with foreign institutions in all fields. The close networking with actors other than academic and research institutes is another distinctive feature of the ITPCM, whose fruitful experience in cooperating with several organisations and institutional actors is a best practice on which the Scuola has built.

The ITPCM and the Scuola share a clear common goal – that of providing cutting-edge training and education which are based on innovative research and are in touch with the issues affecting and the needs expressed by society. That is why, even amid the difficulties and uncertainties brought by the COVID-19 emergency, the ITPCM and the Scuola did not suspend their activities, but they have found new ways of delivering training and education and readily put their expertise at the service of the national and international response to the virus and its far-reaching consequences. The international projection of the ITPCM, its field-oriented nature, its adaptability to changes, make it ideally suited to address the challenges that the world is experiencing and will experience in the future. Let us therefore take the time to celebrate the many accomplishments of the ITPCM during its 25 years of existence, while already working on the many more that will come.

## Introduction: The Evolution of ITPCM: from 1995 to 2020

Andrea de Guttry

Founder and Director of the ITPCM

As knowledge is increasingly being recognised a resource of primary importance to achieve individual and societal prosperity, universities are increasingly called upon to play new and more prominent roles within various realms. In keeping with the objectives of the Scuola Superiore Sant' Anna – namely excellence in training and research, internationalisation, interaction with the 'job market'–the International Training Programme for Conflict Management represented an attempt “to play a leading role in enhancing international and national capacities for the peaceful management of conflicts and for the fostering of sustainable peace processes”. While over time the ITPCM has diversified its activities and broadened its reach, it all started out by answering a global call for action launched over twenty years ago.

The celebration of the 25th Anniversary of the ITPCM offers a unique opportunity not only to take a critical look at the past but also to build the future on the basis of lessons learnt. This booklet aims at presenting and



Prof. de Guttry welcoming Romano Prodi, former Italian Prime Minister and former President of the European Commission, at Scuola Sant'Anna

critically reflecting on our past achievements and at developing new ideas for the foreseeable future.

In the early '90s, immediately after the fall of the Berlin wall and the end of the cold war, the UN was requested to establish and deploy an increasing number of peace-keeping/peace-building (PK/PB) operations. At that time, the UN was almost the only international organisation with the capacity and credibility to implement these very sensitive and delicate missions, which were given more and more demanding and complex mandates. The carrying out of those new challenging tasks, which implied a more relevant role not only for the traditional military component of these missions but also for the police and civilian components, required a urgent search by the UN for suitable candidates with a proper preparation, able to perform in a professional manner.

In those years, the UN faced serious problems due to a lack of human resources with such skills: the then UN Secretary-General Boutros Boutros Ghali launched an appeal to all interested partners worldwide to offer new training opportunities for those, especially civilians, wishing to serve in international field operations.

The creation of the International Training Programme for Conflict Management of the Scuola Superiore Sant' Anna represented our modest response to that appeal and our contribution to providing a framework under which highly sophisticated and updated training opportunities have, over the years, been offered to those going to serve in international missions.

In these last 25 years we have witnessed a significant evolution of international field operations and continuous changes in the way they are implemented. The expansion of their mandates, which inevitably required a more significant presence of the police and civilian component, the need to develop a comprehensive and integrated approach, the increasing importance of the concept of "local ownership" and the problems related to its true implementation, the rediscovered importance of the role to be played by women in field operations, the shift from executive functions to mentoring, monitoring and advising activities, the relations between the different stakeholders involved in the management of a given crisis, the new activism of regional organisations and coalitions of the willing that became available to, and interested in, delivering PK/PB activities and their relations with the UN system, are just few of the many challenges the international community has been facing in recent decades.

As a training centre created within a public University, the ITPCM has followed all those evolutions very attentively and has always strived to adapt the content of courses delivered to new emerging trends so as to ensure that the knowledge imparted and the skills built through its trainings correspond to what is really needed in the field.

At the very beginning of our work, we started with the organisation of a Summer Course for the Civilian Component of PK/PB Operations. We then moved on to delivering specialisation courses, mission/country specific pre-deployment courses, mission induction courses, in-mission trainings, refresher courses, senior leadership courses, and we also designed a one-year Master programme (Master of Arts in Human Rights and Conflict Management) which reached its XVIII Edition this year. We delivered courses open to anyone interested (although we mostly run courses for which there is a selection procedure) and we organised courses open only for the personnel of specific organisations (UN, AU, EU, OSCE...). While many of our courses were targeting mostly civilians (international staff) wishing to work in crisis affected countries, we significantly increased the number of courses and activities targeting local staff of war-torn countries. We have always carried out a strenuous effort to make sure that there is a close link between training and consultancy services delivered and the research activities carried out. This has been a key pillar in the entire life of the ITPCM. We consider ourselves a learning institution and we have always been fully committed to reflecting this attitude in all our capacity building /development initiatives.

The ITPCM has undergone, during the years, and especially in the last decade, a profound strategic re-orientation. As we were and we continue to be firmly convinced that in each country, even those affected by long wars or by terrible natural disasters, there are human resources with the capacity to deal with the reconstruction, we decided to shift our attention to the training



Prof. de Guttry at a conference in Chongqing (China) in 2013



Prof. de Guttry at the China Police Peacekeeping Training Center, in 2012

needs of local staff. In the last decade, the number of training courses we delivered for national staff increased significantly. In most cases this implied also the delivery of courses directly in the interested States, and not only in Pisa, as it was the case in the first years of the ITPCM experience. In this frame, it is interesting to notice that there has been also a significant increase in the delivery of Train of Trainer Courses: they contributed to improve the sustainability of our training activities allowing the local partners to increase the number of staff able to design, deliver and evaluate in an effective manner training courses. Whenever we decided to organise a capacity building initiative abroad, we always followed a few basic principles:

- all our capacity building initiatives conducted abroad were based on specific requests of the national or local institutions and very often with their significant contribution (in terms of co-financing, or of offering technical, political and logistical support);
- the preparation of our activities has always been needs-driven and therefore a thorough needs assessment has been always conducted beforehand to understand the precise learning needs of the audience and to be more aware about the already existing level of knowledge and skills (to avoid a waste of time and precious resources);
- the activities have always been implemented in close coordination with a local partner: this allowed not only to increase the credibility of the initiative, mixing together international and local trainers and point of views, but also to make sure that the content of the training is perfectly cus-

tomized to the trainees' needs. Additional benefits of this approach have been the following: to allow the participants to be exposed to different training methodologies and experiences, to do some additional capacity building activity for the benefit of the local counterpart involved in the delivery of the training course;

- the design of the content of the training activities and the decisions on the methodology to be used for the delivery were always discussed and agreed upon with the local counterpart and taking into consideration the typology of the audience attending the training event;
- in the delivery of the activities special attention has always been devoted to consider the local culture and traditions (in terms of timing of the activities, pedagogical instruments used, wording and anecdotes used, dressing code, food traditions, consideration for the religious needs of the participants etc.)
- special attention has been devoted both in the design and the implementation of our abroad activities not only to make sure to fully respect the human rights in all the activities and to pay proper attention to gender issues, but also to reduce, as much as possible, the impact on the environment by avoiding waste of food, water, paper, etc.
- all our activities have always been closely linked to our research agenda, as we were and continue to be fully committed, as a public University, to bring into the training room the outcome of the most updated research, both that conducted by ourselves and the one conducted by other research institutions and centres.

We were positively surprised about the increasing demand we received from many national institutions and international organisations to train local staff: even more, we were extremely positively impressed that in so many cases Ministries of Justice of various States requested us to train their judges on sensitive issues like human rights. We considered such request as an interesting and positive evolution and we really hope to have contributed to increasing the capacity of several institutions to better protect human rights through the rule of law. In any case, all the trainings we delivered in this area represented for us a unique opportunity interact with highly committed and professional staff, eager to increase their knowledge and skills, aware of the essential role they are asked to play in their respective societies: us too, we learned a lot from them as they enriched us and our research agenda with new ideas and possible solutions.



We strongly and actively supported also the creation of regional and international networks of like-minded training institutions to share experiences and develop common standards: we were among the founders of the International Association of Peacekeeping Training Centres (IAPTC), the European Association of Peacekeeping Training Centres (EAPTC), the European Group on Training (EGT), the European New Training initiative (ENTRi), the Italian Network of Training Centres for Emergencies (NIFOPE). We consider all these as essential tools to promote more coherence, higher universal standards and better harmonisation of training activities.

Finally we have done our best to share our ideas and experience with the relevant political and technical decision makers both at national, European and universal level. We took all opportunities, together with many other like-minded training and research centres and institutions to support wise decisions, especially in the area of training needs assessment, policies, course standardization, course implementation and evaluation, participants assessment. We have been interacting continuously with the political level, with reciprocal beneficial outcomes. Although not all our proposals and ideas were accepted and implemented, we continue to be convinced that the continuous dialogue between the training experts and the decision makers has to be maintained and uplifted: this is a common and mutual interest.



Prof. de Guttery teaching at a training for field officers working on Human Rights held in Pisa in 2014



## A Brief History of ITPCM: How Everything Started... 25 Years Ago!

Barbara Carrai

Co-founder and former ITPCM Executive Director (1995-2009)

At the end of the 90s almost all academic articles and documents relating to the deployment of UN contingents on the ground began with “after the end of the Cold War” or “after the fall of the Berlin wall”. Indeed, after 1989 the Security Council – overcoming its paralysis due to strategic use of veto exercised by the two superpowers – seemed to have become capable of giving concrete responses to the civil wars that were devastating Africa and not only, as well as supporting countries in transition towards democracy. Great optimism due to the results achieved in the process of independence of Namibia, in the peace process in El Salvador and Mozambique and in achieving democratic successes in South Africa, was counterbalanced by discontent for the failure of the missions in Angola and the genocide in Rwanda.



Barbara Carrai speaking at a conference

It is in this atmosphere that, in 1994, I participated in my first mission with the United Nations in Mozambique: ONUMOZ. A unique experience. I remember that on my arrival in what was to become my duty station I was assigned a 4x4 vehicle, a radio and a map of the area. They told me to watch out for mines and to remain in radio contact every hour because the situation was tense, and to be ready to evacuate. In the latter case, we would have had to cross the border at the first accessible point. A pity that I had no idea about how to use a radio, or where the border was and that I had never driven a 4 × 4 vehicle. Not to mention the danger of mines and the more general questions of security, aspects about which I had absolutely no clue. Nor did I have any familiarity with issues of health prevention, which would have been useful given that all around there were epidemics of plague and cholera.

I was greatly surprised to discover that I was not the only one to be unprepared to face the professional and personal challenges that that kind of mission involved, but the vast majority of the civilians were in the same situation as I was. In fact, in those years there were no master’s degrees or training

courses on such subjects, nor had the operational procedures yet been standardized. It was more of a training-on-the-job and for success of the mission, reliance was placed on the previous experience of the personnel chosen, on his/her adaptability and on common sense.

For those who were able to read the signs, who had initiative and some preparation, such a situation opened up an enormous spectrum of possibilities. Why not attempting to fill this gap in the preparation of the civilians participating in these missions? Why not organising a programme to answer these needs and the great demand for training coming from the international community?

To reinforce this initial idea by basing information on a deeper assessment, it became evident that the civilian personnel of Peace Keeping Operations (PKOs) lacked adequate training and that specific training provision was limited to small activities offered in Austria and Canada (the last mainly for militaries). Also, the number of civilians involved in PKOs was expected to increase significantly. Further, the urgency for training was underlined by the then Secretary General of the United Nations, Boutros Boutros Ghali in his Agenda for Peace, where he called for a better trained civilian component in crisis management missions and added that the training of such personnel would have to be the responsibility of the member States.

The obvious next step therefore was to take some kind of initiative in this field. This intuition set the basis for the establishment of the International Training Programme for Conflict Management (ITPCM). Together with Andrea de Guttry and Fabrizio Pagani, we started moving the first steps that saw the framing of a curriculum for a preliminary three-week training course; followed by the identification of the main lecturers, the search for a suitable centre to host the initiative and for economic support in order to initiate the activities. The initiative was considered so innovative that, from the start, it was plain sailing.

The Scuola Superiore Sant' Anna offered its availability to host an initial training event and highly qualified experts agreed to collaborate. The funding that made the first event possible was somehow partisan, in the sense that I knocked at the door of the company where my father worked, which donated the necessary resources to kick-start the activity.

For the 25 places available for the first training course, we received more than 600 applications! Applications literally jammed up the fax room at the school for days. This was only the first of a series of events that severely

tested the tolerance levels of the school's staff! Perhaps, the funniest refers to the beginning of the collaboration with an historical partner of the ITPCM, the Airborne Brigade "Folgore", experts in safety and security training. From the very first course, we wanted to provide the participants with practical notions for safely working in post-war areas: mine awareness, radio communication, hostage taking and map reading were some of the subjects we had included in the training programme. Not really knowing what it would all involve, we thought we would conduct the practical training in the garden of the Scuola. I will always remember the expressions on the faces of the staff of the Scuola when one morning there was literally an invasion of the premises by soldiers in camouflage armed to the teeth digging holes in the garden to plant mock mines, which, to make the simulation more realistic, produced small explosions. Unforgettable! In the following days, however, we needed all the diplomacy we were capable of to avoid being thrown out for good.

From a successful beginning, activities and projects multiplied and in a few years the ITPCM became recognized as a worldwide point of reference for those working in the field with various qualifications and on behalf of various bodies and agencies, including the United Nations, the Organisations for Security and Cooperation in Europe, the European Commission.

I left the ITPCM in 2009; and it has been a very critical choice. Far from being only a job, I considered it as "my child". I had imagined it, realized it and helped it grow to an extent unimaginable when we started. In the last years, though, I have started to feel uncomfortable with some relational



Barbara Carrai during a training course

dynamics. Since I have always considered good relationships the basis of our working together, these divergences, which I was not able to heal nor to understand, brought me to the decision to let it all go.

I left together with my then and now colleague Gabriella Arcadu, one late evening, few days before Christmas. We did not want to see anyone nor to say goodbye. We were not ready to give explanations, it would have been too hard to handle. We packed all our staff and we gave a last glance at that room in which we had shared and done so much, we closed the door and removed our name plates. After that night, it took me a lot of time to really turn page.

What I really loved of that job, and I still miss, were the human relationships that we created with one another through the years: the Scuola's personnel, the trainers and participants. Each and every one left me something that I still carry inside and which has contributed to my personal growth. My mind also goes to Giulia, Maria Grazia and others who died during these years either on a mission abroad or for an illness: their names, their faces and all that we shared I will treasure forever.

And then I think: what an exceptional and unique team we were! We were friends before being colleagues, we shared intense, funny and beautiful moments inside and outside working hours, as well as sad and painful moments. But such is life.

The merit for the great success of the ITPCM belongs surely to the vast number of individuals who have worked there over the years. People who with their training, intuition, sense of responsibility, creativity and commitment have been able to shape an idea and transform it into reality. People who, today involved on other fronts, continue to apply and develop what we learned together, bringing the same enthusiasm to new initiatives.

While I am writing, looking back at those years, a few tears of nostalgia come to my eyes, tears of gratitude for all we shared and all we went through together. It has really been an important part of our lives. I am really sorry to learn that ITPCM will soon close its activities, but inevitably things in life always come to an end. I am proud and happy to have been part of this story, and I really greet and thank everyone who made it all possible and helped its success. First of all Andrea, with whom it all started.

## Short Overview of ITPCM Training Activities

Marina Del Greco  
ITPCM Programme Coordinator

Scuola S. Anna is a young and quite small public university. It was founded in 1967 and it can count on about 200 academics. Notwithstanding these features, the Scuola already managed to be considered one of the most renowned institutions among the ones that deliver international trainings. In fact, in 2019 the Times Higher Education (THE), which evaluates almost 1400 universities worldwide, ranked the Scuola 1st among Italian universities, 4<sup>th</sup> in the world among universities with less than 50 years of age<sup>1</sup> and 149<sup>th</sup> in the global ranking.<sup>2</sup>

A great role towards this result was played by the International Training Programme for Conflict Management (ITPCM): a programme established in 1995 with the aim of meeting the training needs of international field operations' personnel.



Marina Del Greco at the United Nations Headquarters in Geneva, during her internship at UN OCHA, in 2018

<sup>1</sup> Times Higher Education Young University Rankings 2020, available at [https://www.timeshighereducation.com/world-university-rankings/2020/young-university-rankings#!/page/0/length/25/sort\\_by/rank/sort\\_order/asc/cols/stats](https://www.timeshighereducation.com/world-university-rankings/2020/young-university-rankings#!/page/0/length/25/sort_by/rank/sort_order/asc/cols/stats)

<sup>2</sup> Times Higher Education World University Rankings 2020, available at [https://www.timeshighereducation.com/world-university-rankings/2020/world-ranking#!/page/0/length/25/sort\\_by/rank/sort\\_order/asc/cols/stats](https://www.timeshighereducation.com/world-university-rankings/2020/world-ranking#!/page/0/length/25/sort_by/rank/sort_order/asc/cols/stats)

In its first 25 years of activity, the ITPCM organised almost 350 courses, in Italy at the premises of Scuola S. Anna, in Europe and in other continents (mainly in Africa).

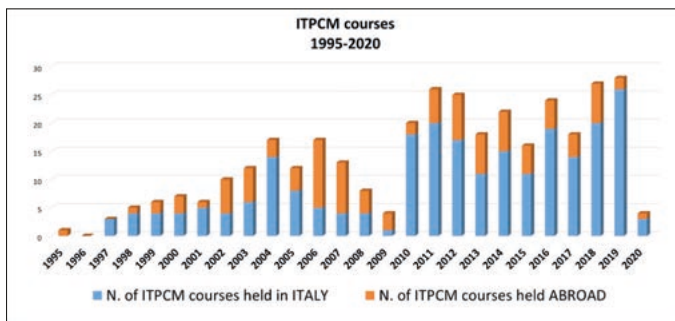


Figure 1 – Number of ITPCM courses organised between 1995 and 2020

All ITPCM courses have been, and still are, designed to address the specific needs of intended participants, taking into account their educational background, their working experience and their future perspectives, as well as the changing needs of their missions.

In case of long courses, such as master’s degrees, the content of the lectures is further adapted during the delivery of the training, to reflect the actual profiles of the students. To be able to do so, ITPCM classes need to be necessarily small, with a maximum number of 20-25 participants. Notwithstanding this, as shown in the figure below, already more than 8.000 people attended ITPCM courses since the establishment of the programme.

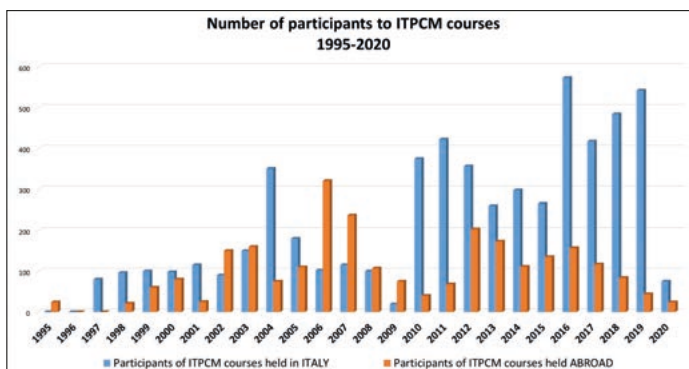


Figure 2 – Number of participants to ITPCM courses in the last 25 years

In order to enrich the learning experience and foster discussions and exchange of perspectives, during the selection of ITPCM trainings' candidates, there is always great attention to ensure the widest possible geographical representation, as well as a fair gender balance.

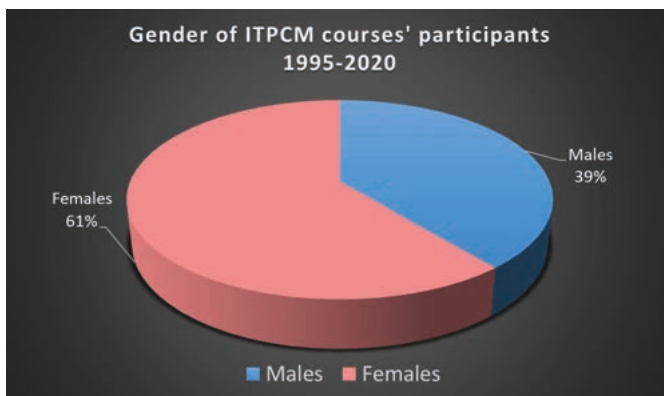


Figure 3 – Gender of participants who attended ITPCM courses between 1995 and 2020

Today, the analysis of the data related to participants revealed that the efforts to encourage women's access to higher education (e.g. awarding scholarships or fee reductions) have proven to be more than effective. In fact, more than half of those 8.000 people, who attended ITPCM courses, are females.

Depending on the kind of training and on its topic, the profiles of courses' participants vary very much. As mentioned above, at the early stage, the primary target of ITPCM trainings was the staff of international field missions; however, during the years, many other categories of people have had the chance to attend ITPCM courses.

For instance, in the last 18 years, more than 400 young graduates who were looking for a professionalising and field-oriented programme, capable of helping them develop the skills necessary to pursue a career in NGOs or international organisations, attended the Master in Human Rights and Conflict Management.

Similarly, hundreds of junior professionals interested in getting a first-hand experience in the field participated to one of the several EU Aid Volunteers courses held in Pisa. Health workers attended the Summer School on Psychosocial Interventions in Migration, Emergency and Displacement or the

course on Health Systems through Crisis and Recovery, while Security and Law Enforcement Officers participated to Human Rights trainings.

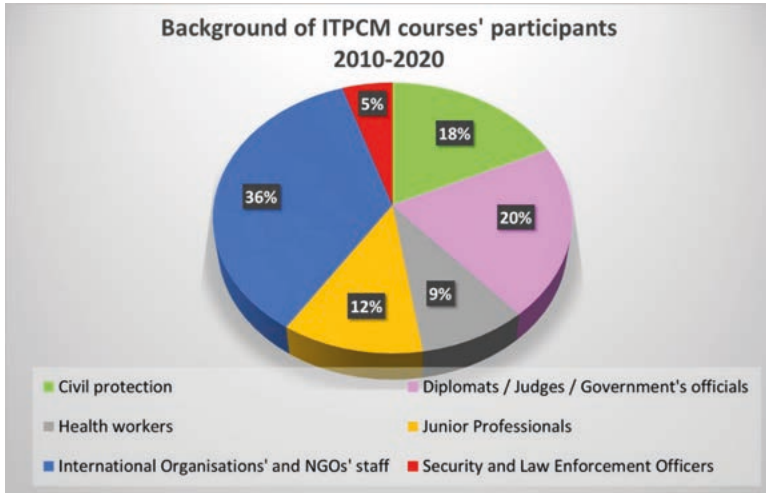


Figure 4 – Background of ITPCM courses' participants

While most ITPCM courses were open for applicants from all over the world, in the last decade, the ITPCM organised also more than 130 courses for the staff of several important international organisations, such as the European Union, the Organization for Security and Co-operation in Europe (OSCE), several funds, programmes and specialized agencies of the United Nations and the Africa Union.



Figure 5 – Number of ITPCM courses organised for International Organisations





Figure 6 – ITPCM courses designed for International staff

International organisations continue to deploy a huge amount of international staff to international field missions. This is the reasons why, especially in the first years, ITPCM courses were targeting mostly international staff interested to work in the field.

Lately, there has been a shift in this trend to involve more national staff in addressing the multiple emergency situations related to the deployment of an international field operation.

The ITPCM immediately recognised this tendency and started adapting to it. Nowadays, as shown in the two charts below, the ITPCM still offers many courses for international staff. However, the number of trainings delivered to local staff is also significant and, in some years (e.g. 2017, 2019 and 2020) even exceeds the one of the courses for international staff.



Figure 7 – ITPCM courses designed for local staff

This change is reflected also in the types of trainings organised by the ITPCM. Depending on who is being trained and on what will be his/her mission, the structure of the courses can be very different.

ITPCM organised (mainly for international staff) pre-deployment trainings, which are mission-specific courses, designed to provide participants with all the tools necessary to take part in a given mission. Pre-deployment courses typically take place right before the deployment, to be sure that the acquired knowledge is still very fresh in the memory of those who attended the training. Sometimes, the time between the appointment and the deployment is quite limited, therefore, these trainings try to maximise the available time providing participants with the most important information, necessarily skipping some valuable, but not essential, details.

A more in-depth knowledge of a given matter is instead provided in basic/core courses and in specialisation courses. The first are designed for participants (mainly international staff) that are approaching a certain topic for the first time. As such, basic courses aim at teaching them the foundational knowledge and the skills that they will need to continue their studies. A basic/core course usually lasts between 1 and 3 weeks and provides participants with a detailed overview of a subject, often unravelling linkages between different matters.

A specialisation course is, instead, designed for someone that already possess at least a basic knowledge in a certain field. The aim of the course is to help him/her master it, often focusing on a certain topic, such as a specific branch of that area of study or a recent development in that field. Specialisation courses usually last more or less a week and target both international and national staff.

Similarly, also the type of courses called "Training of Trainers" or, more simply just "ToT", is designed for people that already have a solid knowledge of a given matter. In fact, the aim of this peculiar kind of trainings consists in forging competent instructors, who will be capable, in turn, of teaching other people what they learned. This entails that a ToT course must certainly provide its participants with an in-depth knowledge of a certain topic, from the substantial point of view. However, in addition, it must also teach them how to transmit this knowledge to others, focusing on effective communication techniques, teaching tools etc. ToT are mostly delivered to local staff.

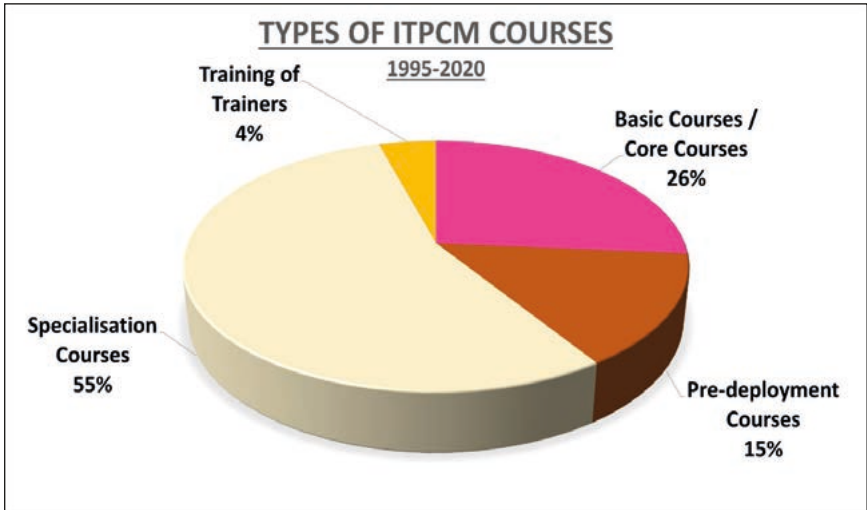


Figure 8 – ITPCM courses per type

The topics covered in ITPCM courses can be grouped in 5 macro-areas:

- Electoral Matters
- Human Rights,
- Humanitarian Issues and Emergency Management,
- Peace Support Operations and Conflict Management.
- Safety and Security

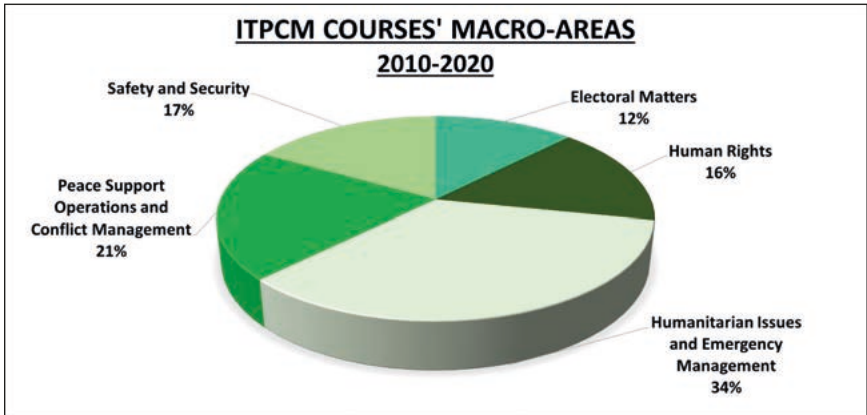


Figure 9 – ITPCM Trainings' macro-areas

Every year, in the last decade, the ITPCM has organised trainings in each of the areas mentioned above. As shown in the chart below, at the beginning, the vast majority of ITPCM activities were focused on Humanitarian issues and emergency management. Then, the amount of those trainings started decreasing and, although they still remain one of the pillars of ITPCM activities, it aligned with the number of courses focused on other topics, such as electoral matters, Human Rights and peace support operations and conflict management.

There is however an exception. Since 2016, in fact, the number of safety and security trainings grew significantly. The reason is to be found in the fact that, precisely in that year, Scuola S. Anna won a tender to deliver Hostile Environment Awareness Trainings to European Union institutions. As you will read in the following chapters, this enabled the ITPCM to organise several safety and security courses per year, training staff members of the European Parliament, European Commission, European External Action Service etc. and hence increasing its activities in this field.

Finally, since March 2020, the outburst of the CoVid-19 epidemic determined the impossibility to deliver face-to-face courses, obliging the ITPCM to continue exclusively its online activities, such as the online Master in Electoral Policy and Administration that is regularly running on a dedicated Moodle platform. Consequently, as clearly visible in the chart, the number of trainings delivered in the current year collapsed. However, with this realisation there comes another. Carefully analysing the chart below it is possible to note also that, exclusively in the first 5 months of 2020, the ITPCM already managed to organise and successfully deliver at least one training in 4 out of the 5 macro-areas illustrated before. This circumstance demonstrates that the ITPCM has an exceptional ability to adapt to adverse circumstances and that all the people involved in the organisation of its activities are truly committed and willing to "walk the extra mile" to achieve unparalleled results.

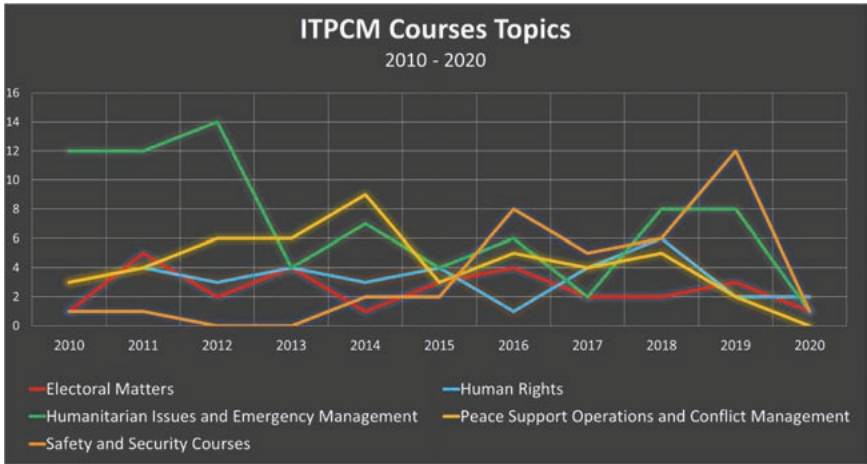


Figure 10 – ITPCM courses in the last decade

While it would have been great to conclude this overview of the last 25 years with a rising trend in the number of delivered courses, I am confident that, with some more time, the ITPCM will manage to transform these temporary obstacles in new challenges and, from there, in new opportunities. So that, after the next 25 years, the ITPCM will be greater and more exceptional than ever.



# **Section 1**

## **Training Activities**





### 1.1 Human Rights

#### 1.1.1 Master in Human Rights and Conflict Management

Emanuele Sommario

At the dawn of the third millennium the world was experiencing new daunting challenges. The effects of the 9/11 attacks were still unfolding and many actors were engaged in remodelling the dominant paradigms that had characterized international relations since the Second World War. On the other hand, a significant part of the international community seemed to unite around a more or less coherent plan, based on the eradication of poverty, on respect for fundamental rights, on the promotion of sustainable human development and human security. There appeared to be a clear need for a young generation of professionals, well versed in the theoretical and practical tools necessary to restore peace, support international development, and affirm the full enjoyment of fundamental rights.



The garden of the main campus of Scuola Sant' Anna

This is the background against which the first edition of the Master in Human Rights and Conflict Management (MHRCM) was launched in 2003. The programme was the brainchild of two Professors of the Scuola: Andrea de Guttry, who invested significant time and resources in structuring the curriculum; and Barbara Henry, who was the Master's first Director and provided an imaginative and energetic leadership. Since the start, the core idea was to offer new training opportunities to young Italian graduates, willing to embark in international careers in the areas of peacebuilding and human rights promotion. Indeed, the first few editions were offered in Italian. Yet the organizers soon came to realize that some of the distinctive features of the programme made it an appealing option also for foreign graduates. Meanwhile the MHRCM has been completed by roughly 450 students, one third of which were foreigners.

The first aspect which made the Master stand out was its distinctive field-orientation. Unlike other programmes dealing with the same subjects, the MHRCM went the extra mile. In addition to providing a sound theoretical framework on conflict studies and human rights protection the MHRCM aimed at equipping its graduates with the skills and knowledge to effectively perform in field missions, mindful of the fact that it was in fragile and crisis settings that those models and concepts had to be applied. This is why from the very first editions modules on personal safety and security, preventive medicine, first aid, intercultural communication were integral part of the curriculum.

Most relevant to the organizers was being able to capitalise and build on the experience garnered by the Scuola's International Training Programme for Conflict Management. The ITPCM had just come of age and could boost a significant experience in the organization of trainings aimed at international civil servants, international election monitors and observers, NGO professionals, diplomats or military officers deployed in peacekeeping and peacebuilding missions. This pre-existing know-how was key in shaping the Master's curriculum and identifying resource persons with the best skills-set in terms of knowledge of the subject matters, practical experience, and teaching and facilitation skills.

Indeed, selecting the right faculty has been one of the main concerns and key priorities of the Master's Directors. It has been no minor task to select and involve practitioners and trainers who were both knowledgeable in their respective areas and capable of employing state-of-the-art lecturing tech-

## Section 1 - Training Activities



Students of the Master in Human Rights and Conflict Management (2018 class)

niques. Yet, through the years the Master Directors were able to line up and maintain the engagement of a group of dedicated professionals, based in four different continents, who managed to transfer knowledge and skills in a smooth and effective way to geographically and culturally diverse cohorts of students.

The selection of course participants has also proven to be a challenging yet essential component of the delivery of the MHRCM. Every year the number of applications has by far exceeded the available positions. The Master's staff took great care in developing and refining the eligibility and selection criteria, and in applying them in a rigorous yet thoughtful way attempting to find the right balance between academic and early professional background experience, as well as age, sex, geographical origin, and other drivers of diversity. The objective was to shape a group that would be able to keep up with the quick learning pace and at the same time offer thought-provoking and lively in-class discussions. To ensure that our selection process was truly only based on merits, the MHRCM has always tried to provide financial support to prospective participants coming from less affluent countries, mainly in the form of fee waivers.

How do we measure the programme's success? We believe a reliable indicator of our work throughout the years has been the career accomplishments of those who have attended the MHRCM since its inception. Based on a survey conducted in the Summer of 2019 (with 96 responders), the vast majority of our alumni work in areas and organizations relevant to the Master's curriculum. Many are working for UN agencies and programmes (OHCHR, UNDP, UNHCR, OCHA, IOM, UNICEF, WFP, FAO), for the EU External Action Service and other EU DGs, for the OSCE, for the International Criminal Court, for important NGOs (HRW, Amnesty International, PLAN International, COOPI, Intersos, Emergency, COSPE, Danish Refugee Council, International Rescue Committee, MSF, Terre des Hommes, Source International) for the ICRC or the IFRC. Many of those employed by these entities have spent years serving in peacekeeping, humanitarian, human rights or election monitoring operations around the globe.

Some have joined the diplomatic choir of their respective countries or have become public servants in charge of development cooperation programmes, the administration of justice and of other human rights-related activities. Many have become lawyers or independent consultants, and sometimes even started their own firms or companies. Yet others decided to continue studying and are now lecturers, post-doctoral fellows or PhD students at Italian and foreign universities. While a career in research is not the primary outcome that the organizers have in mind, this shows that the



Students of the Master in Human Rights and Conflict Management during an outdoor scenario-based exercise

## Section 1 - Training Activities

programme has been also able to equip participants with the knowledge and conceptual tools required to become successful academics.

We believe that part of the Master's success also lies in its capacity to change and adapt to the evolving requirements of the global society. Events such as the global migration crisis, or the surge in the demand for specific types of expertise (e.g. the ability to write funding applications or to formulate project budgets) prompted the MHRCM staff to readjust the curriculum, in order to bring it even more in line with the legitimate expectations of future employers. Another noteworthy change that has been introduced in the last two editions concerns the possibility for the students to select a number of classes from a list of relevant sessions identified beforehand. This has allowed students to partially tailor the curriculum to their interests.

I am writing these pages in March 2019, while Italy and most of Europe is in the grip the Covid-19 pandemic. The present cohort of Master students is experiencing unprecedented challenges. Classes are being held through on-line platforms and, at the time of writing, we do not know if we will be able to resume traditional, in-class teaching. Internships might also be affected, with many hosting institutions announcing that their vacancies are put on hold until further notice.

And yet it is in this sort of predicaments that many of our graduates will be likely to work in the coming years. Lockdowns due to situations of violence, limited availability of resources, movement restrictions and the need to work and manage programmes and interventions in an adaptive manner are, unfortunately, common features for most humanitarian and human rights workers deployed to field operations. While we are all experiencing discomfort from these events, it might turn out to be a reality check for those about to embark on this line of work.

Nonetheless, especially in this moment of uncertainty, the commitment of the MHRCM and of the Scuola as a whole remain firm: to deliver a high-quality programme, with the view to provide its graduates with all the tools necessary to stimulate positive changes in society at large, while taking special care of those most vulnerable and neglected.



## 1.1.2 Short Courses on Human Rights

**Annalisa Creta**

The rise of multidimensional peacekeeping in the late 1980s has brought to the establishment of a variety of field missions, in which the civilian component has rapidly grown in size and importance. Human rights monitoring, reporting, protection and promotion have quickly become a common feature of these operations. This intensification of field work has been hailed as a major development in the area of human rights protection and promotion. While initially virtually all operations were organized under the auspices of the United Nations (UN), recent years have witnessed the proliferation of non-UN-led operations. Among the regional organizations promoting them, the European Union (EU) has assumed a prominent role.

In this endeavor, the ITPCM has been offering specific courses, under the aegis of EU funded projects, of which it was and is currently a partner, to fill the training needs of personnel deployed to work in the field with human rights tasks. Indeed, the different scenarios in which human rights missions are deployed, the evolution of the relevant legal standards, the high number of actors and stakeholders involved, as well as the different tasks these missions are asked to perform, require appropriate training for professionals wishing to serve or actually serving in these operations.

Under the Europe's New Training Initiative for Civilian Crisis Management project (ENTRi) the Scuola has been organizing once a year, from 2016 to 2019, a 10-day training course for field officers working on human rights on "International Standards for the Protection of Individuals and Groups". The course, held in Addis Ababa, Ethiopia aimed at providing field officers working on HR with the specific competences and skills they will need to fulfill their tasks as members of a human rights field operation. The curriculum included the theoretical as well as the practical aspects of an officer's tasks.

Within the framework of the European Union Police and Civilian Services Training (EUPCST) programme, the Scuola organised in February 2020 a 5-day course for police officers, gendarmes and civilians deployed in, or with strong prospects to be deployed to international missions with functions related to the promotion and protection of human rights. A second edition of such course titled "International Standards for the Protection of Individuals and Groups: a Training Course for officers working on Human Rights is planned for 2021.

## Section 1 - Training Activities



Participants to the 'Training Course for Field Officers Working on Human Rights', organised in Pisa in 2013



Participants to the course 'International Standards for the Protection of Individuals and Groups' held in Addis Ababa in 2019

The impact of human rights courses organized by the ITPCM can be crystallized in the words of one participant to such trainings that voice the experience of several others fellow colleagues trained: *"The training very much inspired me to think of some relevant indicators regarding topics such as anti-torture, gender and human rights and how they could be properly fitted in to a new evolution format that would actually work on the ground."*

Besides trainings focused on enhancing the human rights skills of personnel being deployed within human rights component of peace operations, the ITPCM also featured courses focusing on specific human rights aspects, considered as current and/or emerging challenges. In such endeavor, in 2018 and 2019 a summer school on Business and Human Rights was organized to provide practitioners with a comprehensive overview and knowledge of the legal mechanisms and tools applicable in the field of business and human rights keeping up with current relevant developments at the national, regional and international level.



### 1.2. Humanitarian Issues and Emergency Management

#### 1.2.1 EU Aid Volunteers Initiative

**Matteo Bartolini**

The EU Aid Volunteers initiative provides opportunities to European citizens and long-term residents, from a wide range of backgrounds and professional experience, to get involved in humanitarian aid projects, provide needs-based humanitarian aid in third countries and engage in volunteering activities. The aim of the initiative is to increase the capacity of the European Union to support vulnerable communities in third countries, through the deployment of trained volunteers, in the framework of projects jointly developed by humanitarian actors and local organizations.

Candidates interested in becoming EU Aid Volunteers, after having sent their application in response to a vacancy announcement published by a sending organization, pass through a selection process. Then, the selected candidates are requested to attend a mandatory training before being deployed in the field. The training has a double purpose. On one side, it provides candidate volunteers with the knowledge and the skills necessary to operate in the field, ensuring that they are thoroughly prepared before their departure to a non-EU country. On the other side, during the training participants are assessed against several competencies to determine if they are fit for deployment. Only participants that are considered fit for deployment can finally become EU Aid Volunteers and be deployed in the field by the sending organization.

The training programme consists of a mixture of both online and onsite activities. It is composed by compulsory modules (Introduction to EU external relations and crisis response system; Introduction to humanitarian action, EU humanitarian policy and EU AV initiative; Managing personal safety; Project management; Intercultural awareness; Scenario-based exercise) and optional modules (Communication and advocacy; Psychological first aid; Training of multipliers; Volunteer management; Organisational development). The training can be delivered in English, Spanish or French.

Having said so, the real peculiarity of this training is the scenario-based exercise: a 3-days-long simulation, specifically designed to test several transferable skills that candidate volunteers should possess. The scenario is similar to the script of a movie, where candidates' volunteers are the protagonists. At the beginning of the first day, they are instructed to carry out a mission and, to fulfil it, they need to move around, interact with other characters (played by role-players) and, in general, apply the knowledge acquired in the previous days, during the lessons. This kind of activity allows participants to "learn by doing", meaning that they can make mistakes, receive punctual feedback and then improve their future conduct, basing on what they just learned.

The EU Aid Volunteers initiative is funded by the Directorate-General for Civil Protection and Humanitarian Aid Operations (DG ECHO) and managed by the Education Audiovisual and Culture Executive Agency (EACEA).

Scuola Superiore Sant' Anna is part of a consortium coordinated by ICF and composed also by MDF Training & Consultancy, B&S Europe and the Austrian Study Centre for Peace and Conflict Resolution that has won the tender and delivered the EU Aid Volunteers trainings between 2016 and 2020. The Scuola has been in charge of the organization of the first pilot training from 19<sup>th</sup> to 29<sup>th</sup> October 2016 and, since then, it has delivered 7 training cycles in Pisa and trained 349 candidate volunteers, while the consortium has globally delivered 24 training cycles. The courses have been delivered in Italy, Netherlands, Belgium and Austria (81% of the training cycles have been delivered in English, 10% in French and 9% in Spanish).

The analysis of the data related to the candidate volunteers that attend-

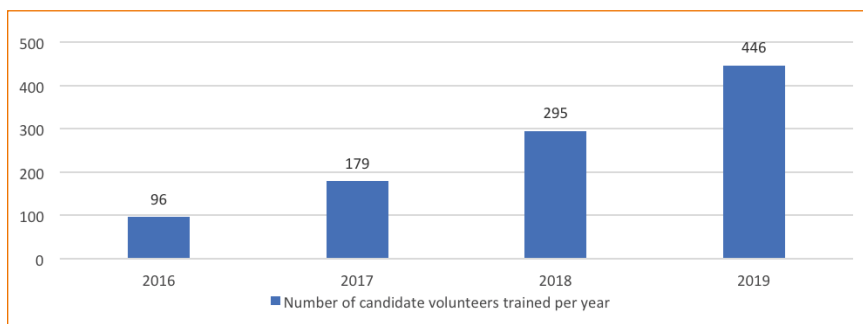


Fig. 1 – Number of candidate volunteers trained per year. Source: ICF

## Section 1 - Training Activities

ed the training cycles provides an interesting overview of the target group of the initiative. Between 2016 and 2019, a total of 1.016 volunteers has been trained. The trend shows an increase of the number of the volunteers trained per year (Fig. 1)

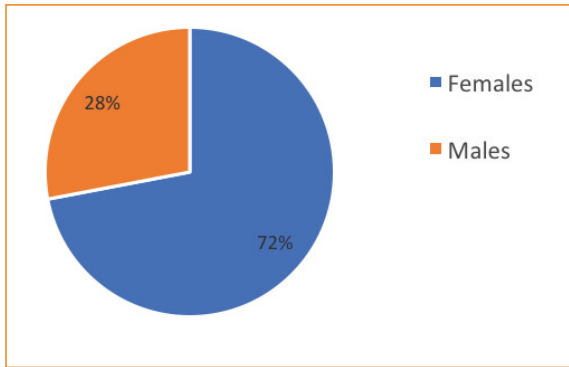


Fig. 2 – Candidate volunteers by gender (%). Source: ICF

There is a strong prevalence of women attending the training. According to the data, 72% of candidate volunteers were females while 28% were males (Fig. 2).

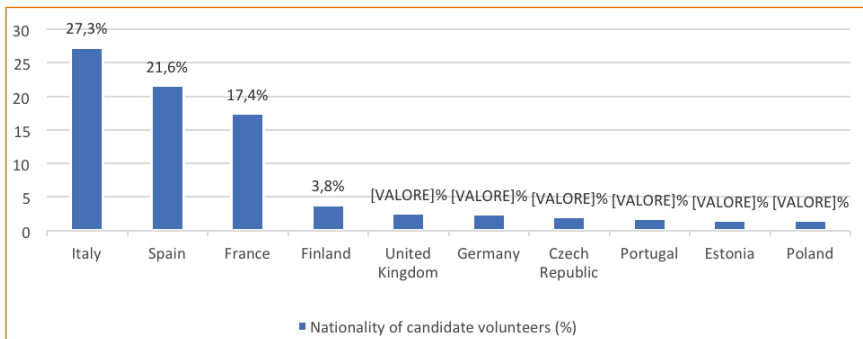


Fig. 3 – Nationality of candidate volunteers (%). An analysis of the nationality of the participants shows that the great majority of the participants came from Italy (27,3 %), Spain (21,6%) and France (17,4%). Source: ICF

The average age of the candidate volunteers at the moment of the training were 31 years and the 75% of them were junior profiles. This means that they had less than 5 years of experience in the humanitarian sector. The distribution of the volunteers by age range shows that almost half of the volunteers (48,7%) were in the age range 26-30 years (Fig.4).

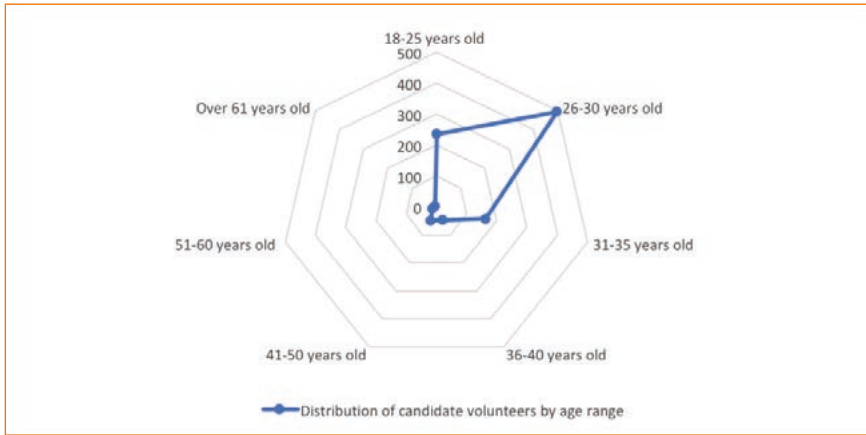


Fig. 4 – Distribution of candidate volunteers by age range. Source: ICF

Besides having different nationalities, ages and academic or professional backgrounds, candidate volunteers usually get along very well. Notwithstanding the fact that an EU Aid Volunteers training typically lasts less than two weeks, they always manage to build long-term friendships and stable professional networks with other participants, making the most of the multicultural environment they find at Scuola Superiore Sant' Anna. In conclusion, the EU Aid Volunteers initiative, on the one hand, represents a unique opportunity, for young people, to receive a training on a broad variety of different subjects and to have a first-hand working experience abroad. On the other hand, thanks to the enthusiasm of the volunteers and to the organisations that decided to participate in the programme, the EU Aid Volunteers initiative became a precious tool to increase the EU's capacity to provide humanitarian aid.

## 1.2.2 Summer School “Psychosocial Interventions in Migration, Displacement and Emergency”

**Chiara Macchi**

The cooperation between the Scuola Superiore Sant' Anna in Pisa, Italy, and the International Organization for Migration (IOM) started in the Fall

## Section 1 - Training Activities

of 2010, when the International Training Programme for Conflict Management-ITPCM of the Scuola and Prof. Guglielmo Schininà (Lead of the Mental Health, Psychosocial Response and Intercultural Communication Section at IOM) initiated the development of a Training Initiative meant for mental health and psychosocial support (MHPSS) professionals working in emergency situations. A Pilot Training Course was held in the form of a Winter School in "Psychosocial Interventions in Emergency Displacement" in February 2011. The aim of the Course was to enhance the capacity of participants to design and deliver psychosocial support interventions in emergency settings. On the basis of the results of the evaluation processes carried out for said Pilot Course and additional comments and recommendations provided by both participants and trainers, a second Summer School in "Psychosocial Interventions in Emergency Displacement" was organized in 2012. The training was extremely successful and several humanitarian agencies and organizations other than IOM expressed their willingness to be involved in the initiative. In March 2013 a formal Agreement between the Scuola DIR-POLIS/ITPCM and IOM was signed, followed by the realization of a third and fourth edition of a course in "Psychosocial Interventions in Migration, Emergency and Displacement" that were held in Pisa in March 2013 and June 2014 respectively, and the launch of four additional editions between 2016 and 2019.



A class of the Summer School 'Psychosocial Interventions in Migration, Emergency and Displacement' held in Pisa in July 2019

Mental health is "a state of well-being in which an individual realizes his or her own abilities, can cope with normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community" (WHO 2002). Vulnerable migration, forced migration, and displacement due to war, conflict, insecurity, natural disasters, and human rights violations are often accompanied by stressors that are not to be considered "normal" and can be accompanied by a temporary limitation of the capacity to cope. The same applies to situations in which populations do not move, but whose native environment is profoundly altered due to the same causes.

The adjective psychosocial pertains "to the influence of social factors on an individual's mind and behaviour, and to the interrelation of behavioural and social factors, also and more widely to the interrelation between mind and society" (OED 1997). For IOM, psychosocial support and mental health



Participants of the Summer School 'Psychosocial Interventions in Migration, Emergency and Displacement' in the garden of Scuola Sant'Anna (2018 class)

are part of a continuum, and mental health cannot be limited to clinical interventions only. However, systems of reception, integration and assistance to migrants are often psychosocial-blind and not difference oriented, which enhance people's vulnerability. Thus, it is important that migration processes and procedures are accompanied whenever possible by consideration of the psychosocial needs of migrants.

The Summer School was conceived with the intent to provide its trainees with a given frame of understanding of the psychosocial dimension of migration, displacement and crisis-affected societies, as well as of the processes within the migration cycle of vulnerable groups, all while presenting harmonized ethics, approaches and tools associated with psychosocial support. The course enables MHPSS professionals to acknowledge the complexity of interventions in crisis situations or during the migration process, conceptualize holistic responses, understand the interrelation of the different sectorial responses and gain advanced specific knowledge in each sector of intervention.

Each of the past editions of the Summer School trained over 30 participants chosen among highly-qualified professionals working with IOM and other NGOs and agencies in every corner of the globe. Past trainees have seen the course as an opportunity to acquire new tools for their work and improve their employability in the field of MHPSS in emergency situations. The excellent reputation built by the course and the sustained positive feedback received by it over the years has encouraged the ITPCM to organize a ninth edition for the year 2020.

### **1.2.3 Health Systems through Crisis and Recovery**

**Emanuele Sommario**

Millions of people do not have access to health care, because health systems in many countries are either non-existent or dramatically failing. Most of them live in areas chronically affected by violent conflict or slowly re-emerging from it. The volatility and complexity of conflict and post-conflict contexts pose daunting challenges to health workers – both national and international – who are called to rehabilitate derelict health structures.



Lack of properly prepared professionals in this field has often resulted in reconstruction efforts characterized by weak analysis, little understanding, inadequate planning and poor implementation. This training course was aimed at addressing this gap.

The two-week Course, held for the first time in 2005 in Padova, has evolved substantially since then. It is the brainchild of Enrico Pavignani (MD), a hugely experienced practitioner who has researched and written extensively on these topics. Lecturers include staff coming from International Organizations and major health-related NGOs, representatives of relevant governmental bodies as well as practitioners working in developing countries.

The course curriculum is actively kept in progress, by constantly updating its contents, introducing new study topics and materials, and inviting new experienced lecturers. The Course programme maintains a degree of flexibility to discuss in detail topics of particular interest to participants.

The aim is to introduce participants to troubled contexts, while identifying and discussing the stressors at play and the responses usually deployed by health services. A careful analysis of the challenges faced by health actors in countries affected or recovering from severe stress is conducted, and participants are familiarized with recovery processes, the dangers they pose and the opportunities they provide for correcting long-standing distortions and creating more efficient and fair health systems.



Participants to the 2019 course on 'Health Systems through Crisis and Recovery'



## Section 1 - Training Activities

The Course is taught entirely in English. It is intensive in nature and demands from participants a pro-active attitude. Interaction with the trainers is encouraged through the use of case studies and practical exercises. Ample space is devoted to testimonies and reflections drawn from the personal experience of trainers and trainees.

As part of the assessment process, participants are asked to conduct an in-depth analysis of a distressed healthcare arena through the study of selected documents and group work. The study materials revolve around a variety of troubled situations, which include conflict-ridden countries and regions, as well as other crises. An exploration of the existing literature complements each training session.

The Course content is updated and modified every year. These are some of the main topics regularly discussed:

- The conflict environment; international and humanitarian law; development, the aid system and its politics; aid management;
- Systems thinking applied to management practice, including information analysis, sustainability and
- Occurrence and control of communicable diseases in distressed healthcare arenas;



Prof. Emanuele Sommario teaching during the Master in Human Rights and Conflict Management in 2019

- Health policy analysis, planning and financing in troubled health sectors;
- Health-related resources: personnel, medicines, facilities, and their management;
- How to best contribute to the recovery of disrupted health sectors, through analysis, research, negotiation, appraisal of options, forecasting and implementation.

The HSCR did not always have a huge turnout, possibly due to its very narrow focus. During its ten editions at the Scuola some 150 participants have attended it. Yet among them are prominent experts, including members of governments of developing countries who were looking for concrete answers to the many problems their communities were facing. This is one of the reasons which prompted the organizers to keep offering the programme, aware of the fact the knowledge and skills transferred during classes may lead to actual, positive changes in health policies and make a real difference for tens of thousands of individuals worldwide.

### 1.3 Peace Support Operations and Conflict Management

#### 1.3.1 Seminars and Short Courses

**Annalisa Creta**

The core mission of the ITPCM has been, since its foundation in 1995, that of addressing the training needs of international field personnel – mostly civilian and police – deployed, or going to be deployed, in international operations/missions. Indeed, the Programme's **mission** is, *inter alia*, to enhance international and field expertise for the peaceful management of conflicts. To this end, a wide range of services have been offered to diversified clients (UN, EU, AU, OSCE, other IOs, Italian institutions and law enforcement agencies, the private sector, civil society organizations), including design of training curricula and material, delivery of training courses – for both international and national staff – and training of trainers.

##### **(a) Training of international staff**

*Contributing to strengthen peace operations related training in Africa*

Africa is a continent where the ITPCM has been focusing for more than a decade with different activities and in diversified endeavours with the aim to support training efforts focused mainly on civilian aspects of crisis management. Capacity development and building actions have encompassed the contribution to the creation and strengthening of training centres and programmes (e.g. the International Training Programme on Peacebuilding and Good Governance for African Civilian Personnel –ITP-PGG – a joint initiative undertaken by the Legon Centre for International Affairs and the ITPCM), the featuring of tailor-made courses for selected beneficiaries (e.g. courses for UNMEE or AMISOM personnel), the provision of consulting services on training related aspects (such as the consulting services to ECOWAS-DES-PADS), the crafting of technical tools and methodologies and instruments for collection, analysis and elaboration of data (such as the creation of the 3W Database on Peace Support Capacity



Participants to the Peacekeeping course held in Somaliland in 2015

Building Initiatives in Africa, An interactive information-sharing toolkit for the G-8 Africa Clearinghouse).

Since 2008, the Scuola has been carrying out a project titled “Support of Italy to the operationalisation of the civilian component of the African Stand-by Force” with funds from the Italian MFA. Through small grants, the Scuola has been supporting African training centres through the provision of technical advice, assistance and expertise on training activities and on the related actions, from curricula development to identification of resource persons, to project/programme development. This represents a significant contribution to the capacity building efforts towards the African Peace and Security Architecture by streamlining the linkages in terms of training efforts, policies and actions between the AU and the RECs, between and among RECs and with the African training centres.

In this regard, courses on conflict management as the first step of a pioneering endeavour to create a pool of trained civilian professionals, equipping them with critical knowledge and practical and technical-operational skills, as a means of increasing their readiness and competencies in responding to a significantly growing demand for civilian expertise in complex situations of peace-building operation, were organized once a year in Sudan, South Africa, Cameroon and Somaliland from 2013 to 2016. In 2018, a Conflict

## Section 1 - Training Activities



A break during an ITPCM course in South Africa in 2016

and Conflict Analysis Seminar was also organized in Lusaka – Zambia with the objective of strengthening the critical, analytical and practical conflict analysis, including the development of multi-level, locally relevant and tailor-made approaches to conflict resolution. The seminar was meant increase as well the knowledge and skills of the participants to conduct a conflict analysis and to devise conflict sensitive approaches to crisis management, conflict prevention and peacebuilding interventions and to understand the mission life cycle of a Peace-keeping operation.

Such activities were always planned, organized and implemented in close cooperation with a local training institution in an effort of local ownership, capacity building and development. They do represent a model of North-South cooperation on training issues, with the exchange of experiences, good practices, lessons learned, the transfer of knowledge and know-how and the building up of a strong knowledge-management partnership.

*Towards a more consistent and efficient assistance in law enforcement capacity building to third countries*

The Scuola was a consortium member of the Law Enforcement Training for Capacity Building project (LET4CAP) led by the Italian Carabinieri, a pro-

ject funded by the European Commission through its Internal Security Fund run from December 2016 to December 2019. Among the project activities, four training courses were organised for contributing towards the development of a common law enforcement capacity building culture among European gendarmes, police officers and more in general LEOs.

The trainings, three held at the premises of CoESPU in Vicenza and one in Sluspk, Poland at one of the Polijcia Police schools, trained about 120 trainees selected among officers nominated by relevant institutions of EU member States. Based on the curriculum and materials used at the f2f course an online course was developed by the Scuola Sant' Anna. The LET4CAP's free online course introduces learners to foundational topics related to law enforcement capacity building, it is structured around lectures, videos, quizzes and tests and is supplemented with recommended resources and knowledge assessments. <https://elearning.let4cap.eu>

### **(b) Training of National Staff**

A consistent bulk of training activities carried out by the ITPCM has concentrated on strengthening national capacities. A series of courses organized in various African countries in the last few years focused, for instance, on enhancing the skills of key state officials, be they diplomats or magistrates or law enforcement officers more in general. Such substantive trainings have most of the time been conducted back to back to training of trainers in an effort to building up self-sufficiency in training one's own civil servants.

In this vein, Human Rights Training Courses were organized respectively in Yaoundé - Cameroon in February 2017 and in Karthoum, Sudan in April 2018, for members of the Judiciary of those two countries. The aim of the courses was to strengthen the capacity of the Judiciary in the application of international human rights norms in the administration of justice and; deepen human rights and international humanitarian law knowledge of judges and prosecutors. The training programmes were implemented by the Scuola Superiore Sant' Anna in cooperation with the IRIC in Cameroon and the Peace and Research Institute at the University of Khartoum and under the aegis of the Sudanese and Cameroonian MFA/Ministry of Justice, the Italian MFA and Embassy in the two countries. Such courses were later, in the same year, followed by a ToT addressed to members of the Judiciary to equip them with the competences and skills to organize and deliver trainings on human rights and the administration of justice to their fellow colleagues.

## Section 1 - Training Activities

The same formula was implemented in the Central African Republic (CAR), where in 2017 a residential 2-month course was targeted for young diplomats of the rank of first secretary who had just joined the diplomatic services of the RCA and who had not undergone a similar training path as an introductory step into their career. The course objectives were the following: To get an understanding of critical international and regional issues the world is confronted with; To get acquainted with legal, political, economic, social and cultural realities characterizing foreign relations; To hone diplomatic skills. The course was organized by the Scuola Superiore Sant'Anna (Pisa, Italy) in cooperation with the International Relations Institute of Cameroon (IRIC), under the aegis of the Ministry of Foreign Affairs of the République Centrafricaine and the Embassy of Italy in RCA based in Yaoundé with the financial support of the Italian Ministry of Foreign Affairs. Also this course was followed by a ToT to create a pool of local trainers that could work on the organization of specific trainings for diplomats of the country a stake.

Also in Niger, the Scuola held training of trainers for judges and magistrates in 2018 and 2019 to equip participants with the necessary knowledge and competences on issues as training methodology, design, implementation and assessment of training courses and introduction to adult learning. The initiative was specifically designed for judges and magistrates of Niger working on cases related to human trafficking and smuggling of migrants in order create a pool of stand-by trainers with the skills to organise and deliver training in the respective field of expertise. Also in this case the activity was organized under the aegis of the Italian Ministry of Foreign Affairs, at the request and in close cooperation with the local Ministry of Justice. Another course was to be held at the time of writing, but the COVID-19 Pandemic imposed a postponement to better times.

Within the framework of the Italian Chairmanship of the OSCE in 2018 a specific activity was also developed with the aim of enlarging the pool of potential OSCE international staff members by strengthening the preparation of high-potential candidates from under-represented participating States through tailor-made training interventions. The so called "OSCE Talent Acquisition Programme. Strengthening The Preparation Of High-Potential Candidates From Non/Less Represented Participating States" consisted of a 2-week training course gathering candidates from under represented countries for an intense competency based training aimed at raising awareness and skills for playing an active and successful role in all phases of the



OSCE recruitment process: from the filling-in of an application form, to the conduct of an interview and other competency-based tests, to actual recruitment and the performance of tasks as an international civil servant. The program was implemented by the Scuola and the Bocconi University. Each



Participants to the Human Rights course held in Sudan in 2017



The ToT and Refresher Course held in Pisa in 2017, in the framework of the 'Training Programme for Diplomats from Central African Republic'



## Section 1 - Training Activities



Participants to the Peacekeeping course held in Cameroon in 2014

institution was in charge of a specific course module held at their respective premises. The Scuola delivered Module I of the course focused on the profile of an international civil servant.

### **(c) Training of Trainers**

Within the ITPCM training activities there also were training or trainers courses that adopted a comprehensive approach to the training of participants, by addressing the key elements of the training cycle. This has required covering the broad spectrum of core information that help to strengthen and/or refresh the knowledge and skills of personnel and human rights experts delivering training events in civilian crisis management missions worldwide. It has meant focusing on the profile of a trainer, on pedagogy and andragogy, on the teaching cycle – from identification of needs to evaluation of training activities – teaching and learning theories, learning styles, techniques to use in a training session, communication, planning and preparations, delivery of training, evaluation and assessment. The courses were highly interactive with many practice sessions and exercises. Following such format, two ToTs were organized for the trainers of the Carabinieri First



Participants to the OSCE Training held in Pisa in 2018

Parachuting Regiment "Tuscania". One course of this kind was also organized within the ENTRi project for members of international missions involved in designing and delivering training courses focused on human rights in order to build local capacities in this field. The key objective of this course was to

## Section 1 - Training Activities



The closing session of the LET4CAP Project, held in Brussels in December 2019

build in-mission capacities for training purposes, to enhance the ability of missions to adapt to the steadily changing capacity-building requirements of international peace operations and to strengthen in-mission capability to deliver high quality trainings. Following the same approach, the ITPCM contributed to the organization of two ToTs within the LET4CAP project, held in Menges, Slovenia at the premises of CEP, for trainers of Law Enforcement Agencies of EU member States in order to ensure a multiplier effect of the LET4CAP training actions.

Such trainings are critical to making a positive contribution towards the production of confident, professional and well-prepared staff who add real value to civilian crisis management missions worldwide.

## 1.4. Elections and Democracy

### 1.4.1 Master in Electoral Policy Administration

Enrica Pautasso

At the dawn MEPA is an online Master Programme providing advanced learning on electoral processes for current and aspiring election professionals. It targets mid/upper level professionals who want to acquire the specific knowledge and skills to work as election administrators and/or to work as a part of Election Management Bodies (EMBs).



Presentation of the *Master in Electoral Policy and Administration*, held in Washington in 2014, at the presence of Italian Ambassador Bisogniero

## Section 1 - Training Activities

Voters around the world expect electoral professionals to possess the management skills to undertake a complex civilian operation, the political savvy to relate to parties and candidates, and above all, a strong sense of ethical behaviour and integrity to conduct a fair process. MEPA is intended to make a global contribution to such professionalization. Boasting the most reputed international experts in this field, the Master Programme is based on the 2014 International IDEA designed *Model Curriculum – Master of Electoral Policy and Administration*, which was piloted for the first time in 2016.

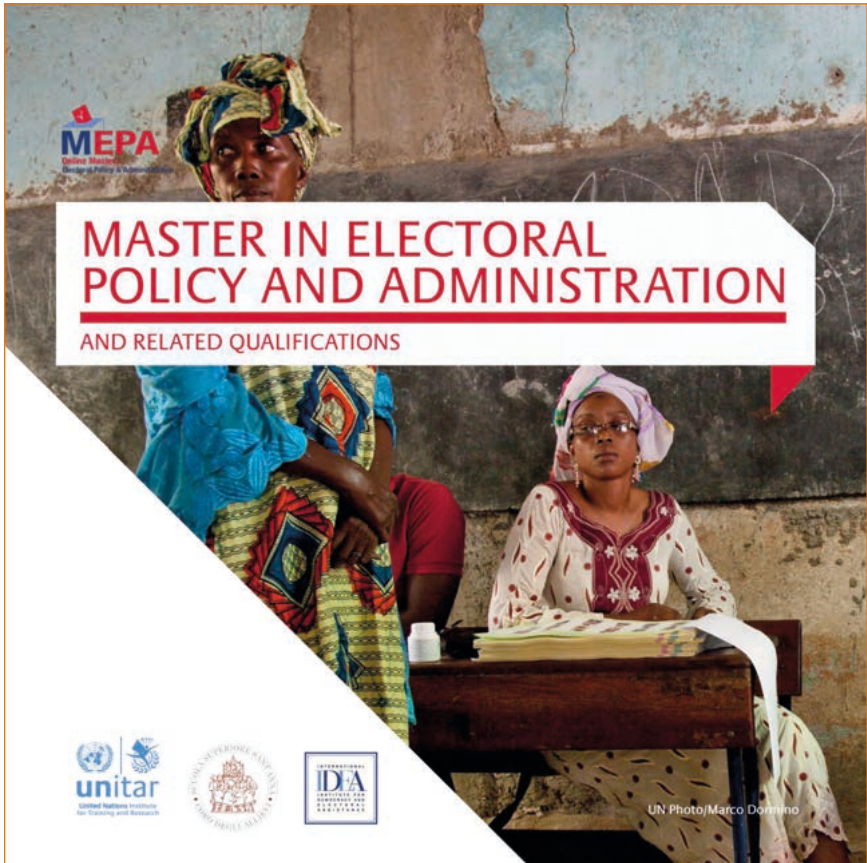
Originally, MEPA was intended to be a full-time residential programme. During the inaugural student selection process that took place between September 2014 and January 2015 we received more than 100 applications from highly qualified professionals, mainly from the Global South, and we admitted 28 participants to the programme that was supposed to start in March 2015. Unfortunately, most participants have been unable to secure the necessary funding to cover the tuition fee and the living expenses in Pisa, Italy. At the same time, several applicants have expressed their high interest in attending an online version of the MEPA that would considerably lower the cost of the tuition fee and would allow them to attend the courses from their country of work without leaving their job positions. The Scuola Sant' Anna and its partners believed that, considering the target group and their needs, this was a suitable and efficient way to offer such highly demanded Master programme. Therefore, MEPA was transformed in a blended learning Master.

The Programme is offered in collaboration with the United Nations Institute for Training and Research (UNITAR) and the International Institute for Democracy and Electoral Assistance (International IDEA). Creative Associates International annually offers two scholarships for female candidates coming from a Least Developed Country (LDC). Also, International IDEA Haiti has offered five scholarships to Haitian candidates.

MEPA has three fundamental objectives:

- 1) To offer advanced preparation to those individuals interested in pursuing a career as professional in the field of electoral policy and administration and those already working in this field;
- 2) To respond to a global, structural demand for qualified electoral administrators;
- 3) To reduce the gender gap in electoral administration by contributing to strengthen women's role in this sector, including in senior positions.





Brochure of the 1<sup>st</sup> edition of the *Master in Electoral Policy and Administration*

The Master Programme focuses on the development of "electoral professionals", that is, professionals who share a common set of norms, behavioural standards, and qualifications to assume specific roles and responsibilities in the area of electoral policy and administration.

Responding to a global, structural demand for qualified electoral professionals, the Master Programme offers a systematic and comprehensive approach to the professional development of those enrolled and places particular emphasis on the importance of advancing equal career opportunity for men and women.

## Section 1 - Training Activities

MEPA brings together a core teaching staff of leading specialists from around the world, including developing countries. The international faculty is composed of high-level representatives from international and regional organizations, representatives from governmental and non-governmental organizations, world-leading academics and experts, thus offering a wealth of both academic and field expertise.

The Master Programme is composed of an online component lasting nine months, at the end of which students are required to write a 15,000-words dissertation on a relevant topic of interest, or a 7,000-words dissertation if they choose to undertake an optional internship. In addition, students may attend the optional residential phase at the Scuola Superiore Sant' Anna in Pisa, Italy. The optional residential component takes place twice a year, in autumn and in spring, to give students the possibility to discuss their thesis in front of an academic panel and to participate to events organised ad hoc, such as workshops and seminars. The optional residential component is offered with a minimum of ten participants. However, all 19 modules composing the Master Programme are available online and the final thesis can be discussed via online applications programmes, such as Skype.

The degree awarded is First Level Master's Diploma in Electoral Policy and Administration. Individual modules are also available, leading to the attainment of a Certificate of Completion of the specific module taken and the respective academic credits.

MEPA adopts an approach that highlights experiential and collaborative learning, allowing participants to share knowledge and experiences and contribute dynamically to the learning process. This approach focuses on the learning needs, interest and expectations of the participants to ensure the relevance and retention of content and puts particular emphasis on the active participation of learners through practice-oriented learning activities (both during the online and residential components). While delivering the modules, lecturers and assistants devote particular attention to enduring: interactivity, participation, links with practical examples and links with real experiences. With specific reference to the online component, modules are designed to foster synergies between theory and practice. Taking advantage of the opportunities of technology-enhanced learning, the learning materials are presented through various means, such as text, graphs, images and video material, which contribute to better retention and to enhance the learning process.

In order to create collective knowledge and to facilitate interaction and experience sharing among participants, working groups and discussion forums are organized. In particular, working groups are a recurring feature of the Master Programme as they are used to carry out different learning activities.

At the end of each module there is a final exam with different modalities (ex. essays, open questions, interviews, etc.). Throughout the Master Programme a tutor assists students on a regular basis.

MEPA is now at its fourth edition and has enrolled almost 50 students from all over the world, especially from African countries.

Finally, in January 2018, the European Centre for Electoral Support (ECES) and SSSA signed a Memorandum of Understanding to establish a framework of collaboration aimed to:

- Develop and conduct customised, accessible and innovative capacity building programmes for current and aspiring election administrators and practitioners;
- Increase the accessibility of knowledge tools/capacity building programmes through the updating and upgrading of the ECES-SSSA existing training curriculum including translation and customisation.

The ECES-SSSA collaboration will mainly allow mid-upper electoral professionals, practitioners and other interested electoral stakeholders to enrol and attend MEPA or any of its 19 individual modules. The collaboration between ECES and SSSA will result in the update and upgrade of MEPA's contents, including the customisation of modules as per identified needs. This includes the ongoing translation of MEPA curriculum into Arabic, French, Portuguese and Spanish.

ECES-SSSA signed already an agreement with the Independent Election Commission of Jordan (IEC) for selected senior electoral administrators to enrol at the MEPA and take part in other activities. The trilateral agreement between ECES-SSSA and IEC also supported and enabled the translation of MEPA curriculum into Arabic via the EU funded Programme 'EU Support to Jordanian Democratic Institutions and Development (EU-JDID)'.



### 1.4.2 Short Courses on Elections and Democracy

#### Marina Del Greco

The right to vote and the one to take part in the conduct of public affairs, by standing for elections, are considered basic human rights.<sup>1</sup> However, in relation to conflict prevention, suffrage can be a double-edged sword. In fact, on the one hand, genuine and periodic elections represent a powerful tool towards the stabilisation of a country, as they can provide the foundation for a durable peace, by putting in place legitimately elected bodies capable of providing political solutions to conflict. On the other hand, poorly arranged elections may contribute to the escalation of violence, exacerbating the frustration and the resentment of the people. Precisely for these reasons, peacebuilding missions typically include an electoral assistance component and important international bodies, such as the Office of the High Commissioner for Human Rights (OHCHR) or the Organisation for Security and Cooperation in Europe (OSCE), carefully monitor the conduct of elections around the world.

Undoubtedly, to fulfil their missions, these organisations need to avail themselves of personnel with solid technical expertise and strong capacity-development skills, acquired thanks to previous experiences, but also through special courses, specifically focused on electoral missions. To fulfil the need for this kind of trainings, the ITPCM started dealing with electoral

<sup>1</sup> For instance, the Universal Declaration of Human Rights, article 21 states:

*"Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. [...] The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures."*

Furthermore, the International Covenant on Civil and Political Rights (ICCPR) in article 25 affirms:

*"Every citizen shall have the right and the opportunity, without any of the distinctions mentioned in Article 2 and without unreasonable restrictions:*

- (a) To take part in the conduct of public affairs, directly or through freely chosen representatives;*
- (b) To vote and to be elected at genuine periodic elections which shall be by universal and equal suffrage and shall be held by secret ballot, guaranteeing the free expression of the will of the electors; [...]"*

matters in the 90s, when it launched its first courses for electoral observers. These courses lasted typically 4 days and had the aim of educating future members of electoral monitoring missions, providing them with both the legal and the political knowledge necessary to serve as international observers.

In particular, most trainings targeted future "short-term observers", namely electoral experts who spend about one week in the country where elections are taking place, observing the polling, counting and tabulation procedures. The most important task of short-term observers is to visit polling stations during the election day, assessing a multitude of aspects and reporting their findings in pre-printed forms. During the above-mentioned courses, the observers learn their code of conduct and the principles that should guide their actions, they understand how proper elections should be implemented and familiarise themselves with the most common rules related to electoral proceedings. The second part of these courses is, instead, more practical, as it is focused on observation techniques. Essentially, observers learn where to direct their attention while examining a polling station, what are the most frequent irregularities they might face and how to correctly report them in their forms. In addition, they receive precious suggestions related to their security (e.g. how to interact with locals, such as their driver or their interpreter, how to react in case of incidents or dangerous threats in one of the polling stations etc.).

The forms containing the data from the polling stations are then analysed and interpreted by long-term observers and by the core team. These subjects are, in fact, the ones in charge to monitor the correctness of the different phases of the electoral process, from the electoral campaigns and the registration of political parties, to the final results of the elections. Each of the forms compiled by short-term observers contributes to determine how electoral procedures have been conducted, showing if eventual irregularities are isolated incidents or systematic violations and allowing the observation mission to draw a general profile of the country. As a consequence, training courses for long-term observers and core-team members are quite similar to the one just described, but with a special focus on the different tasks and responsibilities that these figures will have, once deployed. In the last 25 years, the ITPCM has organised more than 40 courses for electoral observers, in collaboration with the European Union, the OSCE, the United Nations and the Italian Ministry of Foreign Affairs, contributing to the successful implementation of monitoring missions in Europe, Latin America and Africa.

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Notwithstanding this, the list of ITPCM courses related to the electoral field is not limited to the ones reserved to electoral observers. For instance, the ITPCM, in partnership with the European Centre for Electoral Support (ECES), organised a week-long course on investigation and prevention of electoral fraud, in 2018. The course was funded by the United States Agency for International Development (USAID Ukraine) and was held partially in Pisa and partially in Rome. The training was designed for the staff of Ukrainian law enforcement institutions and election commissions and its aim was to provide participants with the knowledge and skills necessary to conduct efficient investigations against electoral crimes.

In addition, in accordance with the trend that shows an increase in the number of training activities designed for local staff, in respect to the ones for international personnel, the Scuola has recently organised a series of workshops for the staff of the Libyan Ministry of Interior, High National



Prof. de Guttry (Course Director) and Marina Del Greco (Course Tutor) during one of the workshops organised for the staff of the Libyan Ministry of Interior, High National Election Commission and Central Committee for Municipal Elections, in 2019

Election Commission (HNEC) and Central Committee for Municipal Elections. Since 2011, when the regime of Gaddafi was overthrown, Libya has been in a state of chaos, dominated by political and financial instability. In this context, the training courses delivered by Scuola S. Anna represent an important step towards the stabilisation and the pacification of the country, through the conduct of democratic elections. These courses were organised with Creatives Associates International, a Washington-based organisation that supports development programs in more than 30 countries, focusing especially on education, post-conflict reconstruction and sustainable growth.

The topics covered in the first cycle of trainings for Libyan staff included policy analysis, policy formation, methods of public participation in the legislative process and basic techniques for drafting and analysing bills. Special attention was devoted into showing the students how to transfer the knowledge they just acquired to others, once back in Libya. The second cycle of training courses, instead, was more focused on security and had the objective to provide participants with the tools necessary to prevent and mitigate the risk of violent episodes associated with the elections. In particular, the course held in September dealt with electoral security administration, violence forecasting frameworks, security planning, risk analysis techniques and featured also a practical exercise on the security assessment of municipal elections. Feedback from participants demonstrated that the courses had been appreciated and that they achieved their objectives.

In conclusion, considering that, at the moment, Libya cannot be regarded as a stable country yet, preserving the credibility and the independence of national electoral bodies is fundamental. Consequently, contributing to the education of the people that will be in charge of organising and managing future elections, in such a delicate context, can only be regarded as a great responsibility and an even greater honour for Scuola Sant' Anna.

### 1.5 Security through Different Perspectives

#### 1.5.1 Hostile Environment Awareness Training (HEAT)

Rossella Altamura

The Scuola Superiore Sant' Anna, thanks to the work carried out by the ITPCM, in recent years has become a centre of excellence at the international level in the design and delivery of security trainings, especially in the format of Hostile Environment Awareness Trainings (HEAT). This has been possible by combining the expertise of the ITPCM in the design of competence-based experiential security trainings with the operational capacity of elite military units, specifically the 1st Parachute Regiment Tuscania of the 2nd Mobile Brigade of the Carabinieri Corps and the Folgore Airborne Brigade of the Italian Army.

HEAT is an intensive 40-hour course that aims at providing personnel travelling or working in medium or high-risk environments with a set of competences designed to enhance their security and safety awareness and to enable participants in dealing more effectively with risks and challenging situations. Participants experience a variety of security situations, including extreme security incidents, on the basis of realistic immersive scenario-based exercises in which they can safely rehearse and practice security and safety procedures and behaviours, both individually and in teams, thus increasing the level of their security awareness and understanding the minimum behavioural field requirements when working in fragile environments.

The ITPCM has been acting as Chair of the Working Group (WG) on Certification within the ENTRi (Europe's New Training Initiative for Civilian Crisis Management) Initiative until the conclusion of the project in July 2019, in the framework of which the Scuola has initially piloted the first HEAT training, creating the standard course concept and programme, and later has become the certifying Institution for the other public providers wishing to organise ENTRi-certified (obtaining the C3MC label) courses, guaranteeing minimum standards regarding the structure, content and methodology of



Participants of a HEAT course during an outdoor simulation held in 2019

the trainings. The words "ENTRi-certified" and "C3MC label" have become well known in the sector and a guarantee of high-quality standards. The ITP-CM has organised several ENTRi-certified HEAT trainings from 2012, date of the pilot course, until 2016 with the collaboration of the 1st Parachute Carabinieri Regiment Tuscany. Most of these trainings were open to participants from Institutions, IOs, NGOs, private companies, but also many journalists, freelance and students attended the courses, hosted in the Carabinieri Corps military barracks in Livorno. Other trainings have been organised upon request of specific Institutions. For example, the Ministry of Cultural Heritage and Activities requested tailored HEAT trainings for the Blue Helmets for Culture in 2015 and 2016, while the Food and Agriculture Organisation (FAO) requested SSAFE (Safe and Secure Approaches in Field Environments) trainings, another type of security training which is very similar to HEAT, for UN staff including for the personnel of the OPCW-UN Joint Investigative Mechanism tasked at that time to identify perpetrators, organizers, sponsors and all those involved in the use of chemicals as weapons in Syria. The European Parliament in 2014 requested a special edition of the HEAT course, which nowadays represents one of the few examples of HEAT trainings including an assessment of the participants, mechanism that is still debated in the international fora. Tailor made security trainings have been organised also for the personnel of the European Commission Joint Research Centre (JRC)

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The beginning of a scenario-based exercise during a HEAT course in 2020

in Ispra and European Training Foundation (ETF) staff in Turin, in a shorter version more adapted to the training needs of their personnel and delivered directly at their training facilities.

In more recent years the ITPCM has focused on the organisation of HEAT trainings for the European Union Institutions after the awarding in 2016 of a prestigious four-year tender procedure for the delivery of HEAT trainings for the personnel of the European Union. All the staff travelling or deployed in medium and high-risk countries need to attend a HEAT course as pre-condition for deployment, element that shows how this type of security training has become fundamental for the preparation of personnel. Within this project the ITPCM has already delivered 28 HEAT courses and trained more than 700 participants from the European External Action Service (EEAS), European Commission and European Parliament. In 2019 the ITPCM has been awarded also the tender procedure for organising HEAT trainings for FRONTEX staff in collaboration with the Folgore Airborne Brigade. Two trainings have been delivered in 2019 and the project is still ongoing. At the same time the curriculum of the ENTRI-certified HEAT trainings has been subjected to a revision, in light with the effort of always presenting a programme up to date with the current trends and threats in the field of security and in 2019 a new version has been officially approved.

The international scenario is still presenting a variety of security situations, old and new threats, that challenge the personal security and op-





A simulation exercise, organised by Italian Carabinieri, involving participants of a HEAT course in 2020

erational capacity of the personnel working in high risk environments. Being able to plan a journey safely, avoid routine, knowing how to behave if caught in a demonstration, efficient communication procedures, navigation techniques, situational awareness, first aid, mine awareness, stress management, even the competences for dealing more effectively with check-points, soft target events, and hostage situations remain fundamental elements for guaranteeing the personal security and safety of the personnel deployed.

HEAT is not only acquiring knowledge and competences on different security and safety topics, but it is a strong and comprehensive experience. HEAT is the early wake up, the silence of the base, working in team, making mistakes, learning together, trying the own limits, making new friends, re-discovering outdoor activities, civilians and militaries getting to know each other, the tiredness at the end of the day, the awareness that there is a structured way for minimizing risks in the field and the so common feeling "I wish I knew it earlier...". HEAT nowadays remains one of the most comprehensive security trainings that participants can attend prior to deployment, but in most cases, it is also an experience that people will never forget.



### 1.5.2 Personal Security and Safety Courses

#### Marina Del Greco

In the last years, the UN started employing more and more local people in its projects, in order to foster the engagement of the community in the activities implemented in its territories. However, notwithstanding the just described trend, international experts are still sent on the field by the UN itself or by NGOs. Consequently, since many projects are run in unstable or dangerous areas, the need to train civilian personnel on safety and security procedures is, indeed, still a fundamental one.

Clearly, every sending organisation should brief its international members of staff on the specific challenges presented by their country of deployment and on peculiar cultural aspects that they should be aware of. Nevertheless, there are also some common dangerous situations that all international professionals might end up facing, although deployed in different countries. As a result, the need for short trainings, designed to instruct civilians on how to react and remain safe in risky contexts, arose.



A controlled explosion during a training on safety and security



An outdoor simulation during the course 'Sicurezza Personale in Ambiente Ostile' in 2019

During the last 25 years, the ITPCM has played a key role in this area, offering safety and security courses specifically designed to meet the distinct needs of different organisations. Among the latest trainings organised, it is possible to mention: the course "Sicurezza Personale in Ambiente Ostile", held in 2019 for the well-known NGO "Oxfam Italia" and in 2018 in cooperation with AGIRE, the course on Personal Security, organised in March 2017 and the several courses on "Safe Traveller's Mindset", organised between 2016 and 2017 and financed by Enel S.p.a. In addition, a special mention is reserved for the 2016 training on cyber security: a clear example of the different faces that security may have and of the importance to be always prepared against new threats.

With the exception of this last course, all the other security trainings present a strong field-oriented component. In fact, the intended target is constituted by prospective team members of international field operations, such as humanitarian workers, human rights officers and project managers. Typically, these courses last a couple of days and comprehend both theoretical and more practical sessions, such as simulations and role-plays. One of the first topics covered during this kind of trainings is the legal status of NGOs' and International Organisations' (IOs) personnel, with a special focus on the duty of care that these institutions have towards their staff. In these sessions, participants learn about their rights and their responsibilities, as

## Section 1 - Training Activities

foreign workers in the field, receiving also some suggestions on how to interact with local people (such as their driver or their interpreter), with local authorities (for example, if they encounter a legal checkpoint, while travelling in the country) and on what to do in case of problems.

The second part of these trainings is, instead, much more practical and it is focused on how to react if trapped in dangerous situations, such as in a riot, in an active shooter event, or in case of kidnapping. These lessons are delivered in collaboration with Italian paratroopers from the Folgore brigade, who offer practical suggestions to participants on how to behave in these circumstances, providing real-life examples based on their own field experiences. In addition, since in these situations remaining calm is of pivotal importance, these courses usually feature the intervention of a psychologist, who teaches participants some basic stress management techniques that they can easily replicate, in case of need.

The training is then complemented by practical simulations, where participants have the chance to apply what they just learned. Such exercises allow trainers to provide students with individual feedback on their performance and to correct eventual mistakes. All activities are carefully monitored by the course tutor, who remains available for participants at all times, in case of problems. In addition, although there have never been major incidents, medical personnel is always present and ready to intervene during outdoor simulations, to ensure the safety of the group at all times.

At the end of the training, participants leave with a precious wealth of knowledge that they can indeed apply during their deployment, but potentially, also in other circumstances. Feedbacks have always been very positive and most participants declared that they acquired useful skills and that they were very happy with their experience. As a result, the ITPCM keeps organising security courses multiple times per year, improving the quality of its trainings after every edition and legitimately qualifying as an authority in this field.



# **Section 2**

## **Research Activities**



### 2.1 Human rights

#### 2.1.1 International Human Rights Law and States of Emergency

##### Emanuele Sommario

In recent years, the world has witnessed a number of circumstances that seriously challenged the validity of legal paradigms applicable in times of normalcy. Such circumstances do not only include situations of armed conflict and internal violence, which have traditionally been described as "exceptional". Today we are facing new (or forgotten) types of emergencies, such as the one triggered by the outbreak of the COVID 16 pandemic.

Researchers at the Scuola Sant' Anna have long focused their efforts on attempting to identify the legal regime(s) that would best reconcile the interests of States with the legitimate expectations of individuals to see their rights respected and protected, even in times of crisis. This area of research presents unique complexities, as multiple branches of International and domestic law are simultaneously involved, and the rules aimed at reconciling them are not well developed yet.

Legal protection becomes a key aspect in these predicaments due to some common patterns that tend to be replicated whatever the nature of the emergency. The first is the tendency of governments to centralize powers, divesting parliaments and courts of their traditional roles. Central authorities start to rule by decree, and lawmakers are side-lined as the executive claims the prerogative of taking fast decisions, loose from parliamentary control. Judicial guarantees are also suspended given the alleged necessity to act without excessive legal constraints. A second, and more unsettling, feature is the introduction of measures that restrict individual liberties to



Prof. Emanuele Sommario



unprecedented extents. These extraordinary restrictions are claimed to be the necessary consequences of measures adopted to tackle the emergency. Exceptional times call for exceptional responses, it is argued. Yet most constitutions and human rights treaties recognize that emergency measures must be limited, in scope and application, to those who are absolutely indispensable to confront the situation, and should be downgraded and eventually removed as soon as circumstances allow it.

Against this background, expert bodies and scholars have asked several questions. What sort of situations authorize the introduction of emergency measures and how can one assess their gravity? How can it be ensured that the executive does not abuse its emergency powers and that the rule of law and democratic principles are preserved even in dire straits? What sort of alternative controls should be introduced in domestic legal systems to prevent arbitrary infringements on human rights? Which are the rights that should never be amenable to restrictions? How do the various branches of international law that are meant to protect individual rights in times of crisis (human rights law, international humanitarian law, refugee law, international disaster law) interact when they are applicable at the same time? What is the role of international monitoring bodies in these circumstances? What substantial and procedural obligations must states comply with in order to lawfully resort to emergency measures?

These and other questions were tackled in scholarly articles and monographs devoted to the protection of human rights in times of emergency. In particular, a recent book (*Stati d'emergenza e trattati a tutela dei diritti umani*, Giappichelli, 2018) extensively dealt with the practice of UN and regional treaty monitoring bodies regarding the activation of s.c. derogation clauses, which allow states to suspend certain conventional obligations when they feel that they are facing "a public emergency that threatens the life of the nation". Yet the scope of our research was much broader as we tried to look at all relevant international law rules that contribute to the shaping of the legal framework applicable in emergency settings. Of course, much of our attention went to conflict-related emergencies.

Looking at contemporary conflicts, we realized that the traditional division between times of war and times of peace has lost much of its relevance. Ethnic, religious or political tensions can rapidly plunge peaceful countries into situations of internal strife that can further escalate and become fully-fledged military confrontations. It is now recognized that war is



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no longer the exclusive realm of International Humanitarian Law (IHL) as International Human Rights Law (IHRL) remains applicable even during international or internal armed conflicts to complement the rules of IHL. However, many aspects of this symbiotic relationship need to be further explored and better defined, also with a view to providing practitioners on the ground with clearer indications and guidelines on the legal norms they must take into consideration in their daily activities.

Another important issue addressed is the interplay between IHL and IHRL rules. Whilst in many respects norms taken from these two regimes complement and reinforce each other, there are instances – e.g. in determining when deprivation of life or detention are lawful in times of conflict – in which IHL allows certain conducts which are ostensibly proscribed under IHRL. It becomes therefore crucial to understand how possible conflict of norms can be settled in a way that fairly balances the interests of those affected by hostilities with the principle of military necessity.

We have disseminated our research on these topics through academic publications, seminars and lecturing. Yet we also organized important events, that brought together experts from around the world to discuss many of the issues highlighted. For instance, in 24–25 July 2019 the first interim meeting of the International Law Association's Committee on "Human Rights in Times of Emergency" was held at the Scuola. The event was aimed at facilitating exchanges of views that will inform the Committee's reports on the issue.

Another significant strain of research focussed on the phenomenon of Foreign Fighters (see more in section 2.3). This old phenomenon attracted renewed attention due to the significant number of foreign citizens participating in the conflicts in Syria and Iraq. Researchers at the Scuola devoted a comprehensive volume to the topic, addressing it from multiple perspectives,



The book *Stati D'Emergenza e Trattati a Tutela dei Diritti Umani* published by Prof. Sommaro in 2018

including IHL and IHRL. The publication also offered a number of prescriptions for tackling the phenomenon in an attempt to provide sensible guidance to practitioners and policy makers alike.

Much energy was also devoted to exploring the legal framework developed by States and International Organizations in the area of disaster prevention, preparedness and response. The Scuola had spearheaded research in this novel field of studies by publishing in 2012 an edited volume addressing all dimensions of the phenomenon. Over the last few years our attention was focused on the human rights dimension. The Scuola was part – together with the University of Roma Tre, Bologna, and Uninettuno of Rome – of a pioneering research effort in the context of a State-funded project on “International Disaster Law”. In the framework of the project, between 2014 and 2019 we rendered valuable assistance to the UN International Law Commission, that was at the time completing its Draft Articles on the ‘Protection of Persons in the Event of Disasters’.

One of the project's main outputs was an edited book titled “Routledge Handbook of Human Rights and Disasters”. The volume collects 23 chapters, each devoted to a specific facet of human rights protection in times of natural or technological disaster. The work represents the first instance in the existing legal literature of a thorough treatment being given to all aspects of the crucial role played by IHRL in defining the rights and duties of States and other actors in the ‘disaster cycle’, encompassing the pre-disaster, the disaster proper and the post-disaster stages. The Handbook extends in a similar vein its in-depth treatment to the important question of the relationship of disasters with, inter-alia, IHL and International Law on Displaced Persons. In the words of Eduardo Valencia Ospina, ILC Special Rapporteur on the topic at hand, the handbook “not only fills a void but it does so in a manner that makes it, at the same time, the indispensable point of reference on the subject, thanks to the high scholarly merit of the many and diverse contributions”.

Once more, we endeavoured to translate our scientific findings into concrete operational guidelines that could be channelled through training courses to practitioners working in the field and at headquarter level. For instance, an on-line database was created, indexing the practice of human rights treaty monitoring bodies on disaster-related matters. The research results were also included in the training curriculums of courses offered to specialists working for International Organizations, the International Federation of the Red Cross, government authorities and humanitarian NGOs.

One such course is offered on a yearly basis by the International Institute of Humanitarian Law in Sanremo. But several other courses have been organized for undergraduate and graduate students at the Scuola and at other universities in Italy and abroad.

Moreover, the human rights dimension in the context of disaster forms also a part of an ongoing research project financed by the Italian Ministry for University on the "International legal obligations related to Prevention, Preparedness, Response and Recovery from CBRN events and status of their implementation in Italy" (for further details, see section 2.2). The project is led by the Scuola and it brings together experts from the Universities of Florence, Bologna and Turin. One of the main areas of research will be the scope of positive and negative human rights obligations imposed on States that are trying to tackle the Covid 19 emergency, as well as extent to which governments may impose ordinary and extraordinary limitations on the enjoyment of individual rights to contain the effects of the pandemic.

As shown, the Scuola remains a very active actor, domestically and internationally, in research and teaching efforts devoted to the areas of human rights protection and promotion. While it may be at times difficult to find a middle ground between pure academic research and the development of more operational guidelines, our objective has been and will remain the production of scientific outputs possessing high scholarly quality, but capable of being translated into concrete standards that might be used by professionals in the field. At the same time, we will strive to offer students and practitioners state-of-the-art training courses, featuring the latest results of our scientific research.

### **2.1.2 The Human Rights Impact of Illicit Trade in Conflict: the case of Syria and Iraq**

**Francesca Capone, Luca Poltronieri Rossetti**

The relationship between armed conflicts – both international and non-international – and the illicit trade of different categories of goods (weapons, raw or processed natural resources, cultural property, drugs and psychotropic substances, hazardous waste, wildlife, etc.) has been a constant feature in most scenarios of war throughout history. The establish-

ment of illicit trade routes and transactions concerning strategic and highly lucrative goods is frequently one of the root-cause of armed conflicts. The struggle to control the trade of these goods can result in the escalation of pre-existing tensions among actors or – after the outbreak of a conflict – be encouraged by the economic opportunities opened by the war economy dynamics. States and non-state actors such as armed groups, terrorist groups or criminal organizations take part in these transactions, reinvesting revenues in other (legal or illegal) sectors of the economy, fuelling further conflict-dependent trade. In addition, the trade of legally produced goods of everyday use – such as clothes, food, medicines, building materials, etc. – can contribute, often without the knowledge of local population participating to such economic transactions, to the vicious cycle of conflict-related illegal traffics, thereby increasing the economic, military and political influence of certain actors of a conflict.

These forms of trade can have significant adverse effects on the enjoyment of fundamental human rights on the part of the involved population. Depending on the goods concerned, the kind of transaction and the subjects involved, these forms of trade might directly or indirectly infringe upon the right to life; the right to health and access to food; the rights of peoples stemming from the permanent sovereignty over natural resources; the right to enjoy and have access to cultural heritage; etc.

In the context of the current legal framework, the two-year project “The Human Rights Impact of Illicit Trade in Conflict: The Case of Syria and Iraq” has been developed in partnership with the coordinator, i.e. No Peace Without Justice, a prominent NGO internationally active in various areas of common interest with SSSA, such as international criminal justice, the promotion of democracy and the protection of human rights (including specific attention to gender issues), and the Budapest Centre for Mass Atrocities Prevention. The Project has been funded through a competitive grant scheme issued by the Philip Morris Initiative (PMI), a private entity active in various awareness-raising campaigns globally, including on issues related to illicit trade. The project aims at analysing the impact of the trade of goods – with emphasis on those of common use such as food, clothing, raw materials, etc. – on the war dynamics in the two conflict-torn countries, with a view to assess its effects on the enjoyment of fundamental rights of the involved population.

In order to deliver this analysis, the project aims first and foremost to collect and systematize the relevant background information from both in-

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ternational and local actors as regards the economic, social and political specificities of the two countries and of the respective conflicts. Based on this information, the project aims to identify and map an illustrative sample of the relevant economic transactions, focusing on the subjects taking part in those transactions (individuals, local entities, companies, organizations, armed groups or their members, etc.), their position vis-à-vis the various actors of the conflict, and the legal, social and economic consequences of such transactions. This analysis is being and shall be pursued based on the information collected by people working on the field in close connection with the partner NGO, which provides the necessary logistical and practical support, taking into account the precarious safety conditions in the two countries involved.

Researchers from SSSA involved in the project, in agreement and close consultation with the partner NGO, are providing and shall continue to provide assistance and support at all stages of design and implementation of the project. This include, inter alia, assisting NPWJ in the drafting of documents concerning the methodology to be followed in the research activities; the drafting of codes of conduct for the personnel working on the field; the analysis of the legal framework applicable to the economic transactions under examination; the assessment of the consequences of this practice on the levels of protection and enjoyment of internationally recognized human rights of the population involved.

The prospective research output of the project, depending on the quantity and quality of the empirical evidence collected, shall be a final report presenting in a systematic fashion the results of the analysis carried out during the two years of activity, as well as an up-to-date analysis of the most relevant legal issues pertaining to the illicit trade dynamics in the two countries concerned. While it does not pretend to provide a fully representative picture of such a complex set of phenomena, it nevertheless aims at providing an illustrative (and not merely anecdotal) body of evidence demonstrating the connections between illicit trade and the enjoyment of human rights in Syria and Iraq. The final report, which might be complemented with academic contributions by prominent scholars on related topics, will not only contribute to increase knowledge about the conflict dynamics in the two countries concerned, but will also prove useful to raise the awareness of both local population and international and domestic authorities as regards the potentially unintended legal and economic consequences of certain forms of trade

in wartime, with a view to incentivize behaviours that foster the protection of fundamental human rights and their individual and collective enjoyment.

The project gives the opportunity to DIRPOLIS Institute to expand its international network and long-standing cooperation with civil society organizations active globally, while allowing the partner NGO to benefit from the SSSA's expertise and contribution to the scientific value of the research output. This perfectly fits in the spirit of the 25-year experience of ITPC activities, which have made SSSA a leading institution in high level training and research.

### **2.1.3 Business and Human Rights – Consultancy for the Ministry of Economic Development**

**Chiara Macchi**

In June 2011, the United Nations Human Rights Council unanimously endorsed the "Guiding Principles on Business and Human Rights" (UNGPs), thus clarifying States' existing obligations to protect human rights, sanctioning the existence of a corporate responsibility to respect human rights and stressing the need for rights and obligations to be matched to appropriate and effective remedies when breached. Despite their non-binding nature, the UNGPs soon became an authoritative reference point at the international level. The European Commission invited all European Union Member States to develop national action plans for the implementation of the UN Guiding Principles.

At the beginning of 2013, the Italian OECD National Contact Point (established within the Ministry of Economic Development) commissioned the Scuola Superiore Sant'Anna to conduct a research project with a dual purpose: on the one hand, to assess the adequacy of the Italian regulatory and institutional framework against the UNGPs, identify strengths and weaknesses, and elaborate specific recommendations on how to ensure stronger conformity; on the other hand, to provide clear guidance to those companies willing to meet the new international standards. The Report "Business and Human Rights: The Italian Case" is the end-product of this research, co-authored by Damiano de Felice, Claudia Cinelli and Chiara Macchi under the scientific supervision of Prof. Andrea de Guttry.

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The final Report was officially launched on 13 November 2013 at the Italian Chamber of Deputies (Rome), stimulating an informed debate on the role of the Italian State in promoting the business and human rights agenda. The report was presented by its authors (Damiano de Felice, Claudia Cinelli and Chiara Macchi) and commented, among others, by Lapo Pistelli, Deputy Foreign Minister, Claudio De Vincenti, Under-Secretary of Economic Development, Sergio Santoro, President of the Agency for the supervision of public contracts, Alessandro Castellano, CEO of SACE, and Francesco Palermo, member of the Senate's Commission for the protection and promotion of human rights.

The report constitutes a baseline study whose findings also facilitated the subsequent elaboration of an Italian National Action Plan on Business and Human Rights, first adopted by the Italian Government in 2016 and revised in 2018.



A class of the Summer School 'Business and Human Rights', organised by the ITPCM in 2018

## **2.1.4 Independent Evaluation Report on the Occasion of the Italian OSCE Chairmanship 2018**

**Chiara Tea Antoniazzi**

It is a widely-held belief within the international human rights community that, after decades of standard-setting, greater attention should now be paid to the actual implementation of human rights norms. The context of the Organization for Security and Cooperation in Europe is no exception to this consideration. Over the years, the human dimension of security within OSCE has been built up through a substantial body of commitments that, while not binding per se, commonly reflect international obligations and strengthen human rights and the rule of law in OSCE participating States.

On the occasion of the Italian OSCE Chairmanship of 2018, the Italian Government, following up on a best practice initiated by the Swiss Chairmanship of 2014, underwent an independent review of its compliance with selected OSCE human rights commitments – a review which was carried out by a team of experts coordinated by Scuola Sant’Anna-ITPCM.

The experts produced an Independent Evaluation Report, for the drafting of which they could rely on the extensive relationships of ITPCM with civil society organisations in order to build a participatory review process benefitting from the knowledge of those active in the field. More than 200 national stakeholders were invited to identify the main areas on which the Independent Report should focus; once the experts had compiled their contributions to the Report, by drawing on the relevant documentation as well as on interviews with stakeholders, the results were shared with stakeholders and their comments sought through an ad hoc online platform. The data and comments thus provided were then included in the Report.

The Independent Evaluation Report, which analyses the developments of the Italian legal order and practice during the last five years up to June 2018, focuses on five areas: migration; women, peace and security; human trafficking; violence against women; racism, xenophobia and anti-semitism. For each of these areas, the Report outlines the relevant OSCE commitments and international obligations and the state of their implementation in Italy, highlighting persistent gaps and recommending future lines of action.

In general terms, the results of the independent evaluation led by ITPCM show that, while Italy has enacted several laws to comply with its interna-



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tional obligations and OSCE commitments in the area of human rights, the implementation level leaves room for improvement. For instance, as regards migration, no programme is in place defining the country's migration policy, and clear pathways to integration for migrants are missing; moreover, problems affect the reception system for asylum seekers and the procedures for the examination of asylum requests. Notwithstanding an appropriate legal system for the fight against human trafficking, the identification of trafficked persons among irregular migrants and asylum seekers is deficient, and steps forward are needed in specific areas such as financial investigations into the proceeds of trafficking and the fight against severe labor exploitation in agriculture.

As far as the Women, Peace and Security Agenda is concerned, despite efforts by the Italian Government, women's presence in the armed forces and the police remains rather low, especially in senior positions. In relation to the fight against violence on women, while the relevant behaviors are criminalised, investigations and convictions of those responsible for the crimes are limited in practice, as are interventions and resources in areas other than criminal prosecution, including prevention and the protection of victims.

Finally, as regards the fight against racism, xenophobia and anti-semitism, the implementation of the relevant National Plan of Action is incomplete; the same goes for the National Strategy for the Inclusion of Roma, Sinti and Caminanti communities, whose concrete situation (in terms of housing, medical care, and education) has not progressed much. Further action is also required in the fight against hate speech and hate crimes, including online, as the number of convictions remains low compared to the (increasing) number of incidents.

A holistic approach is therefore needed in Italy in order to ensure the implementation of existing norms and the conception of a long-term and wide-ranging strategy. In this respect, the added value provided by the ITPCM Independent Report consists not only in building the capacity of Italian institutions to comply with OSCE commitments, but also in stimulating wider debates at the national and international levels with a view to delivering a fuller and more informed implementation of OSCE standards and other international obligations.

To this end, ITPCM Director, Prof. Andrea de Guttry, identified further recommendations to make the most of the practice of independent eval-

uation reports commissioned by the OSCE Chairmanships. First of all, at the domestic level, the report should be circulated among the relevant institutions, starting from the Parliament; as for Ministries, they should also indicate which measures they intend to undertake in order to remedy the gaps identified by the report in their areas. In addition, the report should be shared with the local authorities, which are directly concerned with the implementation of international standards. The involvement of civil society organizations in drafting the report as well as supervising its follow-up is also of the utmost importance.

Moreover, international supervision and exchanges are appropriate. A first step could consist in the organisation of events where the independent report is presented by the State examined, possibly followed by an official note circulated within OSCE referring to the actions undertaken by the State to give effect to the recommendations included in the report. Additionally and more incisively, the OSCE Office for Democratic Institutions and Human Rights could be mandated to monitor the actual implementation of the report's recommendations; alternatively, States could be required to illustrate the conclusions of the report and follow-up actions within the UN Universal Periodic Review.

Ultimately, if the independent evaluation exercise of OSCE commitments is to be meaningful, all local and central authorities of the State under review must give effect to the recommendations included in the report, under the supervision of civil society and international monitoring mechanisms.

### 2.2 Humanitarian Issues and Emergency Management

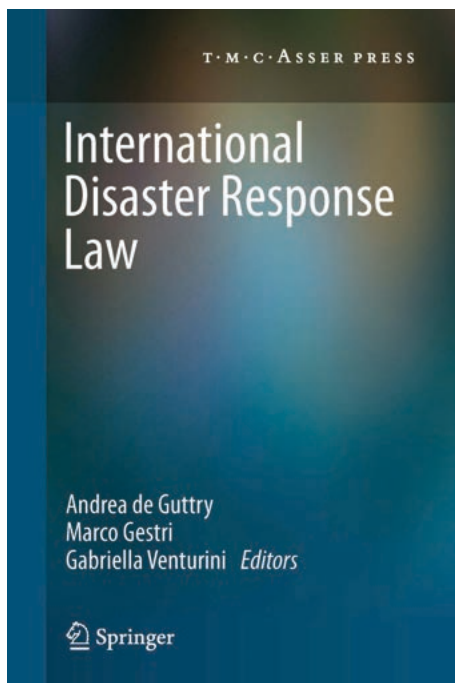
#### 2.2.1 International Disaster Response Law

Andrea de Guttry

Over the last three decades, natural and technological disasters have been increasing in terms of frequency, size, the number of people affected and material damage caused. Between 1980 and 2011, 9,916 natural disasters occurred, killing some 2.5 million people across the world (according to the data collected and elaborated by the Centre for Research on the Epidemiology of Disasters at the University of Louvain). The number of those affected by these phenomena — i.e. individuals requiring immediate assistance during a period of emergency, such as the provision of food, water, shelter, sanitation and immediate medical assistance — is even more impressive, as it reaches a figure close to 6 billion.

Current international law does not offer a comprehensive legal framework to regulate intervention in disaster situations. What we refer to as international disaster response law (IDRL) is, in fact, a collection of multilateral and bilateral treaties and a wealth of soft law instruments produced by various authoritative bodies, covering a wide range of issues.

Against this background specific research was initiated in 2012 involving researchers from several Italian Universities under the leadership of Scuola Superiore Sant' Anna. The output of this activity has been a book edited by A. de Guttry, M. Gestri and G. Venturini *International Disaster Response Law*, TMC Asser/Springer Verlag, 2012 which analyses International Disaster Response Law as developed in recent times and identifies the main existing normative gaps. The book addresses the rights and duties of States in preventing and mitigating disasters, in facilitating access to their territory for humanitarian relief actors, as well as issues related to liability and compensation. Due attention is paid to European Union law governing disaster response (and to its reform in the light of the Lisbon Treaty) and to the main trends in domestic legislation. Human rights obligations are thoroughly



examined and the potential relevance of international criminal law is assessed. Additional topics such as the status of relief personnel, the hindrances to the delivery of relief consignments by customs and excise administration, the use of civilian and military defence assets in emergency situations, the mechanisms and procedures available to offer financial support for recovery and rehabilitation, risk insurance, and the issue of corruption during disaster-related activities are specifically addressed.

By drawing on the expertise of lawyers, political scientists, economists and humanitarian practitioners, the book promotes much-needed interdisciplinary dialogue and sheds light on a largely uncharted field of re-

The book *International Disaster Response Law* edited by Prof. de Guttry, Marco Gestri and Gabriella Venturini in 2012

search. It has become, therefore essential reading for academics and practitioners in international and EU law, policy makers, civil protection and humanitarian operators and for anyone interested in exploring the legal facets of the international community's response to large-scale calamitous events.

## **2.2.2 Enhancing Emergency Management and Response to Extreme Weather and Climate Events (ANYWHERE 2016-2019)**

**Francesca Capone**

The project, funded by the EU's Horizon 2020 research and innovation programme (EC-HORIZON2020-PR700099-ANYWHERE), started on 1 June 2016 and ended on 31 December 2019. The focus of ANYWHERE was on Extreme

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Weather and Climate (W&C) events, which are the cause of a number of hazards that affect our society through their impacts on the outdoor exposed activities and assets. The project considered in particular the consequences that those events can have on vulnerable human and natural systems. According to the Global Assessment Report on Disaster Risk Reduction (GAR, UNISDR 2015), economic losses from disasters produce damages ranging from US\$250 billion to US\$300 billion each year. Most damages can be attributed to extreme weather hazards such as floods, storm surges, and windstorms. Furthermore, according to the Intergovernmental Panel on Climate Change (IPCC) some types of extreme events, especially flash floods and related debris flows and landslides, storm surges, droughts, wildfires and heat-waves, over the past decade have been increasing in frequency and/or magnitude, and, in parallel, populations and assets at risk have also been growing exponentially.

In response to the scenario outlined above, the European Commission, through its H2020 programme, has funded a number of projects, including ANYWHERE, aimed at providing different stakeholders, from States to private citizens, with new tools to respond to extreme weather and climate events. More in detail, the principal objective of ANYWHERE was to enable the society as a whole and the main civil protection agencies to respond more rapidly to extreme climate and weather events, and to better cope with the high social, environmental and economic impacts related to this kind of disasters. Moving from the assumption that developing new tools, e.g. innovative forecasting models, a pan-European platform and a common Multi-Hazard operational Early Warning System, to support decision makers in real-time coordination of the emergency management operations was crucial to face the challenge of extreme weather and climate events, ANYWHERE has mainly focussed on this endeavour.

The project, which involved 34 partners from 11 EU countries, consisted of nine work packages (WPs) and the researchers from SSSA have been especially involved in three of them, providing input and guidance on ethical and legal issues connected to the development of the various tools and platforms of products and services. During the project, the SSSA team has contributed to WP 1 (Developing a framework for innovation co-ownership and co-evaluation ensuring the successful implementation of the project) by mapping the legal framework governing the preparedness and response to extreme weather and climate events at the international, regional and national levels. With regard to WP 5 (Raising self-preparedness and self-protection to

reduce population vulnerability), the SSSA team has been involved in various deliverables, including the preparation of a final report on best practices and strategies for innovative self-preparedness and self-protection (self-p\*) tools. The report summarizes the lessons learnt from the case studies, i.e. storm and electricity (Scandinavia), flash floods and campsites (Catalonia), flash floods and schools (Liguria), and weather and food logistics (Catalonia), and provides recommendations to citizens, enterprises and national emergency services on how to enhance self-p\*. In relation to WP 8 (Dissemination, communication, training and stakeholder engagement), the SSSA team has contributed by taking part in all the workshops held during the course of the project and hosted in various locations across Europe in order to facilitate the engagement of external stakeholders. Furthermore, a number of presentations on the legal topics connected to the focus of the project have been delivered at academic conferences and other events, and several publications have been authored by the SSSA team to disseminate the results of the project and contribute to bolstering the academic debate in this field.

In conclusion, even though significant progress in scientific understanding, monitoring and prediction of high-impact weather events has been made in recent years, there is still a widespread need to develop and test new tools, processes and best practices. This remains a top priority across Europe and beyond. Projects like ANYWHERE, which has successfully combined different expertise and knowledge in order to achieve a common and ambitious goal, clearly represent a step towards the recognition of a new concept of emergency management, able to enhance the response capacity of different stakeholders in a holistic and more effective way.

## **2.2.3 Research Activities on Chemical, Biological and Radio-Nuclear (CBRN) Threats and Preparedness of the Italian Frameworks**

**Silvia Venier**

Events involving the intentional or accidental release of Chemical, Biological and Radio-Nuclear (CBRN) substances are among the most fearsome risks in contemporary times. Following the 2001 anthrax letters case occurring only few weeks after 9/11, CBRN terrorism is still considered one of the

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The acronym 'CBRN' is used to refer to chemical, biological, radiological and nuclear materials most frightening scenarios, also in Europe. However, CBRN risks potentially entailing grave consequences are also posed by States' chemical weapons (as occurred in Syria) and nuclear weapons' arsenals, as well as by non-intentional events, including industrial accidents (as occurred in Fukushima), or even by outbreaks of infectious diseases, as more recently demonstrated by the Covid-19 emergency. Over the last decades, several initiatives have been promoted at the international, regional and national level aimed at facing the risks posed by the accidental or intentional release of CBRN agents. The European Union (EU) and its Member States, for instance, have adopted and implemented specific measures and instruments to cope with CBRN threats and have supported studies and other initiatives aimed at finding new and more effective solutions to increase the capabilities related to prevention, preparedness, response to and recovery from CBRN events.

Since 2013, the ITPCM has been and continues to be at the forefront of these initiatives with two ground-breaking research projects. First, "Strengthening CBRN-response in Europe by enhancing on-site cooperation between safety and security organisations: an Italian pilot" – or, in short, "CBRN Integrated Response Italy" – was a 2-year (2013-2015) project funded by the Directorate General (DG) HOME of the European Commission. The



Scuola Sant' Anna, serving as Project Coordinator, collaborated with the University of Rome "Tor Vergata" and the Italian National Fire-Fighters Corps, while associate partners included the Italian Carabinieri for the Protection of the Environment, the Italian National Civil Protection Department, the CRATI Consortium and the Interforce School for NBC Defence. "CBRN Integrated Response Italy" aimed at building and testing an integrated CBRN response capability of Italian first responders and law enforcement agencies when dealing with CBRN incidents. Although principally focused on Italy and its established response system, the solutions identified to improve effective coordination and integration between both kinds of agencies can be potentially adopted by other EU Member States' relevant agencies when facing CBRN threats. The main outputs of the project included the Mapping Report, that presents the normative and Institutional frameworks dealing with response to CBRN threats in Italy and in another 10 EU Member States, the Comprehensive Evaluation Report, that describes the outcomes of two Table Top Exercises held respectively in Italy and Estonia (TTXs), the Gap Analysis Report that identifies the existing gaps in the Italian response system that need to be filled in order to define a more sound, comprehensive and effective approach to CBRN threats, and a Proposal to Integrate the EU Host Nation Support Guidelines with provisions aimed and facilitating the reception, as well as delivery, of international assistance to States participating in the EU Civil Protection Mechanism in case of major emergencies involving the release of CBRN agents, and finally a common training curriculum for both Italian first responders and law enforcement agencies dealing with CBRN threats.

When it comes to CBRN events, however, there are important gaps in relation to developing a common understanding of all possible, and rapidly evolving, scenarios. The academic community has indeed devoted only limited attention at mapping obligations enshrined under all applicable branches of International Law as well as at exploring the application of these norms at the domestic level. In this perspective, the Italian Ministry of Education, University and Research (MIUR) has recently funded a research project on "International legal obligations related to Prevention, Preparedness, Response and Recovery from CBRN events and status of their implementation in Italy" – in short, "CBRN-Italy". The 3-year project (2020-2023), funded under the high-profile PRIN Programme (Progetti di Rilevante Interesse Nazionale), is coordinated by the Scuola Sant' Anna with the collaboration of the Universities of Firenze, Bologna and Torino. An Advisory Board (AB) has

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been also created to ensure a fruitful dialogue between the research teams and stakeholders and end users, to strengthen the project's dissemination and to enable an independent supervision of its activities. AB members are relevant stakeholders with an expertise in the subject matter, representing academic institutions, the health care sector, the diplomatic services, the Italian Ministry of the Interior and related bodies.

CBRN-Italy aims at offering a consistent definition of CBRN events (Stage 1) and looks at the international framework to identify in a systematic and comprehensive way all existing obligations in times of war and peace and to map them according to the four phases of the emergency management cycle, including prevention (i.e. measures aimed at mitigating the risk of a CBRN event), preparedness (e.g. measures aimed at developing response capabilities should a CBRN emergency occur), response (e.g. standards and best practices to adopt in order to adequately respond and minimise the risks) and recovery (e.g. duties to ensure a timely recovery from a CBRN event) (Stage 2). This analysis also looks at previous examples of CBRN events that have pointed out the strengths and limitations of legal frameworks and is structured around five macro-areas, including CBRN weapons' legality in armed conflicts and requirements under jus ad bellum and Arms Control and Disarmament Law (ACDL); CBRN terrorism related obligations; Dealing with disasters and protecting human rights and the environment; Specific requirements under EU law and Managing the consequences of a CBRN event. After the investigation of international obligations, the project will focus on the adequacy of the Italian legal and operative frameworks in order to explore, both through desk-based and empirical research, to what extent these are in line with international and EU obligations and internationally recognized standards (Stage 3). Based on these findings, the research will develop a set of recommendations on how to strengthen the legal frameworks to face CBRN risks at the global, regional and national levels (Stage 4). The project's outputs will be available at the following link: <http://www.cbrn-italy.it/en>

In conclusion, the ITPCM is contributing significantly to building and enhancing the Italian and – in the regional perspective – European resilience with reference to CBRN risks and is committed to collaborate with key stakeholders in this highly complex and multi-dimensional sector.

## 2.2.4 “Mapping of Knowledge Holders Dealing with Civil Protection and Crisis Management within UCPM Participating States”

**Annalisa Creta**

“Mapping of Knowledge Holders Dealing with Civil Protection and Crisis Management within UCPM Participating States” is a study carried out within the framework of a tender published by DG ECHO as a measure towards the creation of the Union Civil Protection Knowledge Network. Carried out by a team led by ICF of which the Scuola is a partner, the study aims to identify and describe existing knowledge holders involved in civil protection and disaster management in UCPM Member and Participating States, third countries and relevant international bodies, at local, national, regional and international level. The study covers the 43 member and participating States in the UCPM and 9 third countries, these being Algeria, Belarus, Bosnia and Herzegovina, Georgia, Israel, Morocco, Tunisia, Switzerland and Ukraine. The Scuola is responsible for overseeing the research and for leading a team of researchers on a number of countries encompassing, inter alia, Italy, France, Malta, Spain, Portugal, Greece and Cyprus. The final result of the mapping exercise is a database, in which the information on relevant knowledge holders can be easily accessed and filtered, according to several criteria. Such product shall provide a comprehensive overview of the capabilities available at the moment and, thanks to the possibility of constantly updating it with new information, the database will remain an important tool also in the future.



Dr. Annalisa Creta

### **2.2.5 Multi-stakeholder Partnerships in Post-conflict Reconstruction: the Role of the European Union (MultiPart)**

**Barbara Nicoletti**

The international research project "MultiPart - Multi-stakeholder Partnerships in post-conflict reconstruction: the role of the European Union" was carried out between April 2008 and October 2010 by a consortium of 11 European universities and research centres and supported by the European Commission under the Seventh Framework Programme of the European Community for research, technological development and demonstration activities.

The project, coordinated by the Scuola Superiore Sant' Anna - ITPCM, was aimed at investigating whether, how, and under what conditions multi-stakeholder partnerships can have a positive impact on human security, thus facilitating non-violence and long-term peace, and provide a productive framework for relations between local actors and external actors in post-conflict settings.

The project focussed on the systematic analysis of multi-stakeholder partnerships as one of the tools geared towards enhancing participation, legitimacy and effectiveness of post-conflict interventions. Empirical investigation in the field on three core case studies of political interest to the EU - Kosovo, the Democratic Republic of Congo (DRC) and Afghanistan- was conducted by teams of local researchers, thus ensuring the highest degree of continuous feedback between researchers and different local and international actors operating in these settings.

The coordination of research activities of 11 universities and research centres all over Europe proved to be very challenging. Due to the mixed composition of the research teams, with members from different research institutions, significant efforts were required to coordinate the work on the many project's outputs and their timely release. Additionally, the volatile situation in two of the case-study countries (DRC and Afghanistan) required a high degree of flexibility and caution in the organisation of research activities in the field. From the point of view of the Project's management, the different administrative procedures and cultures in the partner institutions on the one hand and the need to adhere to stringent reporting requirements on the Project's activities on the other hand furthermore tested the Consor-

tium's capacities for effective coordination.

During its 30 months of activities, the Multipart Project delivered quite a number of outputs, from methodological documents to official project's reports to publications disseminating the research findings. Among these deliverables, the most relevant are:

- The Report on "Theoretical and Methodological Framework and Guidance" (November 2008);
- The four MultiPart Thematic Papers on Multi-stakeholder Partnerships Active in the Issue-area of security, social and economic development, democracy and governance, confidence building (May 2010);
- The three country studies on partnerships in Kosovo, DRC and Afghanistan;
- The Manual for the evaluation of multi-stakeholder partnerships;
- The MultiPart Policy Recommendations for the EU.

The outcomes of the research activities were systematically presented on the occasion of internal workshops and public national and international conferences. Among these events, it is worth mentioning the International Final MultiPart Conference, organised in Pisa on 22-23 September 2010 and the round table with EU policy makers held in Brussels on 28 October 2010.

The design of the MultiPart research project was predominantly, although not exclusively, the outcome of intensive teamwork by researchers and experts from the ITPCM. Thanks to the expertise of the individuals involved and the experience of the ITPCM as a structure in the design, implementation and evaluation of international research, cooperation and technical assistance projects, MultiPart could count on human and organisational resources adequate to ensure the needed theoretical, managerial and administrative support, both in the design and implementation phase.

MultiPart was an excellent and challenging team experience. The success of the project, from the design to the implementation and reporting to the donor, was ensured by the effective mobilisation of all ITPCM resources. The efficient attribution of responsibilities and coordination of activities adopted for the MultiPart project remain among ITPCM's best practices.

### 2.3 Peace Support Operations and Conflict Management

#### 2.3.1 The Research on the Duty of Care of International Organizations Towards Their Civilian Personnel

Andrea de Guttry

In recent years almost all the International Organizations (both Universal and Regional) have increased their field activities and have sent an increasing number of their workforce to high or critical risk countries. The deployed staff has been requested to perform various activities ranging, just as an example, from the mere attendance of short meetings in the capitals, to visits to remote areas for project monitoring and assessment activities, from training and capacity building activities to humanitarian relief, from delivery of cooperation projects to technical assistance. The typology of missions in which these persons are involved differs as well: from institutional mission visiting a country to Peace-keeping/Peace-building Operations, from civil protection missions to humanitarian operations and Election Observation Missions. The increasing number of civilians involved in these activities, the evolving complexity of the tasks to be formed, the volatile environment in which they are supposed to perform their task and the changed international security situation which has transformed civilians very often as a privileged target for terrorist and/or criminal activities, has contributed to a raising number of incidents involving these persons. Many cases of physical or brain injuries have been reported and the victims have often accused the sending organisation of not having respected the duty of care principle. During the last few years, due to the growing number of disputes related to assumed violations of this principle, the national and international jurisprudence has contributed to the definition of the precise contours of this legal institute. Facing this situation, IOs, both at universal and at regional level, are requested to rapidly implement a fully-fledged duty of care policy in order to take responsible action and to properly protect their mobile working force. The objective to ensure the security, safety and health of civilian personnel sent



Launch of the book *The Duty of Care of International Organisations Towards Their Civilian Personnel* at OSCE premises, in October 2018

on mission has become a key concern for practitioners, International Organizations and States. In fact, alleged Duty of care breaches often entail costly legal disputes for sending International Organizations and undermine their reputation as employers, as testified by the growing number of lawsuits brought in recent years on this basis.

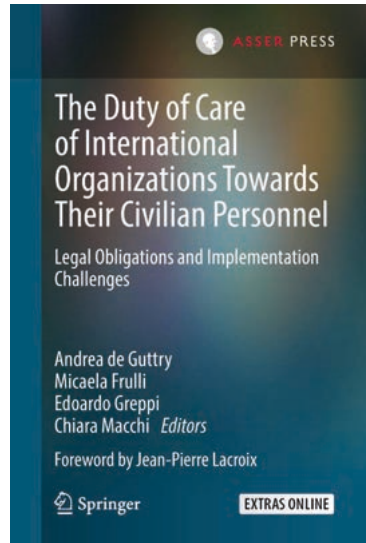
In this frame a group of researcher coming from various Universities (Scuola Sant' Anna, University of Florence and University of Turin), decided to launch a major research project on the ensuing need to clarify the exact legal obligations that the Duty of Care imposes on International Organizations deploying their civilian personnel in field missions and assignments. The final outcome of this project has been a book, published in 2018 with Asser Press/Springer Verlag, edited by Andrea de Guttry, Micaela Frulli, Edoardo Greppi and Chiara Macchi, on *The Duty of Care of International Organizations Towards their Civilian Personnel. Legal Ob-*



## Section 2 - Research Activities

*ligations and Implementation Challenge*". This book has been the first comprehensive publication on the Duty of Care of International Organizations towards civilian personnel sent on missions. Taking stock of the results of the research, the book is divided into three parts. Part I is devoted to describe the main features of the Duty of Care of International Organizations under international law and set the theoretical background to better appraise the analysis of practice and jurisprudence in the field. Part II is dedicated to the analysis of the legal and practical challenges faced by International Organizations in implementing their Duty of Care obligations. In light of the findings of Part I concerning the constitutive elements of the legal concept of Duty of Care, the authors of Part II carefully examines the internal regulations and the practices of a variety of International Organizations, as well as the relevant jurisprudence (mainly of internal administrative tribunals), with the main goal to verify whether and to what extent specific Duty of Care obligations are discharged with regard to civilian personnel sent on mission. Part III examines the Duty of Care as a corollary of States' duty to protect human rights and its implications for International Organizations.

On the basis of the analysis conducted in Parts I, II and III, a set of draft Duty of Care Guiding Principles for International Organizations is included as Annex I in the book with the aim of facilitating the work of International Organizations' senior management in bringing relevant regulations, policies and practices in line with their Duty of Care obligations.



The book *The Duty of Care of International Organisations Towards Their Civilian Personnel* published in 2018

## 2.3.2 Foreign Fighters under International Law and Beyond

Francesca Capone

The research on foreign fighters under international law and beyond has been focussing on a timely and important phenomenon that is still affecting a large number of European and extra European countries. The project, which started in early November 2014, can be split into two phases. The first one, centred on the departure of foreign fighters and related issues, was finalised within Summer 2015 through the publication of a first book edited by Professor Andrea de Guttry, Dr Francesca Capone and Dr Christophe Paulussen and published by Springer/T.M.C. Asser Press. In the volume foreign fighters are defined as individuals, driven mainly by ideology, religion and/or kinship, who leave their country of origin or their country of habitual residence to join a party engaged in an armed conflict. Although the phenomenon is not new on the international agenda, the events in Syria and Iraq have raised a number of questions and challenges that the volume aimed at addressing by adopting a multidisciplinary perspective, which combined law, history and international relations. The main scope of the research was to provide the reader with a wide-ranging understanding of the multifaceted issues at stake and analyse various responses, both at the supranational and national level, on how to tackle the phenomenon of departing foreign fighters. To this end the volume encompassed contributions from leading academics and practitioners from all over the world, who accepted to join this ground-breaking project and share their knowledge and expertise.

The book included 24 contributions as well as a foreword by Mr Gilles de Kerchove, who still serves as the EU Counter-terrorism Coordinator. The study was divided in five parts that covered a number of crucial and underexplored topics. The first part set the scene by providing an overview of the phenomenon, the most recent data, the historical references and the major features of the current situation, including the role played by women in the ISIS and the use of social media to increase the recruitment of new fighters. The second part focussed on the legal dimension of the phenomenon, cracking the status of foreign fighters under international humanitarian law, international human rights law and international criminal law, moreover it dealt with the sensitive issue of children enlisted, conscripted

and used in the hostilities. Part three shed light on the supranational response, looking at initiatives and strategies set up by international and regional organisations. Part four narrowed down the analysis to the national level, by examining the reaction of the countries most affected, ranging from EU countries to the countries of the MENA region. The fourth section of the book also dealt with some burning and cross-cutting issues such as the deprivation of nationality and the impact of foreign fighters on IDPs, refugees and asylum seekers from Syria. The final part, authored by the editors, wrapped up and critically assessed the findings and the results of the study.

The second phase of the research project on foreign fighters, which started at the beginning of 2019 and is currently ongoing, is focusing on the challenges and problems posed by returning FFs. States, as well as international and regional organizations (IOs), are facing an increasing number of challenges stemming from FFs' return to their countries of origin, a phenomenon that triggers legal, moral and security concerns at the horizontal level (i.e. the relationship between States) and at the vertical level (i.e. the relationship between States and individuals). The lack of a uniform approach and the difficulties that stem from the dearth of best practices make it extremely complex to provide durable and fruitful solutions. For example, the scant uniformity across the domestic approaches to the prosecution, as well as to the rehabilitation and reintegration of returning FFs can have significant security ramifications since EU citizens can move freely across the Schengen area. As the interested States and IOs are currently "learning by doing", the role of the academic community is to help steering the process by bridging the divide between international standards and their implementation at the national level and between security concerns and human rights law. Furthermore, the academic community can offer an essential contribution by identifying ways forward that are both sustainable and effective. To this end, the second phase of the project foresees the publication by fall 2021 of a second volume, edited by Dr Francesca Capone (SSSA), Dr Rebecca Mignot-Mahdavi and Dr Christophe Paulussen (both from the T.M.C. Asser Institute). Like in the case of the first volume on FFs, the editors have invited contributions from selected and highly qualified authors from different regions of the world, on the purpose of providing a detailed account of the main issues and challenges at stake and stimulate the debate across academic fields and practitioners working in this field.

Overall, the project fully reflects the innovative character of the ITPCM, whose research activities constantly gaze upon the current events and challenges in order to provide a thorough analysis and a valuable contribution to the ongoing debates.



The library of Scuola Sant' Anna

### 2.3.3 Harmonization of Training Standards for Civilian Personnel

**Annalisa Creta**

Training civilians for peace support operation: moving toward an harmonized approach" is a research project of the Scuola, which builds upon the results already achieved in terms of training curricula development initiated within the framework of the European Group on Training. It also builds upon the dialogue already ongoing with the UN, OSCE, Council of Europe, AU and other international organisations on harmonized training standards. The objectives of the project are:

- To contribute to the creation of harmonised training standards to be used by the various relevant actors for the training of civilian personnel to be deployed in crisis management missions;
- To continue and develop further, collaboration with the UN, AU, OSCE and other training institutions in this field in the provision of resources and the setting of standards in order to ensure complementarily and the rationalization of resources;
- To provide clearer guidance on good practice methodology in adult learning principles that meet the standard provided by relevant training providers and ensure relevance of the content of courses for a given field context and challenges.

Effective training standards are pivotal for the successful training of personnel deployed in peace support operations. Well-trained personnel directly contribute to improved practices in the field and enhance the impact of the operations they are part of. A harmonized knowledge management approach would lead to greater efficacy in the provision of training for crisis management operations. Discussions over standardised/harmonised training curricula for the personnel of peace support operations has been called for in various for a so as to ensure coherent and common approaches, common working methods, facilitate inter-change and inter-operability of personnel among organisations/missions and ensure that the impact on the ground is effective, coordinated and successful.

In this endeavour, the research aims to contribute to such debate by:

- Analysing ongoing harmonisation processes within the framework of integrated missions and the comprehensive approach to peace and security, by also highlighting synergies ad possible coordination mechanisms

- Reconnoitring the state of the art as it relates to the standardisation of training standards as it relates to police and military personnel
- Identifying good practices and lessons learned that can contribute to inform ongoing processes as it relates to training standards for civilian personnel
- Giving scientific and policy inputs for the identification/validation of benchmarks for minimum training standards and the setting up of quality assurance systems founded on harmonised training standards.

Various have been the contributions to advance the debate put forward by the Scuola within the framework of this research. Thematic presentations on the topic have been organised within the annual conferences of the International Association of Peacekeeping Training Centres (IAPTC) and within meetings of the European Association of Peacekeeping Training Centres (EAPTC). The Scuola has also contributed to the debate within the EU and the UN on revisions of the respective training architectures with a policy brief, which, inter alia touched upon the issue of harmonised training standards. The Scuola is now in the frontline on activities related to the harmonisation of training standards at the EU Level within the European Union Civilian Training Group. The EUCTG is the recognized body for the systematic process of managing CSDP Training Requirements for CSDP civilian training. It is a configuration of CIVCOM composed of training experts, supported by ISP and CPCC.

### **2.3.4 Civilian and Military Personnel in CSDP Missions and Operations**

**Annalisa Creta**

A workshop on aspects related to 'Civilian and military personnel in CSDP missions and operations' was organized on January 26, 2017 at the initiative of the Subcommittee on Security and Defence (SEDE) with the aim to highlight trends, challenges and recommendations regarding civilian and military personnel deployed in CSDP missions and operations in particular in the areas of force generation, training and the national follow-up on crimes and offences perpetrated during deployment. In this endeavour, staff of the Scuola carried out background research and prepared a paper for the workshop

itself on the following aspects:

1. Current CSDP Missions and Operations in terms of who/where/what/how
2. Personnel related lessons identified from CSDP missions and operations in terms of 'capacities': human resources treatment, training and equipment
3. Current & potential impact of the EU Training Policy and PDT
4. National follow up to crimes and offences committed during deployment in mission

The team of the Scuola was composed by Annalisa Creta, research fellow of the Sant' Anna School of Advanced Studies in Italy, specialised in civilian crisis management with a particular focus on training issues; Petteri Taitto affiliated with the Laurea University of Applied Sciences in Finland as principal scientist; Alberto di Martino, full professor of criminal law at the Sant' Anna School of Advanced Studies in Italy.

The results of such research work were summarised in a paper distributed as a background document for the workshop. The document also contained a list of issues in terms of trends and challenges and a set of recommendations for issues to further investigate. It is available at: [https://www.europarl.europa.eu/RegData/etudes/STUD/2017/578035/EXPO\\_STU\(2017\)578035\\_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2017/578035/EXPO_STU(2017)578035_EN.pdf).

### **2.3.5 Towards the EU Training Policy for CSDP and the Definition of Priority Training Requirements**

**Annalisa Creta**

The EU Policy on Training for CSDP was adopted by the Foreign Affairs Council on 3 April 2017. Its aim is that of clarifying priorities for the training of professionals directly involved with CSDP whether in national capitals, missions, operations, or in Brussels. The Policy is accompanied by Implementing Guidelines. These two policy documents were the results of extensive negotiations at the CIVCOM level with inputs by national training experts through their national diplomatic delegate sitting in that body. The Scuola played an active role in the definition of the two documents and in the ensuing implementation process that led, among others, to the setting up of the EU Civilian Group on Training, the recognized body for the systematic process of managing CSDP Training Requirements for CSDP civil-



ian training. The overall responsibility of such body is to prepare the CSDP Training Requirements for CSDP training, the biennial CSDP training program and the Comprehensive Assessment Report on CSDP training. The EUCTG is a configuration of CIVCOM composed of training experts, supported by ISP and CPCC. Professor Andrea de Guttry is the civilian training expert for Italy sitting in such group; in this endeavour, he has also been nominated Civilian Coordinator for Training (CCT) for IHL & Human Rights and Safety and Security and tasked with the analysis of training requirements and subsequent preparation of a Training Requirements Analysis (TRA) in those two areas. The EUCTG primarily concentrates on how to link the political strategic level to relevant training requirements and overarching learning outcomes and the Scuola is playing a key role in this regard.

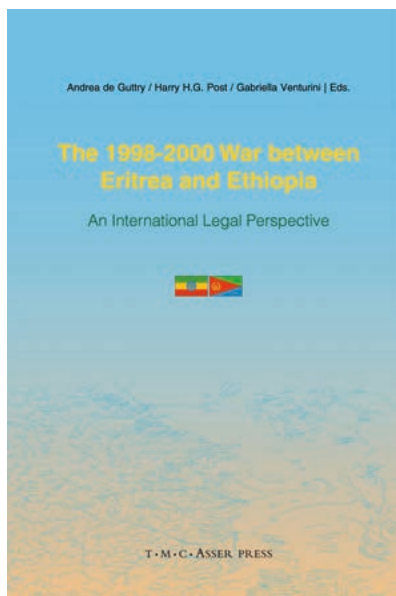
### **2.3.6 The 1998-2000 Ethiopia-Eritrea Conflict and its Aftermath: from the 2000 Algiers Peace Agreements to the Agreement on Peace, Friendship and Comprehensive Cooperation between the Federal Democratic Republic of Ethiopia and the State of Eritrea Signed in Jeddah in 2018**

**Andrea de Guttry**

The complex peace process following the 1998–2000 war between two African States, which in terms of per capita income are among the poorest in the world, has been at the core of a major research carried on by the University of Milan and the Scuola Superiore Sant' Anna in Pisa and financed by the Italian Ministry of University and Research. The research was carried on between 2006 and 2008 by two groups of scholars in Milan and in Pisa (under the responsibility of Gabriella Venturini and Andrea de Guttry, respectively) in close cooperation with Harry Post, who first proposed the topic as an area of research. On 19–20 October, 2007, an international Conference was organized at the premises of the Scuola Superiore Sant' Anna, aimed at discussing the main aspects of the study with an outstanding group of Italian and foreign scholars and experts.

The war between Eritrea and Ethiopia raged from 1998 to 2000 with great cost of life and devastation. The hostilities have since flared up again in 2003. International efforts did lead to a cease-fire in 2000 and eventually

to the 2000 Algiers Peace Agreement. However, as yet, the Agreement and successive international efforts have not solved the tension between both States. The nature and the state of the border dispute preceding the actual armed conflict, the military actions themselves, the developments in the aftermath of the actual military activities, like the role of the UN and the Organisation of African Unity (now the African Union), and UN peace-keeping deployment, have all raised important issues on the state of the relevant international law. They concern questions pertaining to the law on the use of force (the *jus ad bellum*), a diversity of issues of the law applicable during armed conflict (the *jus in bello*) and 'borderline' issues regarding situations where the law of armed conflict and the (successive) international law of peace meet (now often called the *jus post bellum*). Primarily the war between Eritrea and Ethiopia has been examined in the light of existing international law. However, the purely legal analysis has been preceded by a thorough introduction and critical assessment of the complex history, as well as of the modern state of Eritrean-Ethiopian relations from the perspective of history, geography and political science. The law regarding ceasefires and peace agreements and the developing law on peace-keeping operations in the context of the Eritrea Ethiopia War have been also dealt with. In December 2000 as part of the efforts by the United Nations, Eritrea and Ethiopia agreed to the establishment of two arbitral commissions: the Eritrea-Ethiopia Claims Commission and the Eritrea-Ethiopia Boundary Commission (EEBC). Both Commissions were established to solve the conflict or at least to help solve some of the problems between the two countries. On 13th April 2002, the Boundary Commission issued its basic decision on the definition of the Eritrean-Ethiopian boundary. Since then, the Commission has been working on the actual demarcation process. In 2003 due to further divergences between the Parties, the process of demarcation stalled. Later it was resumed, but since November 2008 the activities of the EEBC have stopped without a final solution. Since July 2003, the Eritrea-Ethiopia Claims Commission has issued a considerable number of decisions on claims by either Party on a wide variety of subjects, e.g., the treatment and exchange of prisoners of war, aerial bombardments, claims of civilians, liability issues, etc. In 2005 and 2007, the Commission issued further partial and final awards on issues of diplomatic law, economic relations during armed conflict (including on the taking and destruction of property) and on various claims regarding violations of International Humanitarian Law. The decisions



The book *The 1998-2000 War between Eritrea and Ethiopia - An International Legal Perspective* edited by Andrea de Guttry, Harry G. Post and Gabriella Venturini in 2009

of both Commissions and particularly of the Claims Commission have added significantly to the body of case law on a wide and varied number of issues in the law of international armed conflict.

The outcome of the research has been condensed in the 2009 Book *The 1998-2000 War Between Eritrea and Ethiopia. An International Legal Perspective* (Editors: de Guttry, Andrea, Venturini, Gabriella, Post, Harry H.G.).

The failed implementation of the 2000 Algiers Peace treaties originated a long stalemate period between Ethiopia and Eritrea which ended only in 2018 when the two Parties met in Jeddah, in 2018, and signed the Agreement on Peace, Friendship and Comprehensive Cooperation between the Federal Democratic Republic of Ethiopia and the State of Eritrea. This Agreement represents a historic landmark

as emphasized in the decision to award the 2019 Nobel Peace Prize to Ethiopian Prime Minister (PM) Abiy Ahmed Ali 'for his efforts to achieve peace and international cooperation, and in particular for his decisive initiative to resolve the border conflict with neighbouring Eritrea'.

The editors of the 2009 book decided, therefore, to re-engage in the research project in order to update the previous findings and to analyse the events which occurred from 2009 to 2018 and immediately afterwards. The political and legal framework in which the 2018 agreement has been conceived and developed, the content and the impact of the Agreement will be analysed in detail. It is expected that at the very beginning of 2021 the new book, which will deal with the 1998-2000 war and its aftermath, will be ready.

### **2.3.7 The Contribution of Decentralised Governance to Development and Peace in Sub-Saharan Africa - Learning from Past Experience to Enhance Future Support**

Valeria Izzi

The report was commissioned from the Scuola Superiore Sant' Anna by the Italian Ministry of Foreign Affairs in 2009. The aim of the research was to explore the potential of decentralised governance in furthering the development objectives that form the core of the partnership between G8 governments and their African counterparts. The study sought to systematise the large experience collected by international actors in support of decentralisation, building on previous evaluations and assessments, and deepening particular aspects in need of further analysis. The intention was to avoid a normative approach and pre-set solutions, and instead to learn from past experiences with a view to identifying lessons learned, distil best practices, inform reflection and debate, and carve out recommendations to guide future action.

The research was framed around two key questions, and a number of subquestions:

1. Can a case be made that decentralisation supports local development and sustainable peace? If so, what conditions need to be in place for decentralisation to have this virtuous effect? What are the risks that decentralisation reforms can negatively affect local development and/or reinforce dynamics of conflict and violence?
2. What is the role that international actors can play to support decentralisation in Africa in a way that promotes development, democracy and peace? What is their leeway to influence domestic processes? Is there a risk that external support to decentralisation can have a negative impact? If so, what steps can be taken to prevent or minimise such risk?

These questions were explored through a combination of desk review and original field research, focusing on six case-studies: Ghana, South Africa, Sudan, Rwanda, Somalia and the Democratic Republic of Congo. While recognising that no sample can do justice to the complexity of the continent, the cases were selected to be representative of different sub-regions, colonial heritages and socio-political situations.

To carry out the study, the Scuola Sant' Anna engaged a research team of

experts, both academics and practitioners, who were selected on the basis of their extensive first-hand experience of the dynamics of decentralisation in the countries concerned. The different backgrounds and institutional affiliation of the researchers proved instrumental to achieve a multidimensional picture of the complexity of the decentralisation phenomenon in Africa. The process of conducting the study also allowed the establishment or consolidation of dialogue and collaboration with a range of African institutions.

As a general finding, the study highlighted a gap between the international policy discourse on decentralisation, on the one hand, and the reality on the ground, on the other. Case-studies showed that looking at the decentralisation process as a 'success/failure' dichotomy is misleading: decentralisation carries potential, but is not a panacea, and does not represent a substitute for other types of interventions in the field of governance, development and peacebuilding.

### **2.3.8 Promoting Community Stabilization in South Darfur State**

**Marialucia Benaglia and Tommaso Totaro**

The situation in Darfur remains precarious since the presence of intra-communal and inter-ethnic violence, insecurity, underdevelopment, small arms proliferation, the weak rule of law and other root causes of the conflict that remain unaddressed in most parts of the area. Moreover, the state hosts a large number of displaced populations (refugees, IDPs and returnees), especially from South Sudan. In this situation of uncertainty, there is also a persistent lack of essential services, livelihoods, and economic opportunities that continue to undermine the stabilisation attempts of the regions and increase social instability, especially among the various host communities.

Furthermore, considering also the gradual and planned withdrawal of the African Union–United Nations Hybrid Operation in Darfur (UNAMID), stabilisation continues to be a key challenge in the area, especially when it comes to vulnerable groups such as women and children. Insecurity experienced by women and girls mainly stems from and is manifested in the form of sexual and gender-based violence – which continues to restrict the freedom of movement –, entrenched gender inequalities, inaccessibility to resources and

## Section 2 - Research Activities

essential services, such as an adequate healthcare among others. As regards children, the absence of employment opportunities increases the likelihood of banditry and recruitment in the armed factions.

Against this background, the program "Promoting Community Stabilization in South Darfur State", financed by the Italian Agency for Development Cooperation (AICS), aims at promoting the stabilization of South Darfur State. The whole program is organized around two components – one multilateral and one bilateral: the former is entrusted to the United Nations Development Program (UNDP), while the latter is assigned to AICS and Sant' Anna School of Advanced Studies (SSSA), with the local support of the Peace Research Institute - University of Khartoum.

In particular, the Sant' Anna part of the project intends to tackle different issues which are considered to be of primary importance. These are inadequate institutional expertise to manage the peace process, poor coordination capacity among authorities and actors involved in the process, and the lack of in-depth studies on the main contemporary challenges (especially concerning migration, security and rule of law, protection of vulnerable groups).

The general purpose of the bilateral component entrusted to SSSA is to contribute towards the stabilization of the communities involved, as well as to foster the development and consolidation of the peace process, by ensuring a constant and meaningful policy dialogue and a systematic support to local and intermediate institutions. The specific objectives are the promotion of a peaceful co-existence between displaced populations, youth with conflict carrying capacity and host communities through the strengthening of conflict management capacities of Community Management Committees (CMCs) in carrying out peacebuilding and social cohesion activities, together with producing research on peacebuilding and migration trends in South Darfur.

In order to do this, the program will begin with a research phase, which includes both a desk-based review in Pisa and a fieldwork period in Darfur. The study aims primarily to gather information about the current humanitarian and security situation that allows an integrated and coherent analysis of the peace process and community stabilization strategies in order to identify the main challenges of South Darfur State.

Moreover, in accordance with the research findings, the project envisages the organisation of different training activities: a Training of Trainees

(ToT) in peacebuilding, conflict management and community stabilization; training in rule of law, transitional justice and human rights; and training in the protection of vulnerable groups, such as asylum seekers, refugees, IDPs, women and children. The ultimate aim of these training activities is to provide the specific competences and knowledge to highly professionalized public servants and representatives from civil society in order to enable them to coordinate the peace process in the long term, and to support political decision making at a technical level.

On the basis of the results of the fieldwork and the feedback gained, executive papers, recommendations on best practices and other tools will be consolidated in order to set up and facilitate the peacebuilding process.

The expected outcomes of the project shall be to strengthen the capacities of the various actors involved in the management of the peacebuilding process and community stabilisation and to complete a final report describing the results of the field analysis carried out in South Darfur, which aims at providing a comprehensive understanding on the phenomenon of migration and peacebuilding challenges and opportunities. The research results, in the form of executive papers, good practices and lessons learnt on the matter, shall also be useful for the activities foreseen in the UNDP project, which involves the same actors and beneficiaries of the activities provided by the SSSA.

The project provides a chance for The ITCM to strengthen its role within the Italian development cooperation system. As a matter of fact, the aim of the new Italian cooperation model, defined in Law No. 125/2014, is to gather together the several public and private players of development cooperation in order to promote coherent actions and improve their impact and effectiveness. In this framework, the SSSA can thereby contribute as a supporting partner, with its 25 years of experience in research activities and training programs carried out by ITCM.



### 2.4 Security through Different Perspectives

#### 2.4.1 The Evolving Concept of Security (EvoCS): a Critical Evaluation across four Dimensions

Francesca Vietti

Safeguarding security is a key priority of both regional organisations and national Governments. Considering the heterogeneous composition of countries and people belonging to the European Union, it is not possible to speak about security in monolithic terms, rather about multiple concepts of security as well as security challenges.

Since June 2014, the Scuola has cooperated in the 18-month project "The Evolving Concept of Security (EvoCS) - A critical evaluation across four dimensions" funded by the European Union under the Seventh Framework Programme. The Project is coordinated by the Fraunhofer Institute for Technological Trend Analysis and has the following eight partners: Fundación Tecnalia Research & Innovation (Spain), Istituto Affari Internazionali (Italy), The Polish Institute of International Affairs (Poland), The Hague Centre For Strategic Studies (the Netherlands), Loughborough University (United Kingdom), Università Cattolica del Sacro Cuore (Italy), Procon (Bulgaria) and the Scuola Superiore Sant' Anna.

The overall objective of the Project is to investigate the evolving concept of security in different European Union countries and close neighbours in order to have better understanding of the various European security concepts as well as the salience of their core values, actors, levels, security challenges and ethical, human rights issues. By analysing how different stakeholders perceive, prioritise different core values, security challenges (threats, hazards, risks), human rights, ethical issues and how they address them at different levels, it is possible to have a picture of different security concepts evolve and change across Europe. EvoCS provides a general methodology which can either facilitate the assessment and analysis of national and regional concepts of security or make it available to other security end-users

and planners. The project envisages four case studies: West-Mediterranean EU (Italy, Spain and Malta), Eastern EU Border (Hungary, Latvia and Poland), North-Western EU (United Kingdom, the Netherlands and France) and South-Eastern Europe (Bulgaria, Serbia and Turkey). Case-studies are instrumental to define four regional concepts of security profiles which shed light both on the prevailing concepts of security at regional level and on the salience of security issues in the regions. On the basis of the results, feasible recommendations will be formulated to security planners and end-users.

In the framework of EvoCS, the Scuola contributes to defining the analytical framework and the methodology by exploring the core fundamental rights and ethical values related to the concept of security. In addition, the Scuola is responsible for the ongoing Ethical Monitoring and Information Service (EMIS) which is aimed at supporting and informing the partners involved in the regional case studies regarding the early identification of ethical, data protection as well as privacy implications of focus groups, field studies and interviews. In order to make partners familiar with human rights and ethical issues related to the evolving concept of security, the Scuola hosted a coordination workshop on September 24th and 25th 2014 with the project partners. On that occasion, the Scuola's researchers together with some external experts trained the participants on the ethical, human rights and data protection implications of case studies. The workshop further provided the opportunity to discuss general issues related to the Project methodology and the organisation of the forthcoming workshops.

### 2.5 Elections Related Issues

#### 2.5.1 Baladiyah Governance Monitoring Project, Algeria

**Monia D'Amico**

The Baladiyah Governance Monitoring Project was carried out by the University of Algiers, "Yusuf Ben Khedda" in cooperation with the ITPCM, in partnership with Creative Associates International and funded by US Department of State. The project was also supported by an inter-faculty centre, the CREAD (Centre de Recherche en Economie Appliquée et Développement) and some Algerian NGOs. Its goal was to create a university-based research and reporting mechanism on the elections of the baladiya (municipality) and wilaya (province) councils held on 29 November 2007 in Algeria. For this purpose, a sample of baladiya in four different regions of the country (North-Centre, South, East and West) was selected to represent urban, semi-urban and rural areas.

The analysis of the electoral process was designed and developed by a team of academic researchers and postgraduate students coordinated by three professors of the University of Algiers Abdelnacer Djabi (Sociology), Walid Laggoune (Law), and Rachid Tlemçani (Political Science) who mainly focused on social, political and juridical aspects giving their specialised contribution to the three-phase scenario including: i) a pre-election assessment of the performance and democratic character of baladiya and wilaya governments; ii) an insight into the political and electoral processes surrounding the election of the selected sample of baladiya councils; and iii) an analysis of post-election establishment of baladiya governments.

In order to support the Algerian academics in both setting a suitable research methodology and organising the project timeline, the ITPCM was specifically involved in:

- appointing of the core staff to manage the project;
- selecting international senior experts as members of the Advisory Board;
- monitoring the overall decision-making process.

Additionally, the academic co-operation with the University of Algiers was enhanced by an agreement with the Scuola. The Baladiyah Governance Monitoring Project was mainly a research project and not an electoral observation activity so, even if the number of interviews was very limited and not eased by the general context, the coordinators of the University of Algiers also used informal exchanges during the political rallies and meetings with representatives of political parties, media, civil society etc. to limit difficulties in first- data accessing. The findings of the research in both the French and English languages were made available on CD ROM and spread in E-version.

Finally, the project contributed to fill the lack of an ad hoc analysis of the political and electoral context in Algeria. Furthermore, this research and data collection methodology could be made available and duplicated for other electoral rounds in the country.

## **2.5.2 Political and Electoral Rights of Foreigners and Migrants**

**Andrea de Guttry**

Specific research activities have also been carried on the topic related to elections and vulnerable groups, and especially migrants. Migration is a worldwide phenomenon which has always existed. In recent times, due to several factors, such as wars, poverty, climate change, natural disasters, terrorism, governments committing serious and systematic violations of human rights, the number of persons leaving their home country has increased significantly.

The legal status of foreigners (i.e. non-citizens) temporarily (or definitively) settled in a State other than their home country has received only limited attention. The aim of the research has been to investigate which are, if any, the rights and the State's obligations, stemming from international law, and more specifically from human rights law, concerning the regulation of political activities, and in primis the right to vote and to be elected, of their own citizens abroad and of foreign citizens hosted in their territories, both for elections abroad and inside the State.

The first part of this research has been devoted to analyse which are the obligations of the home State towards its diaspora and, first of all, if the diaspora enjoys a right to vote and to be elected (and the intimately connected

rights such as freedom of movement, of expression and of assembly) in their home country while abroad. The question has been examined from both a human rights and an international law perspective, always maintaining a necessary distinction between the rights of migrants, those of refugees and those of all the remaining citizens living abroad. The second part has been devoted to analysing which are the specific obligations in the realm of elections of the States hosting foreigners: to what extent do these States have an obligation to allow the organisation of out-of-country elections in their territory or the political activities carried out by foreigners on the occasion of elections held in the home country of the foreigner or even in national or local elections organised inside the hosting State?

The main findings of the research are reproduced in an article of prof. Andrea de Guttry on *The Right of Aliens to Vote and to Carry Out Political Activities: A Critical Analysis of the Relevant International Obligations Incumbent on the State of Origin and on the Host State*, in *Zeitschrift fuer Auslaendisches Recht und Voelkerrecht*, 2018, IV; p. 933-1001.

## **2.6 New Training and Educational Methodologies and Supports Thereto**

### **2.6.1 The CIM Project – Creativity and Innovation Management at the interface of Higher Education and Business**

**Enrica Pautasso**

The CIM Project - Promoting Creativity and Innovation Management in an innovative blended learning and validation programme at the interface between higher education and business - aims at developing innovative teaching and learning approaches to include Creativity and Innovation Management (CIM) in higher education (HE) and in practice. This is achieved with the help of an innovative, self-directed learning approach.

The project is financed by the European Commission under the Programme Erasmus Plus – Knowledge Alliance. The consortium, coordinated by the University of Duisburg-Essen (DE), consists of 16 partners based in nine different European countries. The partnership has a broad expertise in the field of creativity and innovation as it is composed of six universities, one public institution, three SMEs, one European network, one NGO, three educational providers and one national research centre. More specifically, the partners are: Aristotle University of Thessaloniki (EL), Blinc (DE), CATRO (BG), CESIE (IT), National Research Centre – Institute for Learning Technologies (IT), Dublin City University (IE), die Berater (AT), German Institute for Adult Education (DE), Polytechnic Institute of Leiria (PT), Lithuanian Confederation of Industrialists (LT), Q21 (DE), Trendhuis (BE), Vilnius University (LT) and Scuola Superiore Sant' Anna (IT).

Creativity and Innovation are widely recognised as some of the most important driving factors of our modern economies. However, there are just a few learning approaches on CIM and also systematic educational approaches are missing to promote related skills and competences at the interface of academia and businesses. In addition, CIM competences are hardly to be acquired in frontal teaching lessons or self-learning exercises. The ideal learning contexts to acquire these competences are the informal/non-for-

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mal ones such as traineeships or mobility. However, it is a challenge to set up learning contexts that facilitate CIM. Only singular attempts have been made to systematically include the development of these competences in curricular or extracurricular HE courses and the assessment of these competences requires a new competence framework system to give evidence of students' development, to connect them to existing certification systems and to offer a European wide validation approach.

CIM Project develops and pilots an approach to tackle this issue based on a long-term partnership of academia, business and educational partners. The traineeships involve students from six universities and are carried out in businesses in different EU member-states (students have the possibility to travel to other EU countries). The innovative momentum of these internships is that students work along a project management structure and self-directed learning approach; each trainee has to plan, develop and assess his/her project, which leads towards the development of CIM competences. Students of different sciences develop CIM projects along an innovative blended learning concept based on transferrable study units that can be integrated in the formal curricula and on an experiential learning approach in European enterprises.

Also, well-proven validation approaches are applied to assess and evidence informal learning.

CIM firstly developed a sound competence framework to thoroughly describe the social, personal and organisational competences needed to tackle the challenges related to innovation and creativity in enterprises. The framework is based on scientifically backed up competence taxonomies.

They became the backbone of competence based study programmes that are modular and flexible to be linked to a large variety of study subjects.

The competence framework is then applied to develop innovative blended learning programmes, partly in HEI and partly in practice in combination with self-directed e-learning and accomplishing validation units.

In the practice phase, students of different sciences develop CIM projects along the credited blended learning concept which is on the one hand based on transferrable study units that can be integrated in the formal curricula and on the other hand on an experiential learning approach in European enterprises.

Three students/employees per partner country take part in the piloting for a total of 48 participants.



Finally, competences are validated and connected to European validation and certification instruments and provide a high transferability of the CIM programme.

The CIM Project is currently ongoing: it started in December 2018 and it will end in November 2020. A stocktaking report and the CIM competence framework are already available on the project website. Also, two workshops on design thinking have taken place for the staff of the project partners who will then act as facilitators of the approach within their home organisations. The partnership is now finalising the learning approach and is about to start the piloting phase.

Upon its completion, the CIM Project will provide a holistic, ICT-supported and competence-oriented learning and validation system, which is focusing on modular courses, including mobility learning and traineeships, in different informal learning contexts at the interface of academia and business.

With a focus on creativity and innovation it will contribute to the promotion and the valuing of those competences and learning outcomes that are of fundamental importance in our economy and that are acquired to a large extent in non-formalised learning contexts.

Finally, the project will contribute to an improved transparency of the acquired competences, to a higher variability of learning pathways and eventually to a better matching of learning contents and individual learning styles.

## **2.6.2 Civil-Military Cooperation Exercises**

**Francesca Sterzi**

The evolving nature of conflicts and complex emergencies in the contemporary international scenario requires the constant interaction between military and civil components of international field missions, and between these and the civil society of the host country.

The ability of the military component to interact with various elements of the non-military world has become of paramount importance at the strategic, operational, and tactical level. The need for integrating this know-how in different kinds of training activities has become evident.

In October 2013, upon request of the Command of the Airborne Brigade

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"Folgore" of the Italian Army, ITPCM acted as Political Advisor of the General Brigade Commander Lorenzo D'Addario during the active phase of Exercise "Pegasus 2013", held at the CE.SI.VA. (Centro Simulazione e Validazione dell'Esercito), in the premises of the Artillery Command in Civitavecchia (Rome). The exercise consisted in the rehearsal of the Brigade Headquarter as Command of a Joint Rapid Reaction Force, therefore encompassing the typical elements of those engagements named "Out of Area Missions" in NATO terminology. The role of the ITPCM was essentially linked to all aspects of the exercise, although my main task was to advise and assist the Commander in any decision having a potential strategic impact. During the development of different courses of action and response to crisis, I worked in close cooperation with the Civil-Military Cooperation (CIMIC) cell, with the Legal Advisor (LEGAD) and the Public Affairs Officer, ensuring that the political action was coherent with the narrative and the engagement of various national and international actors operating in the training scenario.

The Exercise "Eagle Joker 2014", to date one of the largest joint exercises ever conducted in Italy, has represented a unique opportunity for the ITPCM to contribute to another civil-military cooperation related activity. The exercise, conducted in October 2014 in various locations in Puglia and in Emilia Romagna, was aimed at completing the national validation process of the NATO Rapid Deployable Corps (NRDC-ITA) of Italy, a multinational, high-readiness headquarters, which can be quickly dispatched to command and control NATO troops on missions within or beyond the territory of NATO member states. During this experience, ITPCM was acted as Political Advisor of the White Cell, i.e. the cell representing the "outside world" of a military operation in the context of the exercise control. In other terms, the ITPCM task was that of a trainer, being the White Cell responsible for providing the necessary inputs (especially at strategic and operational level) to the Command undergoing the training on the basis of the training scenario. The role of the Political Advisor is particularly complex in this context given the high level of coordination required. Indeed, to effectively guarantee the consistency of the political narrative and to ascertain the correctness of the decisional outputs of the Command, a strong and constant interaction with low (LOCON) and high (HICON) levels of control of the exercise was required.

## 2.6.3 ENTRi Certification Activities

**Annalisa Creta**

The European Group on Training (EGT), of which the Scuola Sant'Anna was a founding member, pioneered a comprehensive approach to developing a standard for civilian crisis management training that offers a flexible model as reference point for training providers. This approach is based on standardised training contents for both core and specialisation courses delivered according to adult teaching methodologies. Through a carefully designed system of consolidation, the project has developed training modules for 14 courses (core and specialisation), organised some 68 training programmes for civilian aspects of crisis management, and developed a system of certification (including monitoring and evaluation) for specific core and specialisation training programmes thus permitting the EGT to accredit courses in the field of civilian crisis management as 'Certified EU Civilian Crisis Management Course – C<sup>3</sup>MC.'

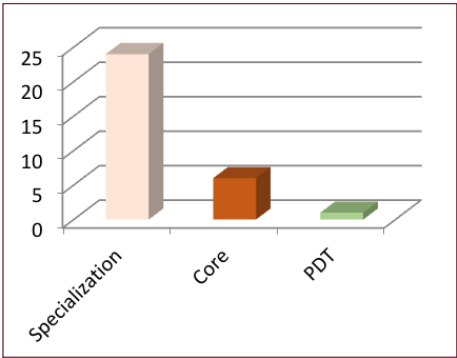
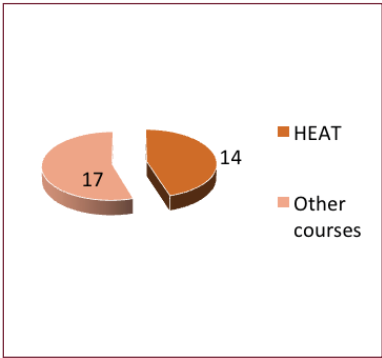
The increasing number of training institutions and training courses within and beyond the European Union aimed at preparing the civilian component of crisis management missions demands a continuous, enhanced and special effort to guarantee a more harmonised approach to training. Moreover, there is the need to make sure these standards integrate new elements the EU considers essential for pre-deployment training. The aim of the ENTRi project has precisely been that of continuing the certification of courses by using and updating the C<sup>3</sup>MC standards developed in the past by the European Group on Training (EGT) and by aligning them to the new training requirements and standards in order to offer a unique opportunity to training institutions active in Europe and beyond to deliver harmonised and certified training courses. With a view to achieve the above objectives a phased approach to revise, consolidate, strengthen and update the then EGT C<sup>3</sup>MC certification system was envisaged and implemented. Under phase I of the ENTRi project, all the EGT standard course curricula have been updated and streamlined and new course curricula developed. The ENTRi project Phase II envisaged further the fostering of the certification mechanisms through an enhanced promotion of European training standards with the development of new course concepts, the revision of existing ones and the certification of courses delivered by EU and non-EU training centres. Phase III focused

also on the consolidation and enhancement of a certification quality assurance framework. Indeed, the quality assured by ENTRI certification has been recognized by various ministries and international organisations, which in turn has led to other institutions getting their course curricula certified, thus creating greater industry-wide recognition of the need for common standards. ENTRI awards a C3MC label (which stands for Certified EU Civilian Crisis Management Course) to courses that meet its established standards and criteria.

The ENTRI certification system, that was run on behalf of ENTRI by the Scuola Sant'Anna as chair of the Certification Working Group, has been designed to enhance coherent and high-level training activities in the field of civilian crisis management. It offered an objective evaluation standard and allowed training institutions to align their courses with international standards that are recognised by organisations and professionals at the European level. The application for the C3MC label was open to course organisers within and outside Europe as long as their organisation is a legal entity in their country of origin and has previous experience in organising training courses for civilian crisis management. Private companies could not apply for the C3MC label. Only the various courses developed within ENTRI were available for certification (17). The ENTRI certification working group was tasked with reviewing all applications to ensure adherence to the certified minimum standards. Reviews were based on the application submitted by course organisers as well as random on-site visits during the delivery of the courses. A Quality Assurance Framework (QAF) has been developed for the ENTRI certification process and for certified courses by the Scuola Superiore Sant'Anna, the leader of the ENTRI certification working group.

On the basis of the periodic quality assurance review process, the working group gained an overview of the implementation path of certified courses and their results. This process allowed the working group to determine whether substantial changes had been made to certified courses and whether these were still compatible with ENTRI standards. Courses that are certified must prove that they fulfil certain minimum standards requested by ENTRI, while remaining open for further improvements. Once certification is awarded, it is valid for three years. The certification system set up under ENTRI constituted an objective standard for training institutions. The advantages of such objective standards were, among others, added recognition and credibility, increased overall efficiency as well as reduced costs. Also,

the participants' trust contributed to improve due to the compliance with certain minimum standards. With the end of the ENTRi project life cycle, also the certification mechanism is over. Work done under the project, the standards developed and the methodologies used for certification and quality assurance of trainings might influence the work of the EUCTG whose Terms of Reference, inter alia, at paragraph 11, state that the EU civilian CSDP training should [...] "g) make the best use of existing funded training activities and make sure training projects are well designed to support CSDP, including within the Commission and other EU bodies and services as well as within the Member States, both for generic and specialised training prior to deployment and as regards to in-mission training".<sup>1</sup>



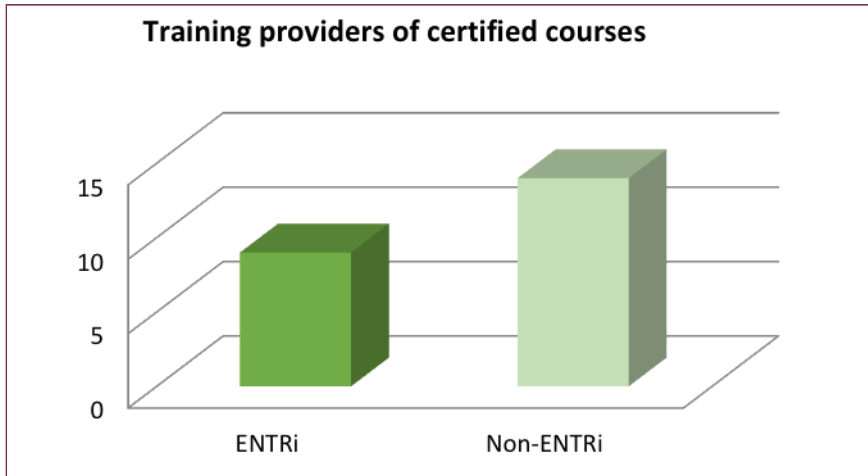
As an overview of ENTRi certified courses during phase 3 of the project, it can be said that as of 31 December 2018, 31 were the ENTRi-certified courses: 15 of them were HEAT courses, the remaining 17 core and specialization courses.

As of the end of December 2018, 14 of the 23 providers of ENTRi-certified courses were not part of the ENTRi consortium.

Between 2013 and 2018, there was an increased interest in the certification mechanism. In 2013 only three courses were certified, but by 2017 there

<sup>1</sup> *Terms of Reference for the EU Civilian Training Group (EUCTG)*, Council of the European Union, doc. 12312/18.

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were 35 ENTRI-certified courses available. Of these, 12 were newly certified or had had their certification renewed. The increase mirrors the widespread recognition that ENTRI-certified courses enjoyed, and the desire of institutions to obtain the certification.



# **Section 3**

## **Monitoring and Evaluation Activities**





### 3.1 A Brief Overview of the Monitoring and Evaluation Activities Carried out within ITPCM

Luisa Nardi

An ongoing monitoring and appraisal of all its activities has been one of the characteristics of the ITPCM since its establishment. However, it was only in 2004 that the ITPCM started offering monitoring and evaluation (M&E) services to external clients, at first largely related to other ongoing research and consultancy activities on decentralised cooperation issues. Thanks to the trust endowed by our clients, it quickly became clear that the M&E practice area held promising perspectives to influence policies on the one hand, and to provide new inputs to ongoing research on the other.

In over 10 years and thanks to the creation of a specialized ITPCM Unit with dedicated personnel, considerable experience has been gained on the evaluation of development projects and programmes. Indeed, taking into account ex ante, interim, final and ex-post evaluations, as of today the Unit has carried out evaluations of more than 1,000 projects whose total value is roughly 150 million Euros. A great deal of these projects has been evaluated under the aegis of the Tuscany Region, one of the Unit's main clients. The projects and programmes evaluated so far have spanned across a broad number of sectors, including, but not limited to, productive, social and vocational initiatives aiming to improve access to water and sanitation, to advance human rights, to provide humanitarian relief, to strengthen urban planning and so on. The actors targeted by the initiatives evaluated have also been numerous: farmers, herders, doctors, pupils, teachers, the disabled, women, indigenous peoples, migrants, local authorities and many, many more.

Likewise, the projects and programmes evaluated differed in magnitude and were financed by different donors such as the Italian Ministry of Foreign Affairs, UNDP, the European Union, private foundations, business actors and regional and local authorities. So far, several evaluation field missions have been undertaken in a number of countries, including Albania, Bosnia and Herzegovina, Brazil, Croatia, Eritrea, Lebanon, Macedonia, Nicaragua, Peru, Central African Republic, Senegal, Serbia and South Africa.

Having said that, some examples of the activities carried out by the Unit

are provided in the following paragraphs and can offer the reader a taste of its breadth and span, while a few additional words should be spent on the methodology followed.

The Unit strives to combine methodological rigor and clarity of the evaluation process. The working practice of the Evaluation Unit adopts the OECD-DAC internationally agreed principles for the evaluation of development initiatives, i.e. relevance, efficiency, effectiveness, sustainability and impact.

Assessments are conducted using quasi-experimental and non-experimental methodologies. In order to understand the level of success of development initiatives, the evaluation method makes use of Project Cycle Management and of its main tool, the Logical Framework, as well as other techniques, such as the Theory of Change.

The methodology used by the Evaluation Unit aims to support the learning process of their clients in understanding projects' strengths and weaknesses, in order to identify lessons learned and best practices of their interventions. This process is particularly useful for donors and organisations that want to answer more adequately to the challenges of complex contexts and to undertake a process of reflection on their work as a tool to improve their future strategies of intervention. Therefore, the elected approach for the bulk of the final evaluations undertaken by the Unit has been a formative, rather than a summative, one.

Furthermore, in conducting its evaluations the Unit always complements quantitative data with qualitative ones, through case studies, or just by conducting a high number of open-ended and semi-structured interviews with actors, stakeholders, and beneficiaries. Indeed, as widely recognised in the evaluation field, qualitative data are "rich data" – meaning that they provide a much clearer picture as to why certain activities worked or did not work – while being considerably more taxing to collect and challenging to analyse than purely quantitative or quali-quantitative data obtained through, for example, a sample survey. This explains why, in spite of their stated merits, qualitative data are quite rare in most evaluation reports. As for the ITPCM work, on the contrary, qualitative data is considered essential and work modalities have consequently been adapted by having, for example, a team of at least two people conducting interviews and field observations so as to prevent individual bias and loss of information.

As for the rest of the ITPCM, research is an essential component of the Unit's work, partly oriented towards exploring the various themes and issues

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addressed by the projects under evaluation, and partly towards further analysing evaluation methodologies and evaluation findings. Within this framework, it should be mentioned that the resulting academic work was, for instance, presented during the annual conference of the prestigious American Evaluation Association. Also, in recognition of the ITPCM commitment and leadership in this field, a member of the Unit was asked to co-chair the first ever session on development cooperation of the Italian Evaluation Association.

So as to complement what has been done until now and in line with the ITPCM mission and identity, one of the Unit's future challenges will be to organize high-level training on development evaluation currently in the courses.

## 3.2 The Monitoring and Evaluation Expertise of the ITPCM in Assessing the Impact of the Third Mission of the Scuola Superiore Sant'Anna: A New Challenge

**Annarosa Mezzasalma**

As described in the "Overview of the Monitoring and Evaluation Activities carried out within ITPCM", the ITPCM stands out for its remarkable expertise in evaluating development projects and programmes. This specific know-how can be made available for other assessment needs related to the increasing involvement of universities in the promotion of social and economic objectives, like the 2030 Agenda for Sustainable Development of the United Nations.

The Scuola Superiore Sant' Anna represents a learning community, whose motto is "A research university, a Scuola of talent, for a more sustainable and inclusive world". Therefore, the monitoring and evaluation experience of the ITPCM can be strategic to realize the mission of the Scuola considered its intention to measure the results it will achieve.

In the next years the Scuola will face global challenges, such as climate change, environmental sustainability, equity and social inclusion, health, economic impact of big data, artificial intelligence, security and new international relations. Research, training and "third mission" activities will be the tools to make the difference. Research-enhancing activities (patents, spin-offs, third-party research) and the activities connected to the improvement of societal wellbeing (public engagement, cultural assets, continuous education, clinical research and training, production and management of cultural heritage), will be crucial. For the Scuola the involvement in all these "third mission" activities means to become a centre of connectivity to attract the necessary human, economic, cultural and technological resources to enhance open science and innovation dynamics. The centrality of the Scuola in promoting shared interdisciplinary knowledge will depend on its capacity to be highly interlinked not only with its academic partners, but also with external key actors, locally and global.

Working with the most important national and international partners, the Scuola wants to consolidate its role of THINK TANK capable of giving

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concrete solutions to key issues that will be sketched analysing problems from various perspectives (ethical, economic, legal, technological, scientific).

To define development objectives and to assess the impact of its action, the Scuola takes as benchmark the 2030 Agenda for Sustainable Development of the UN, with its 17 goals, 169 target and 240 indicators.

The Scuola Superiore Sant' Anna intends to systematically measure the results of its "third mission", assessing the impact it is capable of generating. To this end, the "third mission" evaluation requested by the Italian National Agency for the Evaluation of the University and Research Systems (ANVUR) will be complimentary with the evaluation of teaching and research and with the general performance evaluation of the Scuola. The Scuola intends to use the indicators proposed by the ANVUR, but also those employed by various international bodies.

Considering the ambition of the Scuola regarding its contribution to the common good and social wellbeing, what is the qualified support that can be provided by the ITPCM?

The methodologies and the criteria used by the Evaluation Unit of the ITPCM are internationally agreed upon. The main aim of its assessment action is to support the learning process of the organisation whose project is evaluated. The purpose is to undertake an evaluation useful to understand the relevance, efficiency, effectiveness, sustainability and impact of the projects carried out, and to reflect on how to improve future strategies of intervention to achieve better results.

As to the commitment to the 2030 Agenda for Sustainable Development, the ITPCM can support the Scuola's action in defining SMART initiatives that are Specific, Measurable, Achievable, Resource-based with time bound deliverables, capitalizing its specific technical expertise in monitoring and evaluation, in particular in the field of international cooperation.

On the side of the evaluation of the "third mission", the ITPCM can help the Scuola's action along the complete process of intervention, this means starting from the analysis of the initial intervention premises to the final assessment of the generated impact.

In its last call concerning the Evaluation of Research Quality 2015-2019, ANVUR requests universities to describe the ultimate societal impact of their scientific research and training activities. The results achieved have to be evident and measured against a set of pertinent indicators, that can be self-certified and belong to internal or external evaluation systems. The

impact must highlight the difference in comparison with the initial state of the art. The impact must be highly significant from a social, economic and cultural perspective, showing that the intervention has created significant added value for a large and diverse audience of beneficiaries.

In the near future, the Scuola Superiore Sant' Anna has to face important challenges to perform its role as a civic university, capable of connecting itself not only with the productive system, but also with the citizens and the social context, putting the valorisation of knowledge and innovation at the centre of its three missions – training, research and third mission – to concretely contribute to the 2030 Agenda for Sustainable Development.

In collaboration and coordination with the other Scuola's Laboratories and Offices, the ITPCM can renew its areas of engagement and offer a qualified technical support in designing and managing the monitoring and evaluation mechanism of the Scuola "third mission" activities.









# **Alumni Testimonies**



### Ali Al-Bayati

My name is Ali Al-Bayati, I'm currently working with UNDP Afghanistan as Project Manager and Deputy Chief Electoral Advisor (Technical) on the UN Electoral Support Project (UNESP), which is the international community's programming vehicle that provided technical support and funding to the 2018 Wolesi Jirga (Parliamentary) elections and to the 2019 Presidential election in Afghanistan.

In 2015 I obtained a Ph.D. degree, from Scuola Superiore Sant 'Anna, in International Law and Human Rights, under the supervision of Andrea de Guttry, the ITPCM Director. This is when I first heard about The International Training Programme for Conflict Management (ITPCM).

I've been working on electoral processes since 2005 and in the field since 2009. Most places I worked were in post-conflict and politically and security charged environments such as Afghanistan, IRAQ, Somalia and Tunisia. Working in those places was/is very challenging and requires a lot of preparations physically and psychologically, before and after arriving there.

That's why many organizations, and especially the United Nations, oblige



Ali Al-Bayati

staff members who will be deployed in the field to participate to several trainings, in order to help them adapt to the harsh environment they will be working/living during their appointment.

Most of those trainings started with a theoretical approach which gave the staff member some sort of understanding of the legal framework and the international relevant conventions and treaties that might govern any situation that staff members face while delivering their duties. This theoretical part is essential. However, the practical lessons proved to be even more important to provide staff members with knowledge to deal with most of the challenges that might occur in the field.

I supported Professor de Guttry in delivering one of these trainings, organized by the International Training Programme for Conflict Management (ITPCM), in 2013. I found it very useful and the fact that it was delivered by highly qualified trainers, enable participants to acquire all the necessary information.

Finally, I'm happy to be part of Scuola Superiore Sant' Anna's family, part of the ITPCM's family and I'm very grateful for having received that opportunity. I wish the ITPCM all success and hope there will be chances to contribute to the 50th year celebration.

*Ali Al-Bayati*

## Serena Borsani

ITCPM programmes greatly contributed in shaping my professional carrier and part of my personality too.

I am Serena Borsani, currently working for the Check NGO People in Need as part time Education Advisor supporting a Girls Education project in Ethiopia. I attended the Master in Human Rights and Conflict Management in 2008 and the short course on Psychosocial Interventions in Migration, Emergency and Displacement in 2011. Thanks to my growing experience in the field of "Sport for development and peace," I also had the opportunity to give some lectures on that topic to students of following editions of both courses. After the Master, I expanded my interest to Education in Emergency and I worked in Zambia, Kenya, South Sudan and Lebanon before going back to Europe.

I can say the Master equipped me with the technical and practical knowledge I was looking for and it contributed in transforming me from a volunteer to a professional aid worker. In addition, as extra-benefit, the multicultural environment really opened my mind. Before the graduation, I was confident enough I would have found a good job opportunity and through the school career service, I received an offer from UN volunteer in Somalia with WFP. I opted to remain in Education but it was definitely a good alternative.

Despite many years have already passed I still remember with great pleasure the time spent in Pisa at Scuola Sant' Anna. Since the beginning, I noticed the professional environment, the approach to quality education and the attention to details applied by ITCPM on its training programs. However, I



Serena Borsani

was even more impressed by the passion most of lectures and administration staff had. I still clearly recall some practical stories and advises mentioned in class by international experts, and their massive field experience was almost touchable in the room. Just to mention few names. William G. O'Neill, a lawyer specializing in humanitarian, human rights, and refugee law and Osama Safa, a specialist in conflict resolution with massive experience in the MENA region. Or Emanuele Sommario, the forever young Harry Potter, with his incredible ability of explaining super complicated concepts and case studies of Human Right Law and International Humanitarian Law in a very clear way. Not to mention the unique way of teaching of Professor Andrea de Guttry, with real performances we were often becoming part of, with some panic moment when we were not ready to give a smart answer. It was impossible not to learn. And of course, Alessia Lenci, the tutor, our angel, always kind and ready to help us in solving any sort of problem. What a team!

Interesting enough I met former ITPCM students from different Master editions all over the world and they were all enthusiastic about the Master program and when you start chatting it seems you know each other since ages. That means something...

*Serena Borsani*

### Camilla Brunori

My name is Camilla Brunori and I am currently working as an assistant for the Corporate Partnerships Office of Oxfam Italia in Florence.

In 2018, I was admitted to the sixteenth edition of the Master of Human Rights and Conflict Management program at the Scuola Superiore Sant' Anna in Pisa. Thanks to the Master's program I have acquired a strong knowledge of the main human rights instruments, standards, and bodies necessary to apply a human rights approach to conflict management.



Camilla Brunori

Further, the multidisciplinary nature of the program allowed me to gain the tools to become a critical thinker, while the variety of international teachers offered me the opportunity to benefit from different teaching methods and exam styles.

Alongside a solid theoretical background, the program also pushed me out of my comfort zone through numerous advocacy exercises and simulations. These showcased a practical application of the notions learned in class and taught me effective decision-making in stressful and sensitive situations.

The Master's program also gave me the opportunity to conduct a research on the right to sanitation in the Ethiopian capital of Addis Ababa. Such experience permitted me to actually use the tools gained during my studies by operating directly on the field.

These skills were extremely useful throughout my recent work experience. The tight schedule enforced by the Master has allowed me to develop discipline and a capacity to manage my work while meeting deadlines. My understanding of national, regional, international, and non-governmental organizations that promote actions for the protection of human rights



enabled me to quickly adapt to the complex work environment of Oxfam Confederation and understand its mandate and mission. By being immersed in the international environment of a high-level educational institution, together with the research I conducted in Ethiopia, I developed critical communication skills that I use in my daily interactions with the private sector. Furthermore, utilizing the analytical and organizational tasks required in both the theoretical and practical exercises offered by the master's program, allowed me to increase the confidence in performing my internship' responsibilities, which include drafting of ethical checks on companies with high engagement potential, creating presentation materials and proposals to potential new donors, and arranging meeting reports.

Last but not least the greatest value of the Master lies within my peers, a group of thought-provoking students with diverse, international backgrounds with whom I shared moments of collaboration and as well as moments of empathy while dealing with the stress of academic life. They have been, and continue to be, a critical source of inspiration, help, and support.

Most of all I want to recall the greatest lesson I learned from one of the teachers of my Master's program, which is that most of life's issues can be resolved if you "rephrase them in a proper manner".

*Camilla Brunori*

### Nathalia Campos

In 2017 I was engaged in searching for an ideal master's programme on human rights, based on transdisciplinary theories, practice-oriented and involving also students and lecturers from the global south. As soon as I got to know the Master in Human Rights and Conflict Management I realized that one was the programme I was looking for. I attended the MHRCM's XVI edition and in October 2019 I gained my diploma. For the occasion of ITPCM's 25th Anniversary, I am glad to highlight how attending this master added value on my career.

It was a demanding master and a worthwhile investment. We had experienced lecturers, from different parts of the world, coming from the academy and different areas. Also, the staff was prepared and available to support me, mainly on the internship. They helped me to write a good CV, presented me to different organisations I could be interested in and helped me to find an internship matching my career perspectives. I had the opportunity to start my way on migration and refugee field and to be acquainted on the niches in which my previous interests – mental health and psychosocial support, in general – combined with the newly competencies I gained through the master. I had my internship in a Mexican NGO and migrant shelter, then I volunteered for the UN in a humanitarian logistic taskforce and finally, from April 2019 to January 2020 I worked as human rights specialist in the UNFPA humanitarian programme in Brazil.

During the master, many lessons were conducted through role-plays. From my former humanitarian experiences, I found interesting to realize how often I remembered those role-plays and use them as a source to decide the proper way to act on different issues. In the lectures, Professor de Guttry, for example, used to ask "*Who's the boss?*" after the role-play to give feedback to the participants. Based on the answer, we used to acknowledge whether our acting was appropriate to the situation.

Working in the field is tough and sometimes volatile and I was asked to take many, rapid and assertive decisions, daily. At times, I used to mentally ask myself "*Who's the Boss?*" and, based on the answer, to decide my approach or even the tone of my message. I found it so funny to recognize how that simple question was a useful tool, giving me the possibility to understand how proper communication opens doors and eases the work in the field. Indeed, the role-plays benefited me in taking the most suitable

approach to a range of issues, especially relations with the government, other organisations (NGOs and IOs), clusters, the army and the local population. That was an example of one competence I have developed through the master.

I would like to take this opportunity to thank again the ITPCM, the MHRCM, mainly those professionals involved in the XVI edition for all the support on my career. Wish all the best to the upcoming trainings and hope my path will cross to the ITPCM's again soon.

*Nathalia Campos*

### Linda Darkwa

I am a Senior Research Fellow at the Legon Centre for International Affairs and Diplomacy, currently on leave and serving as the Coordinator for the Training for Peace Programme, a Norwegian funded capacity support programme to the African Union Commission.

In 2003, I was privileged to attend two courses organised by the International Training Programme for Conflict Management (ITPCM) – the Core Course within the European Community Project on Training for Civilian Aspects of Crisis Management (3–14 February 2003) and the Human Rights Course within the European Community Project on Training for Civilian Aspects of Crisis Management (19–28 March 2003). Even though the training audience of the two courses were Europeans, I was offered a rare opportunity to participate in the trainings.

These two courses have played invaluable roles in my professional development. The knowledge provided in the first course, through lectures and the real-life simulated exercise, was my introduction to civilian participation in crisis management; an experience that has served me well in the fourteen years of my career. The second course offered me the opportunity for a structured and intensive course on Human Rights. Having at the time enrolled to undertake a PhD in Human Rights in Political Sciences, the course served as an excellent introductory overview for me. A unique characteristic of the Core Course was the use of a combination of lectures and simulation exercise. The latter made it possible for someone like me who had never



Linda Darkwa

been to a theatre of operation, to have a feel of what to expect in a mission.

In addition to the two courses, the ITPCM offered me the first opportunity to deliver a Panel discussion on the subject of Human Rights in Africa. It ignited my passion for training and equipped me with the fundamentals upon which I have developed the Curriculum Development and Training aspects of my career. Since 2007, I have served in various capacities in the field of peace and security and whether I am training on Disarmament, Demobilization and Reintegration in South Sudan, training the Human Rights Committee of the Sudan Parliament, training Human Rights Field Officers in the Democratic Republic of Congo, conducting a Training Needs Analysis in Somalia, or undertaking field research in Mali, the principles instilled in me through the Core course, as a civilian engaging in a conflict environment, has guided my efforts and contributed to my safety and security in volatile situations.

ITPCM provided me with lifelong skills that has contributed immensely in shaping my career in peace and security. Seventeen years after participating in the two courses, I still draw extensively from the knowledge gained, in my work, particularly concerning the development of civilian capacities in AU peace operations. The knowledge acquired during the two courses have enabled me to contribute to the African Union's efforts at developing the civilian dimension of its peace support operations.

*Linda Darkwa*

## Mulanda El Lwamba Juma

Studying at the International Programme for Conflict Management (ITPCM) has been very educational and inspiring. I found ITPCM of the Scuola Superiore Sant'Anna to be a friendly and highly professional academic environment.

I came to ITPCM directly from Africa. It was the first academic school I attended outside the continent of Africa. The adjustment to the new academic environment did not take long, though, because I was already exposed to academic schools in South Africa where the academic standard is high. I did, however, find that the ITPCM standard was even higher. I promised myself that I would excel in order for the school to offer more scholarships to African students who could make use of this unique opportunity to learn as I did. They too could learn skills such as electoral administration, election observation, conflict management, humanitarian assistance and various legal frameworks. I kept my promise! This was made possible by a number of factors, including highly professional academic staff and friendly students.

As part of the formation, the school provided me with other opportunities. I became the rapporteur of high-level meetings between the European Union and the African Union on peace and security in Africa. This offered me an incredible opportunity to contribute to policy recommendations for the



Dr. Mulanda El Lwamba Juma during a peacekeeping course in South Africa in 2016

promotion of peace and security in Africa. Through ITPCM, I came to learn that education heals the wounds of poverty and violence and promotes and protects human rights. Skills of electoral policy and administration, conflict management, development and human rights, among others, have strengthened my capacity to initiate and lead pan-African, regional and national programmes and projects in Africa.

In the past few years, I worked as Southern African regional peacebuilding coordinator with Mennonite Central Committee (MCC) and as Coordinator of the Peace Studies programme at St Augustine College where I initiated a pan-African training programme on civilian peacebuilding capacity in partnership with the ITPCM. Some of the alumni have reported using the skills in international field operations in the Democratic Republic of Congo, South Sudan and elsewhere in Africa. Others are working to promote peace in their own organisations and communities. I am now lecturing at the School of Electoral Training in Central Africa where I teach on Ethics and Electoral Integrity while working as the Democratic Republic of Congo (DRC) and Angola Country Director with MCC. ITPCM training was useful in this role where I had an immeasurable opportunity to lead significant humanitarian assistance and peacebuilding programmes in DRC and Angola, guided by humanitarian standards. I was also able to use skills and knowledge from the Master in Electoral Administration in training national and international observers on election observation and monitoring. In addition, I also provided technical advice and support to the Council of Churches of Congo Electoral Observation Mission, which was made up of over 10,000 observers during the 2018 general elections. In Zimbabwe, this skill became handy when I worked as an international election observer and contributed to the final communique of the Council of Churches of Zimbabwe on the 2018 general election.

Many things made my life enjoyable at ITPCM at Scuola Superiore Sant'Anna. I enjoyed meeting excellent professors and students from all over the world, including Italy, China, Uzbekistan, Iraq, Japan and Peru; I made many friends among them. Learning Italian was another highlight of my time at the school and in Italy. I enjoyed seeing Italians speaking Italian. The words are so sweet. The body language makes the language even more enjoyable. *Mamma mia!*

*Mulanda El Lwamba Juma*



### MariaSole Fanuzzi

I am the Protection Manager in Syria with the Danish Refugee Council. When I first started the Master's in Human Rights and Conflict Management at Scuola Sant'Anna of Pisa in 2017, I was a young graduated student with a legal background and a previous master's in diplomatic studies. The impact of the Master's in Pisa on my personal career development and growth has been terrific. The most ground-breaking change it prompted within myself has been that it turned me from being a student aiming at excellent results into a junior professional that was approaching for the first time a highly competitive, borderless, and extremely specialized labor market with no previous field experience. Changing mindset has been the most difficult exercise I had to do at the time: it implied to picture myself in something and as someone that I did not really know by experience. It was like building up a new identity, retaining what was useful from my background, but also developing new skills, competencies and attitudes that have proved to be fundamental for me to break it through.



MariaSole Fanuzzi with some colleagues from the Master in Human Rights and Conflict Management



Doing this is no individual effort. Although each one of us needs to understand what is important in our background to put at the forefront of our efforts into this career, it would be hardly possible to do so without the support of a dedicated team that knows what it takes for a young professional to find a place in such an ever-changing, life-giving, and extremely demanding job sector. Without the support of the team of the Scuola, I would have never found the new myself that led me into the life and work of a field humanitarian. Thanks to the support of the Master's, I got my first deployment on the ground: I started with an internship as Protection Coordinator Assistant in Juba, South Sudan, with INTERSOS.

I owe the Master's also some of the best friends and some of the most special moments I have! The Master's takes place in Pisa, and Pisa is the only place where this Master's could ever be what it is! The city and the university are bound in a unique 360 experience: study and personal discovery just melt in an environment that allows students to reach out to many corners around the world just while being in one building. I remember the one of the feelings I constantly had all along my stay was that the place had multiple dimensions: it was possible to move from a continent to another just by opening the door into a seminar room, or by signing up for a movie night at the progressive arts theater!

Life at the Master's has been fulfilling, purposing and thrilling: we came from different walks of life and we carried many hopes for what was awaiting for us. I wish future Master's students to find around the nooks and crannies of Pisa their way to wherever in the world they are meant to be!

*MariaSole Fanuzzi*

### Sara Laurini

My name is Sara Laurini and I am currently working at IOM Rome as the Migration and Health Focal Point.

I attended the Master of Arts in Human Rights and Conflict Management in its 2004-2005 edition, which provided me with an environment characterized by professionalism, expertise and mutual respect, but also a good sense of humour and deep human relationships.

Since then, many years have passed and I have had the unique opportunity of working in different capacities in several conflict and post-conflict countries, such as Colombia, Nepal, South Sudan, Timor-Leste, Sudan, and Ukraine, with a wide range of international organizations, both governmental and non-governmental. During those years, I applied and strengthened all the competencies, theoretical knowledge and practical tools, acquired throughout the Master, bearing in mind the idea that every trivialization in any highly complex area is dangerous and misleading, an assumption the Master continuously highlighted with different and in-depth perspectives and analyses, as well as by bringing high profile professors, researchers and lecturers.

Although I cannot recall all the details, I remember one of the guests representing a UN agency, who, invited to speak about international job opportunities, told us that the field of migration would see an expansion in the upcoming years; this prophecy ended up being absolutely true in my professional development when, in 2014, I decided "to close the circle" and come back to Italy. Since then, indeed, I have been working with asylum seekers, refugees and migrants who bring "here" what I was probably looking for "out there".

During my wide range of experiences, Scuola Superiore Sant' Anna and ITPCM continued to be a point of reference and a safe place to come back to any time I felt the need for quality refresher trainings, valuable suggestions and exchanges.

*Sara Laurini*

## Guiomar Levi Setti

The experience at ITPCM represented a milestone for my professional and personal growth. My name is Guiomar Levi-Setti and I am currently Human Resources & Finance Project Manager at Médecins sans Frontières.

I had the privilege to attend several ITPCM activities both as a participant and as an organizer and being able to have this double perspective has tremendously contributed to my career path.

I have very fond memories of the time spent in Pisa while attending the Master in Human Rights and Conflict Management in 2014, and the interactive real case scenarios and simulations were by far one of the greatest experience. Being able to participate to trainings in Personal Security and Safety in hostile environments at the very early stage of my career provided me with the necessary awareness and capacity to understand the risks of working in the humanitarian and development sectors.

In 2017 I joined the ITPCM as Project Officer to organize various training programs on human rights, conflict management and career development to the benefit of multiple audiences such as judges, diplomats, peacekeeping personnel and electoral observers. Having the opportunity to manage these initiatives from their conception to final evaluation and



Guiomar Levi Setti next to Prof. de Guttry, during an ITPCM course on Human Rights organised for Judges from Niger

directly implementing them in several Sub-Saharan countries helped me to learn strong mediation skills and to further grow my cultural awareness and sensitivity.

After several years I still find relevant the foundational knowledge I gained during the Master that I am currently applying while conducting humanitarian work in the field. Moreover, I have realized the importance of what Professor de Guttry taught us on the process of lifelong learning.

The strong bond I developed with my friends and colleagues at Sant' Anna School of Advanced Studies creates a global community of passionate and courageous human beings. I am about to leave for my second mission in the Democratic Republic of Congo and I am sure that I will be able to come across an ITPCM's alumni.

*Guiomar Levi Setti*

## Zeudi Liew

With over 10 years of experiences in protracted protection crisis, I have worked with international NGOs as well as with UN agencies. Currently a Child Protection Advisor, specialised in emergency settings, I am working as a freelance consultant looking at capacity building, research and assessments on the ground. Throughout the years I have provided technical support around best interest determination, case management and psychosocial support, working extensively with children and armed conflict, unaccompanied girls and boys in refugee settings and internal settlements and children on the move.

I have worked extensively in the Middle East, Afghanistan, Balkans and Nepal and when I do not travel for work, I do it for personal interest with a passion for photography!

I had the opportunity and pleasure to attend the MA in Human Rights and Conflict Management part of the International Training Programme for Conflict Management (ITPCM) at the Scuola Superiore Sant' Anna along a short course on Child Protection.

Both courses at the ITPCM were "ground-breaking" and they initiated me to the human rights and humanitarian work, leading to many more opportunities that shaped my actual career path, mindset and lifestyle. Through the combination of theoretical and practical sessions, the Master at the ITPCM was a dynamic learning environment; lecturers were flexible with students and opened to further discussion and today, after many years, I still remember those of whom were inspiring to me, for their commitment, passion, and peculiar way of lecturing!

Role plays during International Law classes, the preciseness and accuracy of case studies during the International Humanitarian Law sessions and the engaging first-hand experience shared during the human rights classes...

All of the above were learnings that today with pleasure I propose to participants myself when holding a training.

I was very lucky with my classmates: distinctive personalities, creative, fun, a good team to be in. Those were the very first people with whom I "rehearsed" the professional lifestyle that many of us humanitarian often face while being in the field where moment of leisure, work and personal moments are frequently shared on daily basis.

The Master provided me with a glimpse of what would have become clearer in the coming years. In brief how the field of human rights and con-



Zeudi Liew

flict management are areas that bring up some unique and challenging issues, which are often emotionally taxing and nerve-wracking. Working for child rights and child protection in armed conflict, requires good problem solving when it comes at hardships that might change the outlook on life, or challenging relationships to deal with. Surely in this regard, the Master laid the pillars in building negotiation, communication and analytical skills, along the ability to be adaptable in a multicultural environment, all key components in my everyday work life.

I feel very privileged in working as a Child Protection Advisor, and very privileged in having had the opportunity to attend the Master in Human Rights and Conflict Management at the ITPCM, which for sure gave an important steer to my professional and personal life.

*Zeudi Liew*

## Taygeti Michalakea

My choice of pursuing a PhD at the Institute of Law, Politics and Development of Scuola Superiore Sant' Anna was largely influenced by the Institute's engagement with conflict issues. My background as a former UN employee and human rights lawyer suited the environment of DIRPOLIS, which is characterized by cross-fertilization between academia and practice.

During the years of the PhD, researchers are encouraged not only to produce high quality academic research, but also to engage with gathering data directly from the field, something that is not common in legal research, usually confined in the narrow space of a library. My research analyzed the implication of corporate actors in conflicts and their subsequent engagement with transitional justice. With the support of DIRPOLIS, I conducted



Dr. Taygeti Michalakea

field research in Colombia, which proved to be an unprecedented experience that defined and shaped my academic profile. Crucial to my academic development was also the similarity of interests with my colleagues and the peculiarity and innovative character of our projects. None of us did simply research from the library; we created a vivid and versatile community of researchers working on and from Tunisia, Liberia, Iraq, the Balkans, and Australia!

In the framework of the PhD, I also had the chance to benefit from various other activities organized by the International Training Programme for Conflict Management. Seminal among them was my participation in the Training Course on Peace-Building and Peacekeeping Operations which was held in Somaliland during March 2016. I treasure that experience not only for the in-depth knowledge of the African human rights system that I acquired, but mostly for the opportunity to have fruitful discussions on justice and human rights with fellow participants from different countries, cultural and religious backgrounds.

A very different experience was my participation in the Hostile Environment Awareness training organized by the ITPCM. During that training, employees of various international organizations undergo a special security training, aimed to prepare them for quite 'insecure' and dangerous incidents. Although a simulation exercise, it was a very challenging one, that fulfilled its goal of not being forgotten by the participants, many years after its completion!

My more recent engagement with ITPCM was from the organization side, as tutor for the EU Aid Volunteers Training. Young people, from all over Europe, participate in that training before being deployed in non-governmental organizations across the world. This was the most vibrant training of all, as the enthusiasm and interest were running high. Most of all it was striking to notice that the main motivation of the participants was sheer solidarity feelings and willingness to create a more just world.

*Taygeti Michalakea*



## Sophie Nanyongo Monono

I am Sophie Nanyongo Monono, diplomat by career working at the Ministry of External Relations of Cameroon. I wear other casquettes like; National Director of the Foundation for Peace and Solidarity (FPS); President of Cameroon International Model United Nations (CAMERIMUN); founder of Open World Platform (OWP).

My experience with the International Training Programme for Conflict Management (ITPCM) ran from 2012 to 2016 under the banner of a joint international training programme on Civilian Peace Support Operations. This training programme was co-organised by FPS, ITPCM, and the International Relations

Institute of Cameroon (IRIC). During these programmes, I was marked by the specific role plays used to explain concepts. These programmes motivated and fuelled my interest in domains like; conflicts resolution, peace building, humanitarian aid and election observation. As a result, I undertook some online courses; *Unarmed Civilian Protection*, by UNITAR July 2016, *Humanitarian Response to Conflict and Disaster* by HarvardX, October 2016. I was equally privileged to be the first Cameroonian to attend the *Interfaith Dialogue on Violent Extremism (AU-iDove)*, *Intercontinental Youth Forum (IYF)* Addis Ababa, February 2017.

Another major activity which was life transforming and a plus for my professional career was the one month internship with the ITPCM in 2013. During this period, I acted as Tutor Assistant within the course: "World Food Programme: IT Emergency Management Training" at the Scuola Superiore Sant'Anna campus in Pisa.

As an intern I learnt core values which I still uphold today; the importance of being authentic in write-ups and presentations, giving credit to sources and avoid plagiarism. I discovered the file hosting service and software called "dropbox" which I had never known prior to this internship. I



Sophie Nanyongo Monono

remember being obliged to respect deadlines and commit to a specific work rhythm which has today become my *modus operandi*. Evaluating work done and getting the opinion of participants via a unique evaluation system is also what marked me during my work with ITPCM; the staff gave so much attention to the remarks of attendees of the course organised in order to align the objectives with the demands of attendees.

The simulation on kidnapping with the Italian Airborne Brigade Folgore opened my eyes to the reality of what happens on the field and how to act if such a situation were to occur. Upon my return to Cameroon, we also initiated this aspect of giving participants a taste of field experience with the Cameroon military which left participants satisfied and improved the quality of our programmes.

As an organiser of conferences and training programs in FPS and other youth associations, the practical lessons learnt and skills gained during my internship with ITPCM helped me improve my organisational skills and contributed to quality delivery of our programmes. This could clearly be seen with the outcome of our annual youth conference called *Cameroon International Model United Nations*. Working with the ITPCM team helped me understand research dynamics which I am applying today in my daily activities as a diplomat.

*Sophie Nanyongo Monono*

## Eyole Nganje Monono

I was born in 1988, and I live in Buea, a multicultural town at the foot of Mount Cameroon. As a young boy, I was interested in societal issues, these concerns motivated me to study Sociology and Anthropology at the University of Buea (UB), Cameroon where I obtained a B.Sc. degree and a Diploma in Law in 2010. My quest for more knowledge made me to have two master's degrees in 2013 and 2016. One of the M.Sc. degrees was in International Relations, with Specialty in Regional Integration and Management of Communal Institutions at the prestigious International Relations Institute of Cameroon (IRIC), Yaoundé. The second M.Sc. was in Anthropology from UB. Presently, I am a PhD candidate in Sociology at the Department of Sociology and Anthropology (UB). Currently I am an instructor at the Department of Sociology and Anthropology in UB where I teach many sociology and anthropology undergraduate courses. I also teach sociology of law at the Department of French Private Law, Faculty of Law and Political Sciences, UB. I equally work with the Non-Governmental Organization the Centre for Research on Democracy and Development in Africa (CEREDDA), as the Assistant Secretary General and Associate Programme Director for Electoral Operations and Governance.

I attended the International Training Programme for Conflict Management of the Scuola Superiore Sant' Anna trainings at IRIC Yaoundé-Cameroon. The trainings on Peace Building and Support Operational for Civilian Personal and the International Training Programme for Election Observation. The key take away that has remained a mark in my memory is the fact that elections can either be means of enhancing peace or a trigger to violence. These trainings helped shape my leadership and professional skills in democracy, elections and governance issues. Thanks to the trainings I was able to head CEREDDA's national election observation team in



Eyole Nganje Monono

the 2018 Senatorial and Presidential Elections, 2020 Municipal and Legislative Elections in Cameroon.

These ITPCM trainings has also sharpen my writing and analytical skills, over the past few years I have published several articles in academic journals, newspapers and have equally presented papers on issue of democracy in African Union meetings around the African Continent.

In 2019 I was one of the 6 Cameroonian participants who were selected to attend the Third Youth Academy on "Youth Contribution to Prevent/Mitigate Electoral and Political Violence in African Countries" holding in Kigali, Rwanda. The ITPCM training in 2013, was the steppingstone to the field of elections observation and peace building activities.

*Eyole Nganje Monono*

## Camilla Nicoletti

My name is Camilla Nicoletti and I am a graduate of the Master in Human Rights and Conflict Management at the Scuola Superiore Sant'Anna of Pisa. Today, I am part of the International Staff at NATO Headquarters in Brussels, in the Press and Media Section of the Public Diplomacy Division.

During my Master programme, I was able to undertake a variety of modules relating to Conflict Management, International Peace-Building and Peace-Keeping Operations and International Law, which served to strengthen my passion in this field. Furthermore, the variety of teachers and speakers, which attended, allowed us to come into contact with a wide range of international specialists. This particular Master was different from others,



Camilla Nicoletti at the United Nations Headquarters in New York in 2017

as it allowed us to tie together academic knowledge to a more concrete field-oriented approach. Indeed, part of the Master programme was aimed at a hands-on approach; including pre-mission medical preparation and first aid, as well as stress management. In particular, I remember the opportunity we were given to train with the Italian Military for Personal Security in Emergency Situations, as one of the key aspects of the programme.

It was during this time that I applied for an internship position at NATO, in the International Military Staff Cooperative Security Division which dealt with NATO's partners; both International Organizations and Non-Governmental Organizations. I firmly believe that the Master from Sant'Anna helped make the difference in my application, as it allowed me to present a variety of skills which went beyond that of pure academia. Aside from the initial interview, the actual day-to-day experience at NATO highlighted how up to date and relevant the Master programme had been, as I was already familiar with the majority of the information I came into contact with. Moreover, my well-rounded preparation resulted in the ability to master a variety of skills which were appreciated as valuable support for the work of the International Military Staff.

*Camilla Nicoletti*

## Domenico Vallario

I am Domenico Vallario, I am Italian and I live in Strasbourg, France, where I am currently working as Assistant Lawyer at the European Court of Human Rights.

I approached the ITPCM soon after my Degree in Law; at the time I was looking for opportunities to enhance my knowledge of international law and of human rights' promotion and protection, in particular training programmes that would combine top-ranking academic knowledge with practical lessons from people who daily operate in the field.

The activities offered by the ITPCM turned to be the perfect match for my needs. I participated in two of them: the XX Edition of the Summer School "the Civilian Personnel of PK/PB operations and of Political Missions" in July 2014 and the XIII Edition (2014/2015) of the MA in Human Rights and Conflict Management.

In a unique setting (Sant' Anna Convent, Pisa, Tuscany, what else?), I had the chance to live, study and work with people from all over the world, to attend classes taught by renowned professors and practitioners and to undertake challenging practical trainings. Moreover, I have met lots of interesting people, many of whom are still friends nowadays.

I have got many fond memories of those years (apart from the wonderful gala dinners!). I cannot fail to recall the interactive international law classes in which the students, while attending a normal class on the role of the organs of the UN, would find themselves at any moment playing the role of members of the Security Council and would have to act accordingly (the words "unable or unwilling" still resound in my ears...); and those on human rights law and electoral observation, which came in handy during my working experiences in Cambodia (in a local human rights NGO), at the



Domenico Vallario

Venice Commission (where I participated in two electoral observation missions) and at the ECtHR. I also had the chance of meeting personally with the Former Minister of Foreign Affairs of Somaliland and architect of the UNAMID mission, H.E. Yonis, and with Italian Former Prime Minister Enrico Letta, who both delivered high-level conferences, the latter on the occasion of the 20th anniversary of the ITPCM. Finally, I can say without question that I have lived experiences I could hardly have lived elsewhere, such as the one-day training with the Folgore Brigade (I cannot say more, I am sorry!) and the three days stage at the Center of Excellence for Stability Police Units (CoESPU), where we simulated a scenario-based training exercise for peacekeepers, side by side with police agents from all over the world.

In brief, the ITPCM's activities have undoubtedly helped me in building my international profile and in preparing me for the big leap into the working life, enhancing my personal and professional skills. It is then also thanks to the ITPCM, to its teachings and to the people that I have met in Pisa, that I got to where I am.

Happy birthday to the ITPCM! Sant' Anna friends, I hope to see you soon again!

*Domenico Vallario*



## Stephen Wetheo Musau

I am currently serving as a Director in charge of Inspections, Research and Monitoring with the Independent Policing Oversight Authority ([www.ipoa.go.ke](http://www.ipoa.go.ke)), which is a civilian policing oversight statutory body in Kenya. I attended the Master of Arts in Human Rights and Conflict Management (MAHRCM) in 2011. The Master course was an eye opener, provided new and practical understanding of human entitlements, and created very rare links between human rights and conflict management, theoretically and practically. Comparing myself as a human rights practitioner before I undertook the course and after the Master, the course brought in new insights on human rights, with strong legal foundation and the connections to the international community, laying the strong basis on the state obligations as per the United Nation system. The dictum class work and the strong field-oriented accomplishments prepared me for the kind of job I do with elaborate state agency cooperation on police and policing oversight, and more so after the promulgation of the new Constitution in Kenya in August 2010. The Master holistically prepared me to work with either the civil society organisations (NGOs), Government or any other organisations in line with entrenching democratic values and principles of human rights and good governance including professionalism, accountability, transparency, rule of law, public participation among others.

What I remember most in the class work was the critical attention that was paid in understanding the UN Charter and why it is so important in understanding diplomacy, international relations and the UN system, including how treaties are accented to, signed or ratified, and the meaning of these in contexts of state accountability, Prof. Andrea de Guttry comes into mind. Also, the practical nature of human rights field operations stood out, including working in difficult environments. The practical approaches to interrogations, probing and interviews whether working in humanitarian or human rights organisations also was commendable. The professional experts who were brought in from the field, with practical experiences, also made the course lively and realistic. I still remember how various experts admirably explained their fields. For instance, Professor William O'Neill brought out the practical aspects of human rights in the field and how one could go collecting the much-needed information on human rights violations, in very diverse perspectives.

With these great lessons learnt from the Master, I have competently

applied the content and approach I learned in my professional field where I direct inspections of police premises and detention facilities, monitoring of police operations affecting members of the public and research. The gathered facts from this work inform the desired law enforcement reforms in Kenya, with human rights-based approaches, including the working environments of the law enforcement officials as seen in the photo below.



A worn-out furniture and a shabby crime office in a Police Station in Kenya. Such working environments among other factors make law enforcement officials look unprofessional and inform the recommendations towards making the Services fully professional, while also respecting, protecting and fulfilling their right to decent work and working environment (Photo Courtesy of IPOA).

Child protection and gender mainstreaming in law enforcement activities has been of critical concern to me as guided by the UN Convention on the Rights of the Child (CRC) and the Elimination of all forms of Discrimination against Women (CEDAW) respectively. This has seen law enforcement institutions being critical of child protection and women police officers being promoted to decision making levels within the National Police Service in Kenya.

Interestingly, not all is rosy in the work of human rights in Kenya as many do not take human rights seriously, and mostly so law enforcement officials. Quite often, derogatory remarks are made demeaning human rights and may

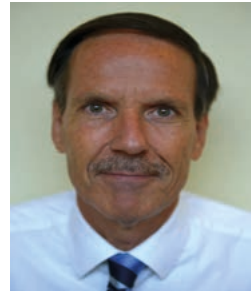
compromise one's belief in human rights. Some of these include *"do human rights put food on the table"*, *"human rights are for activists, self-seekers who want to be recognised"*, *"who eats human rights"* or *"what does one gain by protecting human rights so that we (law enforcers) can also gain and protect them?"* However, and convincingly so, the Master has remained an inspiration towards professional approach to the work I do and will not hesitate entrenching human rights in all government and state operations.

*Stephen Wetheo Musau*

## Concluding Remarks and Expressions of Gratitude

Andrea de Guttry

The aim of this publication is that of presenting a snapshot of the manifold activities carried out in the framework of ITCPM since its foundation back in 1995. We hope that we have been able to provide readers with a comprehensive overview of our past activities and how they have evolved over the last 25 years. We invested a lot of energy, time and financial resources to accomplish all these activities, but we received even more gratitude, enthusiasm and new ideas from all our partners and participants in our activities and events. These 25 years represent a very rewarding period for us and we are proud of what we did. It is always possible to do better, but we would like to reassure all of you that we have done the best we could.



Prof. Andrea de Guttry

Finally, allow me to express my personal thanks to all those who, within the ITCPM, playing different roles and tasks, have contributed in these 25 years to its success:

- all the trainers and facilitators who joined us from all the world, very often under difficult conditions, and always showed an incredible enthusiasm and professionalism, which contributed to enrich the participants: **THANK YOU!**
- all the staff and the logistical officers who worked with and for us, mainly but not exclusively, in Pisa: they worked relentlessly, always with a smile on their face and were never discouraged by the problems, sometimes very complicated, they had to face with the Director of the ITCPM and with the participants coming from different parts of the world and having specific issues which needed to be dealt with in a quick and positive manner. I am very much indebted to each of them who contributed in an essential manner to transform an idea into reality. Without them we would never have been able to achieve the results which we are proud to present in this booklet. **THANK YOU!**
- all national and international institutions that trusted in us and request-

ed us to conduct more and more research and training activities and/or hosted our students as interns and then as professional workers: we did our best to accommodate your wishes and we appreciated your flexibility and very often your interest in listening to our ideas on how to improve various activities and in providing us with important suggestions about the content and articulation of our courses, research, and activities to make them always relevant and up to date. **THANK YOU!**

- all partners with whom we had the pleasure and honour to cooperate in the last 25 years: we have been involved in more than 30 major research projects, and in more than 50 training projects with partners from all areas of the globe. We benefited incredibly of the exchanges of opinion and practices and we always try to do our best to work as an active partner. **THANK YOU!**
- all logistical partners and service providers who contributed, to a large extent, to allow us to organise hassle-free trainings and permitted to those who came to Pisa to enjoy the Italian lifestyle and the traditions of the Italian food. **THANK YOU!**
- the Scuola Superiore Sant' Anna, in the frame of which the ITPCM was conceived, has always believed in it and strongly supported us. I am very grateful to all the colleagues of the Scuola, to the administrative staff who had very often confronted with very unique challenges posed by us and always proved to be flexible enough to find manageable solution and to the Rectors of the Scuola who never missed occasion to express their political and more appreciation to our work. **THANK YOU!**
- the thousands of participants who decided to attend our courses and programmes, investing their money and, even more important, their precious time. We are really proud to follow your professional advancement and to receive our regular updates. We feel honoured to have been able to serve so many persons and we really hope that the training they have attended has been useful, relevant and contributed to their professional career development. But most of all, we hope that their enhanced skills and knowledge have contributed to increasing the quality and effectiveness of the international missions/operations in which they have been deployed and, foremost, that all this has contributed to improving the situation of the persons affected by the crisis in the area of deployment. Very often I receive feedbacks for former participants who had the opportunity to meet, in the field, other persons with whom they shared

## Concluding Remarks and Expressions of Gratitude

something in common: the attendance of a training event organised by the Scuola. To a certain extent we feel that there is an enlarged Sant' Anna family, spread out in the different continents, but with a lot of commonalities. To each of you I wish you all the best for your professional and personal career. We are really proud about your daily work, very often under extremely stressful and difficult conditions. You are the best example of a community of persons who feels responsible towards those facing difficult moments. **THANK YOU!**

· my family who has always assisted me and encouraged me to go ahead, notwithstanding that this meant less time for them. To my wife and my three daughters three simple words: **I LOVE YOU!**

Long life to the ITCPM!!!!

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**Francesca Sterzi**, PhD, is a freelance consultant working on defence and security matters, with a specialization in maritime security. She has a vast experience in designing and delivering training and exercises for international civilian, military and law-enforcement personnel. She graduated with the highest academic honours in Political Science at the University of Pisa and at Sant' Anna School of Advanced Studies, where she also gained her Ph.D. in International Law with a dissertation on the emergence of contracted maritime security practices in counter-piracy.

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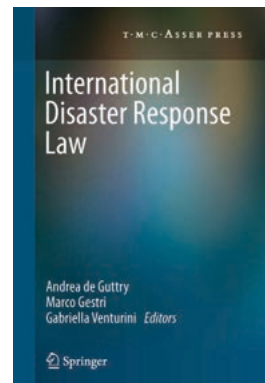
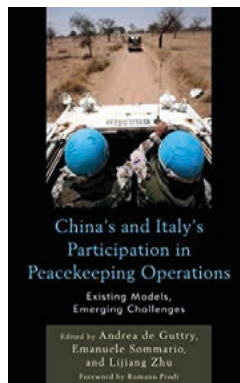
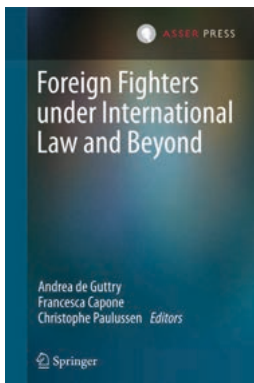
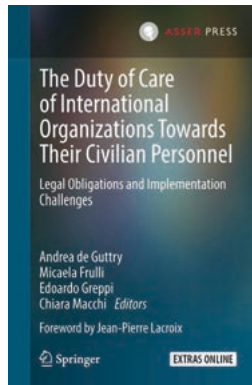
study and research interests focus on international law, international organizations and development cooperation. He has studied at the University of Oslo and the London School of Economics and Political Science, and he has completed an internship at the Sudan office of the Italian Agency for Development Cooperation.

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