CAN THE UNITED NATIONS BE TAUGHT?

**Proceedings of a Colloquium on Innovative Approaches to
Teaching the UN System,
Held at the Diplomatic Academy of Vienna, Austria,
22–23 November 2008**

Diplomatic Academy of Vienna

CONTENTS

Chapter 2: Computer-Based Learning

Chapter 3: Innovative Teaching Techniques, Simulations, Study Tours and Learning by Doing

Foreword

Gerhard REIWEGER

Deputy Director of the Diplomatic Academy of Vienna

"Can the United Nations Be Taught?" The double meaning implied in the title of the Colloquium captures the essence of the teaching challenge. It addresses the complexity of the subject and the intricacies of the learning process, and at the same time points to the ultimate goal of learning, which is to acquire, through critical analysis, the competence to bring about changes for the better in real life.

The Diplomatic Academy (DA) of Vienna has a long tradition of teaching the UN and a history of innovative teaching. Learner-centered teaching methods such as interactive seminars and simulation games have been part of the curriculum since the reestablishment of the Academy in the 1960s, and the practical use of learning has been a central focus of its academic approach. Since then, many generations of students have been introduced to the complex system of the United Nations and have acquired practical insights and a critical perspective through a methodology of "learning by doing".

In this context the proposal by the Academic Council on the United Nations System (ACUNS) to organize a conference on how to teach the United Nations was more than welcome. It offered an occasion for stocktaking and a critical comparison of best practice, in particular in the new fields of IT-supported teaching. The fact that Austria, at that time, was aspiring (successfully, as it turned out) to be elected as a nonpermanent member of the UN Security Council made this conference initiative even more pertinent. Its results are documented in this publication.

The mission of the DA is not local or national, but it is European in scope and global in perspective and we are proud of its special role as a center of excellence in International Relations and UN Studies. With that in mind, the Colloquium was also a most welcome opportunity to invite teaching staff from institutions of higher learning from many different countries for an exchange of ideas on teaching methodology and training schemes. The participation of researchers and professors from Southeastern Europe, in particular Slovenia, as well as Albania, Bosnia-Herzegovina, Macedonia, Montenegro, and Serbia was generously supported by the Austrian Science and Research Liaison Office in Ljubljana.

The Colloquium and this publication would not have been possible without the tireless efforts of Michael Platzer, who initiated and coordinated these projects. His experience

at the highest levels within the United Nations, as well as his active involvement with ACUNS, proved invaluable for the successful implementation of both initiatives.

Special thanks also go to Patricia Goff, the Executive Director of ACUNS, who made the long trip from Canada in order to participate in the conference, and to Kathryn Platzer for editing the texts.

This publication is not meant as a final result but as a stepping-stone for future cooperation projects in the field of UN Studies. In Vienna, there was agreement to continue to exchange information about courses, bibliographies and successful teaching techniques, and there are plans to hold a follow-up meeting in 2009 at the University of Belgrade. If the Vienna Colloquium has helped to expand the UN training network in Central and Southeastern Europe, we have achieved our main goal.

Preface: Can the United Nations Be Taught?

Michael PLATZER

Vienna Liaison Officer, Academic Council on the United Nations

The provocative title of this Colloquium was meant to have a double meaning. If the discussions over the two days in Vienna did, in fact, lead to any conclusions, these remain ambivalent. Whether the United Nations, in whatever way it is defined, is ready to learn or even willing to listen to insightful observers from the outside is an open question. Although Thomas Stelzer, the Assistant Secretary-General for Policy Coordination and Inter-Agency Affairs, spoke during the colloquium of a new "partnership" with the academic world, he also admitted that there is no regular institutionalized mechanism for harnessing outsiders' creative ideas or constructive criticism.

Moreover, the changing of the nomenclature for the Lessons Learned Unit in the Peacekeeping Department to the Best Practices Unit does not bode well. The "Academic Impact" initiative of the Department of Public Information also sees academics as "multipliers" or "advocates," not as useful critics. On the other hand, is it possible for abstract analysts or "all-wise" (after the fact) historians to really understand the messy world of the United Nations and the difficult decisions that must be made with restricted resources and limited on-the-ground intelligence? Can the meaning of the behind-the-scenes power games be properly conveyed to students who are only taught the constitutional framework of the United Nations and given the public resolutions? Or can the contributions of quiet diplomacy or effective personalities be communicated, especially when the United Nations is most often seen through the prism of public posturing? The Charter and documents such as the Universal Declaration of Human Rights and the Millennium Development Goals capture the aspirations and highest principles of humankind, but the reality usually lags far behind. How does an honest teacher convey such contradictions and ambiguities? How does one best train a person for a job at the United Nations? How do we create "global citizens" or persons with a sense of social responsibility and inquiring minds? How can we inspire idealism while maintaining effectiveness in an untidy world?

United Nations studies cover a broad range of topics ranging from global governance or international relations to specialized peacekeeping or human rights police training. While mastering content is important, cognitive learning research has shown that for many individuals, lectures are not the best way to retain information. Moreover, active learning techniques promote higher-order thinking, analysis, synthesis and critical evaluation. There are many successful interactive techniques employed within the UN

studies ambit: role playing, simulations, structured debates, case studies, historical model UN's, excursions to UN headquarters, Q + A sessions with UN officials, visually based discussions, peer teaching, group projects, experiential learning, translating UN standards, making films, producing simplified texts. In fact, the United Nations has online suggestions for teachers, specifically for celebrating UN Days, community projects—learning by doing.

The United Nations has not taken full advantage of Web 2.0 technology. However, there are increasing numbers of computer-based training opportunities. More exciting are the wide variety of e-learning, virtual classrooms, distance teaching and blended learning offered by universities, training institutions and private organizations. In addition to Google B and electronic rosters of courses being offered worldwide, there are now active networks and Web sites of users, teachers, and activists exchanging syllabi, bibliographies and teaching tips. The most comprehensive network is the United Nations Studies Association, whose chairperson joined us from Berlin and which organized a workshop on using its Wiki portal at the University of Vienna Law School.

This Colloquium represents only a snapshot or a 2008 stocktaking of the continuing voyage to improved teaching methodologies and technologies. At the end of 2007, an international virtual conference "The United Nations and the New Media" was organized by Professor Alexander Siedschlag and the World Wide Education Web. Ten UN Departments participated, as well as eight Universities, 12 non-governmental organizations (NGOs) and 200 other online participants. At the annual meeting of the Council of the Academic Council on the United Nations (ACUNS) in June in Bonn, a panel discussion took place on innovative teaching techniques. In July, ACUNS and the Austrian Science and Research Office in Ljubljana hosted a workshop on Building the Knowledge Base for Global Governance using Information and Communication Technologies (ICTs). The group was able to come to Vienna and interact with representatives of the UN Office on Drugs and Crime and was briefed on the use of ICT in the areas of Anti-Money Laundering, AIDS, and Counter Terrorism.

Early in the year, an anthology *Criminal Justice Teaching and Training @cross the World* was published by the European Institute for Crime Prevention and Control, which is affiliated with the United Nations. It captures the experiences of 26 experts teaching the Rule of Law in widely different contexts. The anthology emphasizes the new pedagogy and technologies available, as well as the practical exercises. The book launch and a panel discussion took place at the University of Vienna in April. Discussions on how to best teach international criminal justice have also taken place at the annual meeting of the Academy of Criminal Justice Sciences in Cincinnati, Ohio,

11

and at the Permanent Mission of Germany to the United Nations, organized by the United Nations University in New York. The twelfth United Nations Congress on Crime Prevention and Criminal Justice, to be held in Salvador, Brazil, in April 2010, will have a workshop on "Criminal justice education and training for the rule of law".

In July the World International Studies Conference met in Ljubljana and had two panels on interactive teaching of international relations, In August the Austrian Ministry of European and International Affairs organized a world conference of experts on human rights to commemorate the 15th anniversary of the Vienna Declaration. A working group "Human Rights for all—how to spread the message" was organized by the European Training and Research Centre for Human Rights and Democracy in Graz. This group considered the most effective ways to undertake human rights education, including using the new information technology. A week later in September, UNESCO and the French government hosted the Department of Public Information NGO conference to commemorate the 60th anniversary of the Universal Declaration of Human Rights. On behalf of ACUNS and the World Federation of United Nations Associations, I proposed creating a "virtual" academy for Human Rights.

This Colloquium has brought together many of the teachers and UN officials who participated in the above-mentioned events. It is hoped that this exchange of information with new participants will expand the network of persons and institutions interested in United Nations education. This compendium of innovative teaching techniques will hopefully stimulate others to submit their experiences to the Academic Council on the United Nations System and the United Nations Studies Association who will maintain a Wiki portal of interesting active learning examples and dialog among instructors.

In this sense, this special issue of the *Favorita Papers* of the Diplomatic Academy of Vienna is but a milestone on the journey. Its aim is to gain new adherents to the cause of more effective teaching about the United Nations and to a more structured mechanism of dialog among and between academics and UN practitioners.

Global Challenges and the UN System: An Important Field for International Cooperation in Research and Higher Education

Miroslav POLZER

Austrian Science and Research Liaison Office (ASO), Ljubljana/Slovenia—Centre for Social Innovation, Vienna, Austria

Global challenges have assumed a growing importance on national political agendas and in everyday life. The United Nations system is the central institutional framework for global governance responses to global challenges. It is thus important for all countries of the world to develop knowledge, especially in the academic community, regarding the functioning of the UN system. This will not only enable stakeholders to contribute to the success of the efforts of the international community, but will also permit countries to defend their interests appropriately and adequately. New approaches to UN studies are needed and new teaching techniques are required to convey the growing complexity of global and the diversity of possible outcomes.

Austria is a leader in promoting regional cooperation with and among the countries of Central, East and Southeast Europe, this holds true especially for international cooperation in research and higher education. In this context the Austrian Science and Research Liaison Office (ASO, www.aso.zsi.at), based in Ljubljana and part of the Vienna-based Centre for Social Innovation (ZSI, www.zsi.at), was delighted to accept the invitation to co-organize the event "Can the United Nations Be Taught? A Colloquium on Innovative Approaches to Teaching about the UN System".

ASO Ljubljana works on behalf of the Austrian Federal Ministry of Science and Research to promote international research cooperation with a focus on the western Balkan countries (i.e. countries on the territory of the former Socialist Yugoslavia, plus Albania, minus Slovenia). ASO's aim in joining this initiative was:

- to acquire some sort of mapping on who is doing what in the field of United Nations studies in Central, Eastern, and Southeast Europe; and
- to contribute to regional cooperation (e.g., by triggering project initiatives for regional cooperation in UN studies).

For us at ASO Ljubljana, promotion of international cooperation in research and higher education on global challenges and the UN system is a top priority. The pressure of global challenges continues to grow. However, the potential offered by modern information and telecommunication technologies, together with developments within UN system in terms of opening toward civil society knowledge providers (e.g., the

13

"Academic Impact" initiative of UN Department of Public Information) offer great opportunities to meet those challenges more fully. These opportunities also involve major responsibilities for research and higher education institutions to think about innovative ways of contributing to the efforts of the UN system and helping it to respond more effectively to global challenges.

This is why ASO Ljubljana decided to contribute to the organization and funding of the Colloquium "Can the United Nations Be Taught?" We are also playing an active role in the dissemination of the present *Proceedings* and will be co-organizing, with colleagues at the University of Belgrade and the very active Austrian branch of ACUNS (spearheaded by Michael Platzer), a follow-up workshop/colloquium in early 2010.

As head of ASO Ljubljana, I will be presenting a paper in early September 2009 on "The Role of Research, Innovation and Learning in Global Governance—General Considerations and Potentials for Regional Cooperation in Central, Eastern and Southeast Europe" at the Seventh Convention of Central and East European International Studies Association (CEEISA) in St. Petersburg/Russia. ASO will also co-organize a specific workshop or roundtable on "UN studies: Capacity building in Central, East and Southeast Europe" at the ACUNS Annual Meeting in Vienna in 2010. Such participation will help start building a shared vision and developing an action plan on establishing a regional Central European and Southeast European competence center for innovative knowledge-based responses to global challenges on the Ljubljana–Vienna axis.

A highlight of ASO Ljubljana's work in the field of promotion of international scientific cooperation on global challenges and the UN system was the 18th ACUNS–ASIL[1] Summer Workshop on International Organization Studies on "Building the Knowledge Base for Global Governance," which ASO Ljubljana had the honor to co-organize in summer 2008 (see www.aso.zsi.at/sl/veranstaltung/2995.html for details).

These activities of ours are embedded in a broader set of international research cooperation initiatives aimed at building the knowledge base for responses to global challenges conducted by our parent organization, the Centre for Social Innovation (ZSI) in Vienna.

ZSI has contributed in several ways in recent years to conceptualization, scientific discourse and policy dialog on innovative means of international research cooperation

---

[1] Academic Council on the United Nations System (ACUNS) (www.acuns.org) and the American Society of International Law (ASIL) (www.asil.org).

with regard to global challenges:

- In June 2006 ZSI organized a workshop panel at the Annual Meeting of the Academic Council on the United Nations System (ACUNS) in Rio de Janeiro, Brazil, on "Building a Global Research Area for Achieving the UN Millennium Development Goals".

- In 2008 ZSI was contracted by the United Nations Industrial Development Organization (UNIDO) to act as international evaluation experts to evaluate the UNIDO research program "Combating Marginalization and Poverty through Industrial Development" (COMPID) as an example of building an analytical knowledge base for UNIDO programs. Through this, ZSI obtained a valuable insight into the realities of the work and the concrete management of the knowledge and research of a UN agency.

- Since 2008 ZSI has been a project partner in several European Union (EU) policy dialog projects (INCO-NETs) with international cooperation partner countries of the EU, such as the Western Balkan countries, Eastern Europe, Central Asia, Southeast Asia and Latin America. Within these projects, ZSI is promoting international cooperation toward establishing a "database/information system on science policies and programs on global issues" (a first pilot can be found at www.global-issues-rtd.info/) which can also be understood as a "Global Research Area Information Clearing House".

- In 2008 during the EU presidency of the Republic of Slovenia, ZSI and partners organized an international conference on "Global Philanthropists: Partners for a Knowledge-Based Response to Climate Change" in Portorož/Slovenia (for more information, see www.glocha.info/conferenceindex.html).

- In spring 2009 ZSI submitted a proposal for a Planning Grant on "Building the Knowledge Base for Global Governance" within a call for proposals published by three big European foundations on "Europe and Global Challenges". In the project consortium there are experts from ACUNS, the United Nations University, the European University Institute, and others, and discussions have also been held at UNESCO World Conference on Higher Education in July 2009 with representatives of UNESCO's Global University Network for Innovation (GUNI). These discussions represented an effort to conceptualize and facilitate the contribution of universities worldwide to the knowledge base on global governance in the context of the "social responsibility of universities" approach.

15

Much of the mission, vision and work of the Austrian Science and Research Liaison Office Ljubljana—Centre for Social Innovation, Vienna, lies in the field of promotion of international scientific cooperation on Global Challenges and the UN System. But this presentation would not be complete unless we mention our partners and acknowledge with gratitude their contribution to our joint efforts. Therefore I would like to express herewith our sincere gratitude to: Patricia Goff, Executive Director of Academic Council on the United Nations System (ACUNS), for her contribution to the development of the concept of the event, her presentation and her institutional backing; to the representative of the Austrian branch of ACUNS, Michael Platzer, the initiator and tireless coordinator of "Can the UN Be Taught?"; to Gerhard Reiweger, Deputy Director of the Diplomatic Academy of Vienna, for the intellectual input he has given to the concept and for his hospitality; to Maria Jeremič of the Diplomatic Academy, and Gorazd Weiss of ASO for their administrative support of the event. We would also like to thank Zlatko Šabič and Milan Brglez of the University of Ljubljana for their support on behalf of Central and Eastern European International Studies Association (CEEISA) which has been a very valuable regional partner in strengthening the partnership of Austria with the countries of Central, Eastern and Southeastern Europe in this field. Last but not least, we would like to express our appreciation to the editor of this *Proceedings,* Kathryn Platzer.

To conclude, it can be said that the regional CEE/SEE event "Can the UN Be Taught?" has proved to be an excellent contribution to the global mosaic on international cooperation in research and higher education on global challenges and the UN system. As the contributions clearly showed, however, there is a great deal of work before us to sustain the momentum generated at the Colloquium in Vienna.

CHAPTER 1
TEACHING THE UNITED NATIONS

1.

How Can the Academic World Support the Work of the UN System?

Thomas STELZER

Assistant Secretary-General for Policy Coordination and Inter-Agency Affairs, United Nations

Thank you for giving me the easier question to answer. "How can the academic world support the work of the UN system?" The other question "Can the United Nations be taught?" has a much less clear answer.

When I look at Walther Lichem, who is in the audience, I recall very clearly his guidance when, back in 1990, he dispatched me, as Director for International Organizations at the Austrian Foreign Ministry, to the Austrian Mission at the United Nations in New York. He advised me that the UN cannot be understood through reading alone, but that the most important things about the United Nations are to be found "between the lines". You have to experience the United Nations: that was his very important guidance, which I always tried to follow. The United Nations is something you have to really live and experience. It is not an abstract concept; nor is it a perfect and coherent organism. In its imperfections, the United Nations mirrors the world in all its facets.

The question is how we can act in this world with and through the United Nations. What is our role and where are the parameters for us, "the peoples of the United Nations"? Let me claim, first, that this new understanding is a great achievement—for a long time the United Nations was perceived as a forum where governments talked with governments. In the meantime, the United Nations has come to terms with the Preamble to its Charter, which does not say "We the Governments of the United Nations" but "We the Peoples of the United Nations"—the United Nations understood as a "triple alliance" of governments, civil society and academia. The inclusion of all the stakeholders—this permanent ownership-building process—makes the United Nations a much more viable forum for identifying global challenges and finding cooperative, comprehensive solutions.

Personally, I have had a very short but intense experience of teaching the United Nations at Vienna University's Department of Political Science. Building on my practical experience with the United Nations, I taught the class "The United Nations and the Challenges of the 21st Century" from a practitioner's point of view. The idea was to familiarize the students with the daily functioning of the United Nations and its role in applied multilateralism and to help them understand the comparative advantages of the UN as the sole provider of a truly global framework for the solution of global issues.

The implementation of ideas, the negotiation of global norms and guidelines, the overcoming of polarizations, and the harmonization of interests to achieve consensus was at the center of many of the practical examples I used in my course. Consultations to define overlapping interests and to develop a shared understanding, curiosity for all different perceptions and ideas, and the striving to establish a shared understanding were at the center of this "UN.101", which cannot be abstract but needs to be understood through experience. The mission was to help students understand their own role as global citizens and to link them with the great ideas and opportunities offered by the United Nations.

Once students have understood the daily struggles and efforts, it becomes easier for them to see even the value of repetitions in yearly resolutions, which need to be read carefully to identify the small but significant progress reflected in them, often by just one new phrase or notion. The keen interest of many students in the United Nations was reassuring. Many of my students chose to become interns and to pursue their own career in an international, multilateral setting.

What can academia contribute to the work of the United Nations? In the first instance, it can provide research: facts and findings to serve and support evidence-based decision-making. There are many examples of global threats which have not been given due attention because of a lack of convincing numbers and arguments. Climate change is a recent example, which only moved on to the radar screen after the latest Report of the Intergovernmental Panel on Climate Change. Academia also needs to help connect the United Nations with civil society, facilitating a real stakeholder community.

Relations between the United Nations and the academic community need to be improved and strengthened. It is not enough to outsource research projects, as we in the Department of Economic and Social Affairs have been doing in many instances. The United Nations has recognized that a much more sustainable cooperative relationship with academia is required.

Recently, the United Nations Department for Public Information (DPI) has developed a paper "United Nations Academic Impact"—a new initiative (see below). DPI has strong links with the academic community as a client and user of its services and products.

The UN recognizes that its links with the academic community are not institutionalized enough. To date seen as a client and user, academia should be viewed much more as a partner. The academic community has the opportunity to undertake specific tasks. The UN has to go beyond its "convening forum" role in order to harness creative ideas and

intellectual thought to address the larger purposes of the organization. This is in particular to support the two pillars of its work, namely, advocacy and capacity building.

So far, there has not been a clear strategy or an organized relationship. There is, of course, the United Nations Educational, Scientific and Cultural Organization, which is connected to higher institutions of education. There is the Global Compact which has created an alliance of business schools. There is the United Nations University, but it has not sought to create such a defined network of institutions.

The idea is to create an association of institutions of higher learning throughout the world—a mechanism for such institutions to commit themselves to the fundamental precepts driving the United Nations mandate: to realize the Millennium Development Goals; to serve as a viable point of contact for ideas and proposals relevant to the United Nations mandate; and to engage institutions of higher education in programs, projects, and initiatives relevant to this mandate.

The academic institutions would commit to and advance ten basic principles: 1) the values inherent in the Charter; 2) human rights, in particular freedom of inquiry, opinion, and research; 3) educational opportunity for all people, regardless of gender, race, religion, or ethnicity; 4) opportunity for every interested individual to acquire the skills and knowledge to pursue higher education; 5) building capacity in higher education systems across the world; 6) encouraging global citizenship through education; 7) advancing peace and conflict resolution through education; 8) addressing poverty through education; 9) promoting sustainability through education; and 10) promoting intercultural dialog and understanding, and the "unlearning" of intolerance through education.

The participants would be expected to undertake one activity to actively address at least one of the ten basic principles, by hosting conferences, research projects, global model UN's, financing participation of students, or through publications.

It is good to set down ten specific activities to pursue, like the Millennium Development Goals. These provide food for thought. This is what I wanted to share with you.

It is in this spirit of cooperation and partnership that joint activities could be developed.

Note: In response of a subsequent discussion about the role of academics as advocates, Assistant Secretary-General Stelzer said that academics could advocate the achievements of the United Nations, for example, the UN Convention Against Corruption, raising by awareness among legislators and the business community about the harm caused by corruption.

"ACADEMIC IMPACT"

Academic Impact is a program of the Outreach Division of the Department of Public Information. It is open to all institutions of higher education granting degrees or their equivalent, as well as bodies whose substantive responsibilities relate to the conduct of research. Its essential frame of reference is:

i) to bring into association with the United Nations, and with each other, institutions of higher learning throughout the world;

ii) to provide a mechanism for such institutions to commit themselves to the fundamental precepts driving the United Nations mandate, in particular the realization of the universally determined Millennium Development Goals;

iii) to serve as a viable point of contact for ideas and proposals relevant to the United Nations mandate; and

iv) to promote the direct engagement of institutions of higher education in programs, projects, and initiatives relevant to this mandate.

Academic Impact is informed by a commitment to support and advance ten basic principles:

1. a commitment to the principles inherent in the United Nations Charter as values that education seeks to promote and help fulfill:

2. a commitment to human rights, among them freedom of inquiry, opinion and speech;

3. a commitment to educational opportunity for all people regardless of gender, race, religion or ethnicity;

4. a commitment to the opportunity for every interested individual to acquire the skills and knowledge necessary for the pursuit of higher education;

5. a commitment to building capacity in higher education systems across the world;

6. a commitment to encouraging global citizenship through education;

7. a commitment to advancing peace and conflict resolution through education;

8. a commitment to addressing issues of poverty through education;

9. a commitment to promoting sustainability through education; and

10. a commitment to promoting inter-cultural dialogue and understanding, and the "unlearning" of intolerance through education.

2.

Some Institutional Implications of Global Agenda–Related Teaching

Walther LICHEM

Former Head of the Department for International Organizations, Austrian Ministry for Foreign Affairs

Knowledge and the global agenda

Today, the increasingly complex global agenda can be addressed effectively only through a partnership between national and international knowledge production and transmission systems. At the same time, all partners in global agenda–related policymaking and implementation processes need to have a better knowledge and understanding of the global agenda and of the processes and institutions related to it. The United Nations, the institution created by the Charter of 1945, responds to only a part of these global challenges, albeit an important part.

As qualified international political scientists have emphasized, there is a growing gap between policy challenges and the institutional and broader societal capacities to address them. It is currently believed that about two-thirds of member state delegations to the United Nations are finding their responsibility of addressing increasingly complex global policy requirements—as well as their implementation at the national and local levels—very difficult to fulfill.

This lack of knowledge regarding the global agenda and the institutional framework needed to address the evolving issues has had a number of serious negative implications for the understanding of the potential national/global interests involved. This has led to the nationalist approaches of yesteryear being used to deal with the international challenges of our common future.

A growing need for global agenda–related education and training

There is thus a growing need to provide national governments and other public institutions with expert education and training in global agenda–related issues, including the institutional development of the United Nations. Research and education policies have not adequately addressed these new requirements of knowledge production and education.

New challenges to societal development and capacity building for global governance are arising from the growing decentralization of globally related responsibilities not only to national and local governments but also to the non-state actors that are becoming increasingly involved in the achievement and failure of global objectives. Many of the objectives of the current global agenda depend on national political processes; they also

23

rely on implementation by citizens, whose need to know and to understand the implications for global change of individual decisions and actions is becoming ever more important.

The need for enhanced academic capacities related to the global agenda

At the same time, the way the academic community has addressed the global agenda has often been flawed. Traditional "ownership" of the United Nations by certain academic disciplines and university departments has inhibited the development of the expert capacity needed for the analysis and understanding of the processes and institutional changes at the global level. In some academic institutions, global issues have been the preserve of law faculties and these have assumed responsibility for the teaching of foreign policy and international relations. Administrative sciences and multiple-objective decision-making processes, which are both of fundamental importance for understanding the institutional and policy challenges of the international community, have not been dealt with properly at most European academic institutions.

A fundamental challenge in building these capacities is that an understanding of global policy processes cannot be communicated by traditional academic methods. The time gaps between political reality and the subsequent published analysis, the lack of access to the process realities, and the disciplinary narrowness of the approach used sometimes lead to a complete misunderstanding of the process and the institutional realities involved in it.

Moreover, the fact that non-state institutions with responsibilities for bringing global agenda issues to civil society, the private sector and the media etc. often lack related knowledge and experience only serves to increase the growing gap between the societal and global level, including institutional issues.

Capacitating public space for global governance processes

To address the issues of the global agenda, new patterns of partnering in global public space are needed. Vertical processes of "government" increasingly need to be replaced by horizontal patterns of "governance". with local authorities, civil society, academia, the private sector and the media, cooperating and contributing to the achievement of global objectives. In this context, it is noteworthy that parliaments have not made any positive contribution to addressing global issues (except for certain budgetary restraint policies of containment against the UN and other international organizations). A new approach to capacitating state and non-state structures is thus required for this indispensable partnership on global issues.

Educational policies and institutions must also respond to the growing need to understand global policies and their related institutional framework. The issue is not whether the "United Nations" can be taught, but that the global agenda must be taught.

There is a fundamental need to address the global dimension of each academic discipline and related professional sector, from geology, agriculture and forestry to health and public administration etc. The "United Nations" must be taught in each academic sector (cf. the failed initiative of the Austrian Rectors' Conference, 2005). At the same time, national sectoral administrative capacities must be enhanced in that national staff must be equipped with international professional experience in programs and institutions of international cooperation (cf. the failed initiative of Food and Agriculture Organization internships for staff of the Austrian Ministry of Agriculture, 2004).

The pertinence of new learning and teaching technologies/techniques
New technical tools are certainly of value. However, given the considerable knowledge gaps in and the limited teaching approaches to the United Nations, the real priority is the development of broader interdisciplinary approaches, new teaching programs ("global agenda", "global governance"), and new arrangements for teaching the United Nations in academic institutions. Traditional misallocations of responsibilities and staffing capacities in national, local state and non-state institutions must be replaced by new knowledge-based capacities. Teaching the "United Nations" should be enhanced by contributions from concrete empirical process-related experience, and not be limited to literature-based knowledge and a purely institutional approach.

25

3.

Teaching the United Nations at Austrian Universities and Post-Graduate Institutions

Axel WUSTENHAGEN

Former Head, United Nations Information Service, Vienna

Mandated by the United Nations Information Service (UNIS) Vienna, a research project was carried out to identify courses offered by Austrian universities and post-graduate institutions which deal with the United Nations system and/or relevant international issues that are of major concern to the international community. The project was carried out during the summer term 2006 and the winter term 2006–07.

Data collection

In a first step, study courses held at the faculties of political science, law and economics, as well as post-graduate study courses, were identified by analyzing courses published on the Internet. The review covered lectures and seminars offered by the universities of Vienna, Linz, Graz, Salzburg and Innsbruck, the Economics University of Vienna, as well as the University of Klagenfurt, Webster University, the Danube University in Krems, and the Diplomatic Academy of Vienna.

In a second step, questionnaires were sent to university institutes and individual lecturers and were followed up, in several cases, by telephone interviews.

A questionnaire sent to the universities reviewed asked for more detailed data on university courses in the following 10 subject areas:

1. international organizations;
2. United Nations including its history, structure, functions, crises and reform efforts;
3. international peace and security, including regional crises, disarmament and terrorism;
4. conflict management including conflict prevention, peacekeeping, peace building, peace enforcement and peace consolidation;
5. international political economy including the worldwide economic system and globalization;

6. economic and social development including North–South relations, development cooperation, the Millennium Development Goals, gender and population issues, crime prevention and drug control, labor and health issues;
7. sustainable development including environment protection, climate change and biodiversity;
8. human rights including minorities, racism, women, children and indigenous peoples;
9. humanitarian assistance including refugees and humanitarian aid; and
10. development of international law.

University institutes and lecturers were asked to indicate, in a multiple choice box, whether those subject areas were covered in the identified lecture "in detail", "in a general manner" or "not at all".

The questionnaire was sent electronically to more than 240 university lecturers and institutes. While the responses received from political science and law institutes averaged 40 percent, the economics faculties appeared to be less interested with a return rate of 14 percent.

Analysis of data collected
Through this process**,** 392 lectures/courses/seminars dealing with UN-related issues were identified. In most cases, these issues were covered under broader topics (e.g. international law, international relations, peace and security, international organizations, human rights, gender issues, sustainable development and environment.) Only 56 courses (or 14.3 percent) dealt directly and exclusively with the Organization or selected UN programs and activities.

In three annexes to the study all lectures identified were listed according to the three study fields—political science, law and economics—and the major subject areas providing details of the title of the academic activity, the name of the lecturer, the university and the university institute involved.

Not surprisingly, more than 84 percent of all courses on "International Peace & Security, Conflict Management & Peacekeeping" were offered by political science institutes, the highest percentage of lectures on "Development of International Law" (93 percent), followed by "Human Rights" and "International Organizations" were found at the law faculties. And most lectures on "International Political Economy & Globalization" (83 percent) were of course offered in the study field of economics.

27

It is interesting to note from the returned questionnaires that 45 percent of the lecturers teaching political science indicated that they dealt in detail with matters relating to international peace and security and 42 percent cover in detail international organizations.

Lecturers in the law faculties attached highest importance to international law and its development (53 percent) and human rights (50 percent).

In the study field of economics, lectures on international political economy and globalization (36 percent), and economic and social development (36 percent) dominated.

Lack of interest in UN structure, functions, crises, reform
However, the United Nations as such, its history, structure, functions, crises, and reform efforts were apparently not a matter of major interest to Austrian universities.

Among those replying to the questionnaire, only 19 percent of political science lecturers stated that they dealt with the United Nations extensively, while 48 percent said they covered the Organization in a general context, and a remarkable 26 percent not at all. Thirty-two percent of international law lecturers said they covered the United Nations extensively, 34 percent only generally and 18 percent not at all. Of the economics lectures, not one claimed to cover the United Nations extensively, while 50 percent stated they covered the UN in general terms—a friendly remark, not always substantiated by concrete facts—and 21 percent admitted that they did not cover the United Nations at all. Even those who claimed to deal with the UN "extensively" rarely did so in special lectures or courses dedicated exclusively to the United Nations.

Research papers
The questionnaire also asked for research papers prepared by students in the process of obtaining their MA or PhD degrees. A total of 46 such papers was identified on the questionnaires returned from university institutes. Eighteen were under preparation in political science departments and 28 at law faculties.

They cover a broad spectrum of UN-related issues ranging from peace operations in Africa to nation building in Kosovo, the war in Sudan, landmines and Iraq, to the UN sanctions system, counter-terrorism and security concerns in the Caucasus region. Other papers dealt with disarmament issues and non-proliferation, the legal situation of asylum seekers, humanitarian intervention, the administration of territories by international organizations, war criminals, the International Criminal Court and

environment law, human trafficking, human rights and the role of women in armed conflicts and peace building.

Conclusions

In its final conclusions, the study noted that there is certainly room for more specialized courses at Austrian universities on UN functions, activities and reform efforts.

It also noted that it was particularly surprising that in Vienna, home to one of the main UN headquarters, the law faculty of the University of Vienna covered the United Nations only in the context of general lectures on international law: not a single special lecture on the United Nations was offered except one on "international organizations".

The Political Science Department of the University of Vienna had one special lecture on "The United Nations facing the Challenges of the 21st Century", given by the former Austrian Representative to the United Nations in Vienna, who now serves as an Assistant Secretary-General in New York (Thomas Stelzer). There were also some courses on international organizations. The Law Faculty of the University of Salzburg was the only one offering a course on "The United Nations System and Regional Organizations".

Moreover, subjects of primary interest to the UN community in Vienna, including drug control and crime prevention, nuclear non-proliferation and industrial development, were generally absent from the curricula of Austrian universities.

The focus on international issues has clearly moved away from the United Nations and lies now predominantly with European Union issues. But given the general interest expressed by several lecturers in matters relating to international peace and security, sustainable development and human rights, there should be ways and means of increasing academic interest in the work of the United Nations and of arousing more awareness of and interest in the work of its agencies in Vienna.

For the United Nations, strengthening its cooperation with and increasing its outreach to the academic institutions in Austria could be an efficient tool to mobilize this important civil society sector in supporting the UN's aims and activities. In the course of this Colloquium, we will hear more about innovative approaches and methods to teaching the United Nations. These could show how to bridge the still existing gap in the UN's outreach to the academic community in Austria and how to provide incentives to Austrian universities to give United Nations affairs a more prominent place in their curricula in the future.

4.

The United Nations Academy: A Special Program of the United Nations Association of Hungary

Prof. Dr. Ervin GÖMBÖS

Secretary-General, UNA, Hungary

In fall 2008 the United Nations Association of Hungary again launched its successful program: the UN Academy. The Academy (held every fourth year, depending on funding) deals with major issues facing the United Nations. It usually consists of an opening conference, followed by a series of ten lectures and consultations (all in a week) and a closing conference. It is held in the late afternoons during university and college teaching periods. The lecturers are excellent, well-known Hungarian and foreign experts and researchers. The aim of the UN Academy is to provide national capacity building, to transfer the necessary knowledge for human resource development, and to influence public opinion. Participants who attend the lectures receive a certificate of attendance, as well as the publications of the United Nations Association of Hungary (some ten books). There is no tuition fee. If the lectures are in English, simultaneous interpretation is provided. After the Academy, the *Proceedings* are published (around 2,000 copies) and distributed freely. Libraries of all Hungarian universities and colleges, as well as other major libraries in Hungary, receive a free copy.

The present UN Academy

The fourth Academy (in fall 2008) supported by the Hungarian Ministry of Foreign Affairs was on "Global Challenges: The Millennium Development Goals and Hungary". Some 520 persons registered for the Academy. Around one-half of the registered participants attended the majority of the lectures (a record). The main issues before the Academy were:

- Does the world need the UN?
- Global challenges as seen in the International Year of Planet Earth.
- Implementing the MDGs—Challenges and the role of the United Nations.
- Has poverty decreased? Have inequalities been reduced? Results, mistakes, distortions, and new tasks.
- What has been achieved from the ecological and social goals of sustainable development? What new challenges should be answered in the coming decades?
- What achievements have been made in the transition to the knowledge-based society? Requirements of the 21st century and the backwardness in training

and sciences, and global and national modernization of the protection of intellectual property.

- Global and national public health challenges and health policy efforts at the beginning of the 21st century.
- What has the world (and Hungary) done and not done in the interest of equal opportunities for women?
- Human rights, democratic processes and the realities of Hungarian society at the beginning of the 21st century.
- There is no excuse for idleness (implementing the MDGs).
- Global challenges and the future of multilateral cooperation.
- Global food crisis and its impact on the European Union (EU) and Hungary.
- Questions for the 21st century: A world at peace? Terrorism? Violence? An arms build-up?
- The International Day of Non-Violence (2 October): remembering Mahatma Gandhi.

Previous UN Academies

1. In 2004–05 the theme of the UN Academy was "International Development Cooperation in the 21st Century".

   Now a donor country, Hungary has started to formulate its own development cooperation policy in harmony with that of international organizations. As well as developing the right institutional framework for international development cooperation, it is important for Hungary to disseminate information about its goals and activities so as to widen the acceptance in society of such development cooperation. Professional training programs are also necessary for the various participating players (state and private organizations, non-governmental organizations (NGOs) and other participants).

   More than 350 people (mostly students, but also representatives of NGOs, government and the private sector) registered for the 2004–05 Academy. Some 100 participants received a certificate of attendance for having attended the majority of lectures. Two thousand copies of the 370-page *Proceedings* of the Academy were published.

2. In 1997, on the 50th Anniversary of the UN Association of Hungary, the theme of the second UN Academy was "Hungary and the UN Family". The purpose of the Academy was to collect and publish information on Hungary's membership of the various UN agencies (UNESCO, UNICEF, FAO, WHO,

ILO, WMO, UNIDO, UNCTAD, UNDP, ITC, WTO, IEAE, UPU, IMF, World Bank etc.) and to enquire how Hungary has benefited from international cooperation in the framework of the UN system, what obligations the membership of these organizations has meant to the country, and what kind of activities Hungary has conducted in these agencies.

More than 200 participants registered for the Academy. *Proceedings* of the Academy were published in a 200-page book with a print run of 1,500 copies.

3. The first UN Academy organized in 1993 dealt with the major issues of those years like peace and security, peacekeeping, human rights, environmental protection, health care etc.). Some 100 people attended the Academy. Fifteen hundred copies of the 132-page *Proceedings* of the Academy were published.

Implementation of the program

The organizers of the UN Academy appoint a Program Coordinator who, in cooperation with the organizers, is responsible for the preparation and management of the UN Academy, smooth running of the events (conference, lectures), ensuring that the program approved by the organizers is executed accordingly. The first three Academies were organized jointly by the UNA and other organizations: the Society for the Dissemination of Scientific Knowledge and HUN-IDA, an organization responsible for the implementation of Hungary's international development cooperation programs. The last Academy was run by the UNA alone, which put a heavy administrative burden on an organization without paid employees.

5.

**Legal Education Reform in Serbia and Teaching of the UN System at the Faculty
of Law, University of Belgrade, Serbia.**

Ivana KRSTIĆ

LLM, MA, PhD, Faculty of Law, University of Belgrade

In 2000 Serbia was facing, among other problems, old-fashioned academic cultural
traditions and obsolete organizational structures, inadequate resources for competitive
research, badly outdated teaching materials and methods, and rigid government
controls. Among the difficulties confronting educational reform, which began in 2000,
was what particular reforms were needed, the depth at which they should be undertaken,
and the priority that should be given to them.

In September 2005 the new Higher Education Law was passed by the Serbian
Parliament, bringing significant structural changes. The main principles of the new legal
framework of Serbian higher education are: promotion of academic mobility of teaching
staff and students, participation of students in decision-making, assurance of quality and
efficiency of studies, and unity of teaching and scientific research. Many faculties in
Serbia made serious preparations in anticipation of the new law, and some of them have
already started on this reform. As one of the primary goals of the Serbian government is
to accede to the European Union and to be included in European integration, the
institutions of higher education in Serbia became involved in the European reforms and
harmonization trends widely known as the Bologna Process. Serbia signed the Bologna
Declaration in September 2003. This document envisioned a system in which European
universities would offer comparable degrees, enhance student mobility, and promote
European cooperation in ensuring educational quality. The agenda has also expanded to
include strategies to encourage lifelong learning, make the European Higher Education
Area competitive with the United States, bring greater equality of opportunity and
democratic governance processes to higher education, and strengthen national
economies through programmatic, curricular and teaching reforms.

The Faculty of Law, University of Belgrade, introduced new curricula for the school
year 2005–06, for example, the teaching of one-semester courses, a system of credits
(European Credit Transfer System (ECTS)), a long list of relevant courses, and
restructuring of programs leading to Bachelor's, Master's and PhD degrees. It is also
urging professors to develop new teaching methodologies and innovative techniques in
their teaching. Until recently, the majority of professors delivered lectures from notes,
usually yellow with age, and using *ex cathedra* lectures. It was difficult to inspire
students to think about the material rather than just memorizing it. Seminars were

33

usually conducted by students repeating verbatim what had been given in the lectures, and their seminar papers were often copied from published sources.

However, for the first time in its long history of 167 years, the Faculty of Law has introduced evaluations for the teaching staff, as well as the delivery of seminars that are student-centered and that serve the purpose of moving beyond acquisition of knowledge to its application. This also means that seminars provide the opportunity for students to build the necessary critical insight to be able to apply knowledge to various contexts. Methodologies that are being introduced by professors are case studies, role play/simulations and interactive lectures. For their presentations and papers, students are advised to research a narrower field of a certain institution, to explain it deeply and to analyze it, not to simply describe it.

The Faculty of Law is thus developing reforms that are constructing a new and unprecedented framework of legal education. The fundamental principles being determined are the recognition of the Rule of Law, and the knowledge and training that lead to a coherent and properly established legal profession. This means a proper education in national, European and international law. Thus, the teaching of international law has a significant place in this reform. The Faculty is offering different courses: basic, advanced and post-graduate level. In the third year, students have a compulsory Public International Law course, and an optional course on Diplomatic and Consular Law. In the fourth year, there are two optional courses: International Relations and International Humanitarian Law. In their Master's year, students can take an optional course in International Organizations, and obligatory courses in International Human Rights Law and International Criminal Law. The United Nations system is an integral part of these courses.

In the Public International Law course, students learn about the United Nations: historical overview, purposes and principles of the organization, main bodies, its functions and powers, its legal capacity. Students also learn about the International Court of Justice, its jurisdiction, procedure, and case law. In Diplomatic and Consular Law students learn about multilateral diplomacy, what it means, how it works, and the role and capacity of the United Nations in this matter. The International Relations course introduces law students to the concept of the peaceful means of dispute settlement: negotiation, enquiry, mediation, conciliation, arbitration, resort of regional agencies or arrangements, the role of the United Nations in peaceful settlement of disputes, the meaning of collective security, and the role of Security Council in managing peace in the international community. Students can obtain further knowledge in other courses, such as International Organizations, where they can conduct deeper

34

research into the legal personality, role, responsibility, immunity, issues of competence, organs, the process of decision-making and the functioning of the United Nations, the legal status of the instruments adopted, review of decisions, and the mechanisms for the implementation of decisions. The International Humanitarian Law course is designed to include topics related to war and armed conflict and to the role of the Security Council in respect of threats to peace, breaches of the peace and acts of aggression, and regional arrangements.

Finally, in the International Human Rights course, students learn about the UN system in relation to human rights, as one of its purposes, enshrined in Article 1, paragraph 3 of the UN Charter, is to promote and encourage respect for human rights and fundamental freedoms. Topics covered are: the role and significance of the Universal Declaration of Human Rights, standard setting, the role of the General Assembly, ECOSOC, the Human Rights Commission, and the Human Rights Council, special procedures, the High Commissioner for Human Rights, UNESCO, the International Labour Organization, the reporting system at the UN level (monitoring bodies, examining state reports, consequences: follow-up, effects of concluding observations), the work of UN treaty bodies (complaints procedure: interstate and individual communication procedures, general features of individual communication procedures, outcome, and fact finding). Finally, in the International Criminal Law course, students learn more about the criminal prosecution of human rights violations at the national and international level, with particular emphasis on the establishment, functioning, and case law of two ad hoc Tribunals, the International Criminal Court and hybrid criminal tribunals. The same courses are offered for doctoral studies, with deeper and more complicated analyses of the topics mentioned above.

The courses are supposed to be taught through interactive lectures, combined with seminars and tutorials. Usually, a short lecture is given at the beginning of a class, followed by structured discussion of assigned reading, or a student presentation. A mini lecture is given in the form of an illustrated presentation (PowerPoint), and some guest speakers, usually practitioners, are also often called. Discussions have different forms, such as case study, role play, discussion and debate. Students have clear reading assignments, but they also write and present short essays, half-minute papers, and weekly reaction papers. At the doctoral level, classes are more in the form of tutorial, particularly focused on student research, thinking, analyses of important legal documents and jurisprudence, and student writing. An important aspect of the Public International Law and International Human Rights Law courses is the showing of documentaries and relevant films that students can watch and discuss; students can

follow the class Web cast and also hear some of the international experts and practitioners through a video link.

Three years ago, the Faculty of Law established a legal clinic in refugee law in cooperation with UN High Commissioner for Refugees (UNHCR). Here, students can learn more about the mandate and role of UNHCR, and also about how to evaluate the human rights situation in a specific country. The legal clinic is an interactive method of law student education with the goal of educating students in the practical skills that they will need to perform their work competently, conscientiously, and with high professional ethics. During this legal clinic, students offer free assistance to real clients in writing legal documents and they perform different tasks in the NGO "Praxis" and at UNHCR, in the course of obtaining practical experience in this matter.

Finally, our students are actively involved in the Belgrade United Nations Model (BIMUN), where they research global issues and gather information on countries' policies, positions, histories, and cultures and take part in a debate about some current issues with which the UN is dealing. This year the conference topic is "Global action concerning climate change", while topics for other bodies are: Human Rights Council, "Rights of Refugees and Internally Displaced Persons in the Western Balkans", The Security Council, "Danger of Nuclear Proliferation", The General Assembly, "Revitalization of the General Assembly" and UNESCO, "World Heritage and Sustainable Development." This conference is organized by the United Nations Association of Serbia, but sometimes professors from the Faculty of Law prepare students for this event and deliver introductory lectures beforehand.

The first United Nations Club in Serbia was established in 1952 at the Faculty of Law, but it is not functioning at the moment and the idea is to revitalize it, and to give an opportunity to law students to be more actively involved in organizing different events on UN days, and take part in other activities related to this universal organization.

6.

Teaching the UN in Higher Education in Macedonia

Biljana NACHAROVA

The Faculty of Law, European University, Republic of Macedonia.

Higher education in the Republic of Macedonia is currently being reformed. This will mean many changes to the study programs and courses, as well as the compulsory adaptation of courses to meet the standards of the world's best-known universities. This especially applies to the field of Law and Political Science, with special priority being given to courses connected with the study of International Law, International Relations, and International Organizations. Along with the establishment of private universities in the Republic of Macedonia, the issue of curricula modernization and quality improvement are the main concerns.

In Macedonia, the United Nations, its structure, institutions, and working procedures are taught in different courses in almost all private and state universities. For students in Macedonia, as for all students in Southeast Europe, the UN is particularly interesting from the perspective of its role and meaning in the field of international security, especially in terms of the legitimacy of actions in conflicts or crises.

In postgraduate studies for peace and development at the Faculty of Philosophy at the State University of St. Cyril and Methodius, teaching about the UN takes place through different courses, such as Preventive Diplomacy, Human Security, Peace Building etc..

At the Faculty of Law of Macedonia's first private university, the European University, 2008 was the first year of postgraduate studies in the field of International Law and International Relations. A number of courses are planned (International Public Law, International Organizations, Diplomatic Law, International Political Relations), each of which will take a different approach to teaching about the United Nations system.

Interactive teaching, case studies and clinical centers are the planned methods of teaching. Students work in clinical centers together with distinguished experts in International Law, including domestic and foreign diplomats and practitioners. Simulation of a problem (conflict) is the most attractive approach to learning for the students. Students are divided into groups, each with its own role: the different sides in a conflict, United Nations representatives, NGOs etc.. Each of the groups knows its own interests and tries to find the best solution to the problem through negotiation with the other sides. In this way the students learn not only their own role, but also how the UN procedures work and how to negotiate.

To understand the real meaning and role of United Nations, the students must have an opportunity to move around in the world, an opportunity to volunteer at the office of the UN in Skopje, and regular opportunities to attend international conferences, courses, and workshops connected with UN system.

7.

The Central and East European International Studies Association as an Actor, Facilitator of Contacts but also an Avenue for Teaching and Research on the UN

Professor Zlatko ŠABIČ

President of the Central and East European International Studies Association

Petra CIBULKOVA

Secretary-General of the Central and East European International Studies Association

Historical context

The ideological divisions of the Cold War period have painfully affected international relations scholarship. There was very little connection between "Eastern" and "Western" scholarship dealing with international affairs. This does not, of course, include what was produced by a very narrow circle of scholars from former Socialist countries (who more often than not had belonged to the then political elites and had therefore been able to travel to international conferences more extensively if not exclusively) and by those who, for whatever reason, had lived in the West and written about the region they had come from.

After the fall of the Berlin Wall, the "East" was initially dormant, mainly because of the lack of resources. Then, one can say, the "Americans came to the rescue", In the early 1990s, the International Affairs Network (IAN) came to Eastern Europe. IAN was launched in 1994 and coordinated by the Graduate School of Public and International Affairs of the University of Pittsburgh, and supported financially mainly by the Pew Charitable Trusts. Initially, its goal was something of what one might call the export of Western norms and values into the Central and Eastern European area, in this particular case in the form of introducing "new" curricula and "new" teaching methods in the field of international relations. Sometimes, such a transfer of knowledge was less well received than might have been originally anticipated by the coordinators. Some of the Eastern scholars from that time did not show much enthusiasm (to say the least) about what they felt was, above all, the importation of the American perception of the world with very little money being spent for the benefit of the region itself. However, it is fair to say that the presence of IAN in Central and Eastern Europe did have some tangible results. It will be remembered by many scholars from the region as an institution that supported a much needed networking among research institutes and universities from the region. Several scholars received grants to travel and spend time at universities in the United States. IAN organized many seminars and workshops in strategic cities such as St. Petersburg, Prague and Warsaw. It created a kind of database of all the research and higher education institutions in Central and Eastern Europe where the focus was on international relations in the broadest sense of the term. Nevertheless, the main problem

IAN could not solve was continuity. Although the list of institutions in the IAN database was quite impressive, one could never get rid of the feeling that the network would only last as long as the money from IAN was available to support it; and everyone knew that the money would not be available indefinitely.

What happened next had a decisive impact on the way the connections among researchers and teachers from Central and Eastern Europe would develop. In the brainstorming regarding how to ensure a follow-up to IAN when the resources dried up, an idea came up that the network should have its own professional association, modeled on the International Studies Association (ISA). In this particular case, the American model of sustained networking proved useful. Although the idea was conceived in 1996, the Central and East European International Studies Association (CEEISA) in fact started in 1998 in St. Petersburg, where its first president was elected. In 1999 CEEISA held its first conference, in Prague.

CEEISA: A regional network of professionals in the field of international relations
It has to be admitted that the start of CEEISA was a shaky one, and its future rather uncertain. By that time, most of the senior figures, realizing that the money to support their travel within the IAN network had evaporated, had lost interest in cooperating with CEEISA. Had it not been for some senior scholars who invested time (and money from their travel budgets) in building CEEISA, and their junior colleagues as well as graduate students, who joined forces and kept the organization alive, CEEISA would not have survived. In the early stages, life support to the organization was provided mainly by scholars from Ljubljana in Slovenia, and Prague in the Czech Republic—specifically, from the Chair of International Relations at the Faculty of Social Sciences, University of Ljubljana, and the Jan Masaryk Centre of International Studies in Prague. These two institutions provided the entire administrative and organizational infrastructure for CEEISA.

The remaining group of scholars from the IAN network made a significant contribution to the development of CEEISA, particularly by organizing conferences in their cities. Thus, Warsaw University organized the second CEEISA conference in 2000. The Moscow State Institute of International Relations (MGIMO) hosted the third conference in 2002. This conference was organized jointly with the Russian International Studies Association (RISA) and the Nordic International Studies Association (NISA). The idea of partnership conferences has become a great asset for CEEISA. In 2003 the Association collaborated with ISA, and organized its fourth conference in Budapest. The conference was a great success. It finally put CEEISA on the map of professional associations in the field of international relations and made it the leader of IR

scholarship in the region. The conference attracted over 700 scholars from all over the world. In 2006 the fifth conference took place at the University of Tartu In Estonia. In 2007 CEEISA held its Sixth conference in Wrocław, Poland, this time in the partnership with the GARNET Network of Excellence. Since Tartu, the CEEISA conferences have also begun to attract major international publishers. The year 2008 was marked with the biggest success of CEEISA's history. At the meeting of the World International Studies Committee (WISC),[2] which was held in 2006 in San Diego, California, CEEISA was entrusted with organizing the second WISC Global International Studies Conference. The conference, which took place in Ljubljana in July 2008, was an enormous success, attracting over 1,000 participants from 70 countries.

In the meantime, the Association's official journal, the *Journal of International Relations and Development* (*JIRD*), has become one of the most influential IR journals in Europe. Since its launch in 1998, the *JIRD* has been tracked by almost all major databases in the field of social science. Since 2003 the *JIRD* has been co-published by Palgrave Macmillan, one of the leading publishing houses in the world. But the final recognition of its quality came in 2008. After a probation period of almost two years, the Institute for Scientific Information accepted the *JIRD* for coverage in the Social Science Citation Index. This success gives an additional value to the *JIRD*, which has become known for the efforts of its editorial teams to work with scholars from the CEE to bring their work to a level which corresponds to quality standards required by established IR journals around the world.

---

[2] WISC is a network that brings together over 20 professional associations in the field of international relations from all over the world. Its mission is similar to that of CEEISA. It aims to provide emerging younger scholars from Africa, Asia, and Latin America with an opportunity to meet with established international relations teachers, researchers, and practitioners, to make it possible for them to get direct access to the contemporary literature in the field, and to facilitate networking with colleagues from the region with a view to establishing closer cooperation. On the other hand, it also gives to scholars from the developed world a unique chance to gain the first-hand experience from local experts and to explore possibilities for further cooperation and research in the areas of mutual interest.

Research and teaching about the United Nations in the CEEISA network

CEEISA conferences—the prime venue to check the state of affairs in teaching and researching the United Nations (UN)—have never been strictly regional. Normally, scholars participating in ISA conferences come from all over the world. Themes that CEEISA conferences cover are regional as well as global issues. The UN has always been a topic of interest at these conferences. The 2003 Budapest conference in particular was the venue for an exchange of views and experience among scholars and teachers in this field. For example, among the topics discussed was the Central and East European experience with the United Nations, UN High Commissioner's work in Bosnia-Herzegovina, US–UN relations, the reform of the Security Council, etc. In subsequent conferences (e.g. in Tartu in 2006 and Wrocław 2007), the UN-related topics were also included. The WISC conference of 2008, of course, was a global conference and discussions on the role of the UN in the world were present on many panels. It is encouraging to see that representatives of national UN associations have begun to attend CEEISA conferences and contribute to the conference program with panels specializing in UN-related topics. In Tartu, representatives of the Italian and the Czech UN associations participated in discussions. Nevertheless, CEEISA should give more attention to addressing the state of research and teaching about the UN.

Conclusions and tasks ahead

We at the Association rarely look back, but when we do, we are proud of all the achievements listed above. In spite of uncertain beginnings, the efforts of a small and enthusiastic group of scholars have been rewarded. However, there are still challenges ahead. Giving more attention to teachers of IR in general is inevitable. In this respect, special focus on UN teaching (e.g. by broadening cooperation with the national UN Associations and other institutions involved in the organization of national Model UNs) is an important topic and a challenge worth taking. It is quite clear that many scholars from the CEE region devote much of their professional attention to UN. It is the task of the CEEISA to make these efforts more visible.

8.

What Can UN Practitioners Bring to Teaching about International Organizations?

Ingrid A. LEHMANN

Lecturer, Department of Communication Science, University of Salzburg and former Director, United Nations Information Service, Vienna

In reflecting upon the last six years of teaching in the field of international communication, and in particular communication about various actors in the UN system and regional organizations at different universities, I would like to summarize my experience from a practitioner's perspective.

As someone who has worked in the UN Secretariat for many years—in four different departments and seven duty stations around the world—I have found that students with an interest in international relations often relate very well to a practitioner with first-hand management experience. The examples "from real life" that I can provide in my face-to-face lectures and the practical exercises designed for the students using actual or simulated situations in international settings give the students a first-hand entry into the international world that others in the teaching profession without a practical background would be less credible in conveying.

Among the teaching tools used over and above the traditional lecturing mode, the following have been found to be particularly persuasive:

First, flowing from my own experience, I have used teaching materials that have been adapted from my former working environment, such as organizational flow charts about actual administrative units and departments in the UN, memoranda describing real-life situations in the field, press releases by the UN press offices, and background notes that the UN uses to inform its staff about ongoing developments. Students, following my introduction to the specific international setting, are then asked to analyze the various materials and relate them to the communication concepts and theories also used in class. Moreover, the case study method, which is used by many other university teachers, is in my classes usually infused with real-life perspectives, as I am in the fortunate position of being able to use my own research and write about practical aspects to help students focus on phenomena such as the "transatlantic media and opinion divide over Iraq" or the "scapegoat role of UN peacekeeping".

Secondly, in my classes, international settings are simulated in mock "press conferences", where students take on the roles of journalists from a variety of international media under assumed names, or where students play the role of real-life

spokespeople, their assistants and legal and political advisers. One such "press conference" was organized by students simulating the setting of UN Relief and Works Administration in Gaza in 2004, another by the European Union Commission following the Irish referendum in 2008. The roles taken on by the students give them a very practical flavor of what would be demanded of journalists or press officers in such difficult political environments. Students can thus experiment and discover for themselves whether a certain job model is actually something that suits their talents and ambitions.

Thirdly, in my most recent course on "Strategic Communication in International Organizations", students were asked to sign up, early on in the course, for specific exercises suggested to them, such as the drafting and presentation of position papers by staff of international organizations. In one case, two students volunteered to work out and present a strategic paper with practical recommendations for U.S. President-Elect Obama on how to change the image of the United States abroad. In another case, students analyzed the difficulties encountered by the UN International Criminal Tribunals, in the context of the arrest and indictment of Radovan Karadzić.

Fourthly, invitations are usually extended to other practitioners—UN staff, junior professional officers and former interns to share their experiences with the students attending my courses, which enriches the range of practical examples and allows the students to interact with practitioners from diverse backgrounds. Not only can students begin to identify with role models provided by individuals working in international settings but they can also question them about recruitment procedures, qualifications, language requirements and lifestyle issues. The role models that are often missing for students in the international field are thus brought into the actual learning environment. In addition, I regularly advise students on exchange programs, fellowship opportunities, and internships at the UN and the Organization for Security and Cooperation in Europe (OSCE).

Overall, I have found that teaching about subjects derived from my direct experience is very enriching. Students' perspectives are refreshing and often innovative, and their preferred use of electronic tools such as the "Academic Blackboard" and search engines has stimulated me to use these tools myself to great advantage in my own writing and research. After six years of teaching, I can highly recommend practitioners in the UN and other international organizations, prior to their departure from their organizations, to familiarize themselves with those academic establishments in their vicinity which might be interested in offering a course on international affairs. While they may find out

that it is much harder to teach a subject that they believe they know well, this intellectual exercise tends to be enriching and stimulating.

Someone recently said that practitioners "often don't know what they do know": teaching and research are one good way of finding out the relevance of a practitioner's knowledge. Another obvious, but frequently shunned tool is "reading the literature". Practitioners, who tend to be busy people with little inclination to read about their fields of work, may often miss the contributions made by academic researchers, biographers, and journalists, which frequently provide broader perspectives and deeper analyses. These can help practitioners to refocus their own work and to reflect on alternative ways of handling situations in the international arena.

9.

Teaching International Law Means Working with the UN Charter

Karin KNEISSL

Faculty Member, Webster University, Department of International Relations; Research

Studying law requires precise reading and interpretation of the pertinent legal texts. In the case of public international law, one of the primary sources remains the United Nations Charter. It is, therefore, indispensible for students to obtain a sound knowledge of the main chapters of the UN Charter. Ever since in fall 2001 I started teaching international law at Webster University, Vienna, I have encouraged participants in the various courses in international law to study the UN Charter, which accompanies us throughout the course.

One of the goals of the course is to familiarize future scholars of international relations with the main body of norms for interstate relations which we have at our disposal. In spite of all its deficits, the Charter still governs peaceful settlement of disputes. By studying and discussing various cases in class, the students become aware of the systemic contradictions, for example, Art.4. paragraph 2 versus Art. 51, namely, the prohibition of threat or use of force versus the exercise of the inherent right to self-defense. One of our exam sessions, either the midterm or final exam, is usually held in the guise of a simulated UN Security Council meeting. Students can choose a topic. I then set up a scenario and discuss details with the delegations. The task of the students is to do research on the topic and prepare for their role as a representative of a national delegation or an international organization, etc. They have to write a speech for the first *tour de table* and draft a list of legal arguments for the debate. If the class comprises more than 12 students, which is usually the case, students form teams and make sure that they present their arguments as a delegation.

The evaluation of the courses regularly shows that students enjoy those simulated negotiations a great deal. It offers them a first-hand experience of the constraints of action by the UN Security Council. I often encourage them to play a delegation they would not immediately identify with. By putting themselves in the shoes of such a delegation they learn how to argue in favor of "the other". This format of mock conferences is part of all my classes, be it History of the Middle East, Geopolitics of Energy, International Organizations, or International Law. Having had the chance myself to do that kind of exercise during my studies both in Vienna (Faculty of Law) and Paris (*École nationale d'administration* [*ENA*]) I remember the contents of those exams much better than the (less enjoyable) question-and-answer sessions.

Cooperating with the UN in Vienna is part of the course agenda

Being based at the Vienna Campus of Webster, three bus stops from the UN Office at Vienna (UNOV), offers us the privilege of working a lot with the respective UN branches. In the framework of my course "International Organizations", three classes are dedicated to the role of the UN in general and, in particular, the UN in Vienna. Students are prepared in class for our excursions to the Vienna-based international offices, and the briefings they receive by senior officials are of good quality. I improve my own knowledge during these visits. Thanks to constant contact with the persons in charge, be they at the UN Information Service or in the specialized agencies, I try to provide students with contacts for their planned internships and for the research they need to do for the course. Cooperation with most officials inside UNOV is excellent; this also holds true for the colleagues at other Vienna-based international organizations. Staying in touch with those colleagues (who are often on a rotating assignment) beyond the excursions is part of the agenda of the teacher. I wish not simply to make use of their hospitality but to transform our regular contact into a professional and human relationship that will eventually be of mutual benefit.

Internships should not be reserved for those who can afford voluntary assignments

Regarding internships, I took the liberty during the debate at the meeting in late November to point out the need to offer paid internships. Students who do not have the financial means to travel to one of the UN offices and spend several months there are excluded from such a training opportunity. It should be within the means of the UN to cover at least the travel expenses, housing and pocket money of the applicant. Otherwise, doing a UN internship will turn more and more into an issue of "who do I—who do the parents—know inside the UN?" Already we can observe the emergence of little "dynasties" of UN contacts and interns. For the sake of equality of opportunity, the access to internships cannot remain a matter of money.

The echoes I have received from former students who had the chance of obtaining an internship were frequently divergent. Some were lucky enough to work with a responsible supervisor who encouraged them to participate in analytical work. Others were less involved and did not really benefit from their internships. I myself had the opportunity during my studies at the law faculty in Vienna (1983–87) to do an internship and worked several times in UN Conference Services. My personal experience was mixed. During my assignment within the Austrian Federal Ministry for Foreign Affairs, I was deputy head of the department in charge of the Vienna-based UN organization (1995). So I try to share that experience also with my students when it comes to reflecting on the UN and offering professional advice on working for the United Nations system.

Teaching the UN, I can state, is an integral part of the syllabus of international law and international organizations. I am aware of the various excellent options Webster University, Vienna, has thanks to the proximity of the UN office. We are in the process of getting more active and former UN officials involved as guest speakers for the department of international relations. Given this proximity means that, to date, I have not had recourse to e-learning, which was one of the tools discussed during our meeting. However, I do encourage students to use the library of the UN Office at Vienna and to conduct interviews with officials of the secretariat, agencies, and also permanent missions to the UN when they prepare for our UN Security Council meetings. Those interviews can be an excellent chance to explore both the contents and style of multilateral diplomacy. Unfortunately, not many students make the effort to really do such research. They prefer to be online …

10.

How to Create a Knowledge-Sharing Culture in International Organizations: The Transformation of a Bureaucratic System into a Living Organism

Romana BENISCH

Knowledge Management Researcher

> In the 20th century workplace, authority was based on what an individual knew ("my knowledge is power"). In the 21st century workplace, authority is conferred to [*sic*] those who share what they know, and in doing so, elevate the value of their co-workers and network contacts ("our knowledge sharing is power") (Hardy 2008).

Knowledge management (KM) has been an established discipline since 1995. It has moved from being enormously popular toward being an almost mythological management concept. Even today there is no clear understanding and, indeed, some disagreement regarding the definition of knowledge management, just as there is regarding the concept of knowledge. On the one hand, KM has developed into a distinct standalone field with its own concepts, theories, jargon, tools and methods; on the other, it is considered as merely a buzzword or bubble. Astonishingly, while no one knows exactly what it is, everyone talks about it. Knowledge management is often defined as a range of practices and tools used to create, organize, capture, share, and transfer information. According to Davenport and Prusak (1998), knowledge is "a fluid mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information. It originates and is applied in the minds of knowers. In organizations, it often becomes embedded not only in documents or repositories but also in organizational routines, processes, practices, and norms."

However, apart from this dominant concept, it is essential to consider also its human and social factors, especially if knowledge workers reach the point of sharing their knowledge. Unlike explicit knowledge held in repositories, tacit knowledge resides in the minds of people, and making valuable use of it depends on people's motivation and willingness to share. More and more organizations are investing in consultancy companies, expecting them to decode their collaborators' "black box" where tacit knowledge is hoarded and released literally at the touch of a button. In most cases, however, there is no recipe for motivating people to share their knowledge and consequently, in most cases, this ambitious endeavor fails.

In fact, organizations do not need to hire outsiders to reinvent the wheel. And the answer to the question of how to solve problems and share knowledge, though simple, is difficult to put into practice: "We have to bring together the people who are co-creating the current reality to co-create new realities. We have to shift from downloading and debating to reflective and generative dialogue. We have to choose an open way over a closed way" (Kahane and Senge, 2008, p. 129).

The keywords here are networks and communities: a paradigm shift from hierarchical organizations to non-hierarchical, network-oriented, and flexible modes of collaboration where a knowledge-sharing culture can be created even in organizations suffering from burdensome bureaucratic machinery. With the introduction of electronic mail and Internet services, the communication process in organizations has undergone a fundamental change. Direct open dialog and interaction among actors have caused the hierarchical model to founder. Nonetheless, hierarchies are here to stay because even though they create dependency, diminish creativity, and discourage collaboration, they are the backbone of an organization. As a consequence of the ambiguity in organizations, leadership and management need to be rethought.

In recent years, there has been an increasing emphasis on learning and innovation, with more space being given to open debates in communities, resulting in more democracy in organizations. Communities and social networks enable collaborative creation and sharing of ideas, and play a vital role in the maintenance of organizations as living systems.

Moreover, international organizations, though trying to embed knowledge and learning into their long-term visions, have felt massive resistance toward this dynamic new wave of development. In many international organizations knowledge management is still in its infancy and is more focused on the information technology (IT) component rather than on the holistic approach of the people–processes–technology triangle. An additional barrier is the fact that in many organizations the preconditions for creating a knowledge-sharing culture are still missing. As this gap cannot be filled by applying a top-down approach, management faces difficulties in solving this problem. Given the rapid change in the multilateral environment, the need for an approach to developing a system-wide knowledge-sharing strategy has received considerable attention. However, the only effective method of developing such a strategy would be through guiding individual efforts and involving staff to ensure bottom-up innovation rather than prescribing solutions.

While a system-wide knowledge-sharing strategy is under implementation at the UN, there are already a number of different KM projects and activities already in place within the UN system. Those efforts are mostly the results of personal grassroots initiatives and not yet part of a comprehensive KM strategy.[3] One of those initiatives is called "One Knowledge".
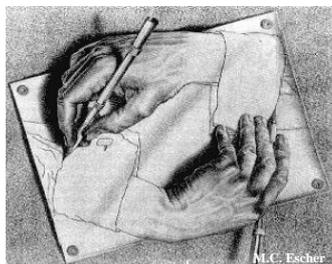
One Knowledge aims to show how organizations can regulate themselves (*autopoiesis)* and how the power of collective wisdom can be used to solve problems and conflicts in a community. This constructivist approach to knowledge management demonstrates how knowledge holders can model their own environment.

With proactive participation in the daily work process, people become co-creators of a knowledge-sharing culture within and across organizations. They experience, within a learning-by-doing exercise, knowledge that can be created, captured and exchanged, regardless of people's different backgrounds, cultures, beliefs, perceptions, values, and understanding. Integrating people into the system is the foundation for an open environment of trust and the only effective method of transforming a static entity into a learning, and thus living, organism. *Change cannot be imposed on people, it has to emerge from them.*

One Knowledge strives to encourage empowering principles of collaboration at all levels within and across organizations. The initiative focuses primarily on establishing communities of practice throughout the whole UN common system that break down barriers, generate true sharing of knowledge, best practices and dialog. As it enables an environment of trust where knowledge and relationships thrive and are recognized as crucial assets, it genuinely contributes real value to the ideals and goals of the UN community.

Participation in the initiative is open to everybody. Providing room for creativity and continuous learning, it aims to help the United Nations to become a learning organization.

---

[3] JIU/REP/2007/6, 2007. p. iii

References

Hardy, B., 2008, Knowledge and Collaboration, a Knowledge Café held on 23 April 2008 at Merian Hotel, Basel, Switzerland.
See: http://innovationwell.net/comty_knowledgecafe (last accessed 24 June 2009).

Kahane, A., and Senge, P., 2008, *Solving Tough Problems: An Open Way of Talking, Listening, and Creating New Realities*, Berret-Koehler Publishers, Limited, San Francisco, CA, USA.

JIU, 2007, Knowledge Management in the United Nations System JIU/REP/2007/6 Report of the Food and Agriculture Organization of the United Nations, p. iii. Download at http://www.unjiu.org/data/reports/2007/en2007_06.pdf (last accessed 24 June 2009).

11.

Report on the Worldwide Real–Virtual Colloquium "The United Nations and the Information Age—Education for the Next Generation of the Peoples of the United Nations" held in November 2007, Wels, Austria

Alexander SIEDSCHLAG

Professor, Sigmund Freud Private University, Vienna; former Director of Research and Development, WWEDU World Wide Education GmbH

Organizer: The Academic Council for the United Nations (ACUNS) provided panelists and Worldwide Education (WWEDU)—a combined distance-learning-based business school and school of governance, academic institution, and IT firm—provided academic and ICT infrastructure.

Colloquium theme

To explore how the new media can be used to teach about the UN in the information age, specifically the UN and the new media. Among the main questions addressed were:

- How do new communication technologies and the opportunities they offer for interaction of people and social communities impact the actions of the United Nations?
- How do the opportunities for global networking and international community action offered by the new media affect global policy initiatives?
- How can the United Nations system make use of the new media and information infrastructure to transmit its ideas and communicate its mission to upcoming generations of opinion leaders and decision-makers?

Panels

- New technologies for research and teaching in UN studies;
- human rights and the new information technology;
- new-media-mediated peacebuilding and societal development; and
- communicating the UN system to youth.

Colloquium rationale

The focus was not on virtual classroom teaching, but on e-science as defined by the UN World Summit on the Information Society. In this framework, the conference had a hybrid format, combining an event in a dedicated multimedia conference hall in Wels, Austria, with a virtual event mediated through the Internet. Special emphasis was placed on using a format able to strongly test the feasibility of advanced distributed academic conferencing. Panels included on-site as well as virtual speakers with distance

PowerPoint and video presentations, and a real-time online panel dialog in discussion with the physical audience in Wels. Speakers unable to be present in real time were invited to send in videos that were shown during the colloquium.

The conference and all digital material shown were continuously streamed on the Internet as well as recorded on video. The virtual audience was able to interact with the panelists by posting questions and listening to the answers on the Internet video stream.

Panelists and discussants joined in digitally from countries such as Australia, Brazil, Ghana, the United Kingdom and the United States.

For testing purposes and to meet the constraints of the communications infrastructure, different software applications were used, ranging from Skype to ADL tailor-made products such as Vroom by Eluminate.

The technical setup was consciously chosen to make the event accessible for people in countries with limited bandwidth and hardware capabilities. It was decided to use resource-sparing compression techniques which though resulting in lower video quality ensured world-wide real-time accessibility of the event.

To sustain the impact of the colloquium, a DVD of the author's ″director's cut″ is in production. The DVD is planned to be an elective e-learning lecture in the WWEDU MPA program.

Attendance
There was a somewhat smaller turnout than expected, given that the event was advertised on a world-wide UN community basis. The virtual audience numbered approximately 250 people, with the panel on "new technologies for research and teaching in UN studies" being least visited and the panel on "new-media-mediated peacebuilding and societal development" the most visited, with over 100 distance participants watching the real time stream on the Internet.

We would also have expected greater interactivity, but the number of distance participants engaging in the discussion was quite low (even among our own WWEDU distance students, who were offered credits for participation). On the other hand, the interactivity level between virtual panelists and the on-site audience was surprisingly high, focused, technically sound and productive.

Technical evaluation

From a technical point of view, the main challenge was to connect virtual panelists from different parts of the world through the Internet and at the same time video-stream the event, making it accessible in real time on the Internet. An additional challenge was posed by the videos that had been sent in advance, which required much more editing and converting than expected, even though preparatory work was started as early as four weeks before the event.

All virtual panelists were contacted a couple of days before the colloquium, and a tailored Internet conferencing solution was discussed and pretested on an individual basis. Some predictable quality constraints on the part of the virtual panelists had to be accepted because of technical infrastructure such as bandwidth, webcam and mike variations which could not be remedied at short notice.

In this context, the colloquium offered its on-site and distance participants the best conditions possible. Everybody, panelists and participants, could join in virtually from anywhere almost without preconditions and without the need for a common technical or software platform.

Academic evaluation

New information technology is driving globalization, making today's global developments different from those of the past (e.g. at the beginning of the 20th century). At the same time, it is knowledge, not technology, that divides developed and developing countries. The challenge is to link new technology to empowering knowledge transfer and to support this transfer with useful learning methodologies.

Discussions on equal access to ADL technology must not downplay the importance of considering different cultures of learning and communication. Even if 50 students can virtually attend one seminar from 50 locations worldwide, can they develop, reproduce, or share a common culture of knowledge (as opposed to just sharing learning objectives)?

A closer link may exist between worldwide access to documents, reports of international organizations and non-governmental organizations and other public information provided by the Internet and, for instance, the development of a globally shared understanding of the public sector, such as criminal justice and facilitating humanitarian decision-making (cf. ReliefWeb).

While simplistic reporting through chaotic channels can damage the peace support operations and public sector reform endeavors of the UN in post-conflict areas, new media could and should explore in more depth the potential for explanation and illustration, especially as this style of communication is particularly appealing to youth, and thus act as a multiplier (e.g. "disaster reduction begins at school" in the context of the International Strategy for Disaster Reduction, ISDR).

However, even here it has become evident that ICT does not per se enhance cultural understanding and diversity, change work flows, replace on-the-ground experience, or redefine epistemological styles.

In innovative UN teaching, we must not confuse new ways of acquiring information with actual new teaching styles or more informed teaching. Our colloquium consciously stopped short of Internet-based teaching methods (such as WebQuest, WebExploration, and distributed table exercises) and their use in a UN studies context.

Chapter 2
Computer-Based Learning

1.

Computer-Based Materials Useful for Education or Training on the United Nations

Maher NASSER

Head, UN Information Centre, Vienna

When considering the question ″Can the "United Nations be taught?", we should not only think of it in terms of what takes place in universities and academia. One could argue that most of the efforts by UN organizations to share information through public information activities to reach the public at large, including school children, through traditional as well as new communication tools are also part of the process of "teaching" the United Nations.

Most, if not all UN system organizations now have websites providing access to documents and information material online. Material that is now available on UN Web sites ranges from those that target the public at large with general information about the organization and what it does, to specific web pages and sites that are dedicated to providing material targeting children and youth.

Among the "teaching material" produced by UN organizations are resource materials for teachers and students, information materials in the form of handbooks, brochures, manuals, factsheets, etc., and material for youth and children in the form of games—learning by playing.

UNICEF, for example, has a special webpage targeting both students (school and university) and teachers: http://www.unicef.org/siteguide/resources.html. Another example where the resources cover a very specific topic is the Microfinance Distance Learning Programme of the United Nations Development Programme (UNDP) at: http://www.uncdf.org/mfdl/index.php?_mode=students.home.

An invaluable resource for teachers and students alike about the United Nations system and a wide range of topics related to its work is the UN's Cyber School Bus at: http://www.un.org/cyberschoolbus.

This website was created in 1996 for primary and secondary school teachers and pupils and is now available the six official UN languages (Arabic, Chinese, English, French, Russian, and Spanish). It captures the growing potential of the Internet as an educational tool and provides an effective medium with which to disseminate information and resources about international affairs, as well as bring together diverse communities of

students and educators from around the world. Within the Cyberschoolbus site there are a number of activities and projects that teach students about global issues in an interactive, engaging and fun way. The site offers online chat forums, games, picture galleries, but also lesson plans and teaching materials on a wide range of subjects and issues.

Closer to home, UNIS Vienna recently launched an online resource for secondary school teachers to provide ready-made lesson plans and teaching materials (including a quiz, factsheets, handouts, etc.) in German:
http://www.unis.unvienna.org/unis/de/together_strong.html.

The material is presented in an age-appropriate format and corresponds to the Austrian curriculum. School groups make up the bulk of groups coming to the Vienna International Centre on a guided tour. These materials help teachers to prepare students—a guided tour is incorporated into an overall teaching unit about the United Nations. There are also plans for further units focusing on other subjects (English, Math) and more specific issues (e.g. the work of the UN Office on Drugs and Crime (UNODC) and the UN Industrial Development Organization (UNIDO])).

Websites of all United Nation system entities provide an important source of information about the work of these organizations as well as about the issues it covers. In addition to the "home" pages, many organizations also provide special Web pages with specialized information and details such as training Web page of the International Atomic Energy Agency (IAEA). This provides handbooks and manuals, topical pamphlets, and training material on specific subjects. The website link is: http://www.iaea.org/Publications/Training/index.html. Another example is the Teachers' Manual of the Food and Agriculture Organization of the UN on water: http://www.fao.org/nr/water/infores.html.

Conscious of the growing popularity of the Internet and the fact that education is more than simply providing material, various UN entities have also developed a wide range of educational and interactive sites and games to support "learning by playing".

Among the examples of such efforts targeting children and young people are UNODC's Youthnet at: http://www.unodc.org/youthnet/ providing an important resource and tool for youth and youth workers in the field of drug abuse prevention. Another is Tunza for Youth of the UN Environment Programme (UNEP) at: http://www.unep.org/tunza/youth/.

The website of the UN High Commissioner for Refugees has an Internet-based educational game entitled "Against All Odds" (http://www.playagainstallodds.com/), which lets gamers experience what it is like to be a refugee.

The World Food Programme (WFP) has another called "Food Force" (http://www.food-force.com/), which is aimed at 8 to 13 year-olds and is accompanied by teaching resources and materials. WFP also benefits from visits to a Web site called FreeRice (www.freerice.com) which gives visitors an opportunity to donate rice to WFP by selecting the correct meaning of English words. The contributions are made by sponsors of the site—mainly private-sector companies.

In addition, most UN entities have now either already established their own web pages on social networking sites such as MySpace, YouTube, Flicker, Twitter, etc., or are in the process of doing so. By embracing these new forms of communication, the United Nations is now able to reach wider audiences and share more up-to-date information. However, the challenge that comes with interactive sites such as Wikipedia is the loss of control over content, as anyone has the ability to edit entries. This necessitates vigilance in reviewing these websites and material relevant to ensure accuracy and to eliminate misinformation.

2.
Online Teaching

Phil REICHEL

Professor of Criminal Justice, University of Northern Colorado

Karin BRUCKMÜLLER

Department of Criminal Law and Criminology, University of Vienna

Stefan SCHUMANN

Department of European, International and Comparative Law, University of Vienna

Managing a class without a class room? By using the Internet with virtual classroom technology, it is possible to give lectures at a distance. This form of teaching—online teaching—is a very good alternative to traditional face-to-face teaching, especially to provide knowledge about and understanding of UN standards and norms. But, in our region, it is used too rarely by universities or education centers and more often utilized as just one aspect of regular class lectures, for instance, through the posting of additional information on an e-learning platform.

Why teach online?

Online teaching without a face-to-face encounter is purely a form of distance education. Its advantages are:

- to reach a wider student audience;
- to meet the needs of students who are unable to take part in a classroom lecture, because of a lack of time (e.g., employed people) or distance;
- to teach and link students from different geographic regions with different social, cultural, and economic backgrounds, without the need for the students (or the teacher) to travel to another town, country, or even continent; and
- to involve guest speakers, who are otherwise unable to attend the traditional classroom course.

These points are particularly beneficial for "teaching the UN" as a worldwide organization. Using online teaching, it is possible and easier to teach people from different countries with different social, cultural, and legal backgrounds. Thus, a better understanding of common standards and norms can be established.

Approaches to online teaching

In an online course there are the same, if not more teaching methods, learning styles, and exam facilities as in a classroom. Two approaches of online teaching and learning have emerged: synchronous and asynchronous.

Synchronous online teaching

Synchronous online education links the instructor and the students in "real time" via the Internet. Thus everyone has to be online at the same time; the instructor sees whose computers, microphones and cameras are active. It is more or less a meeting in the classroom, but virtual (for example, once a week).

The tools typically used are: audio and video conferencing, live chat, virtual "hand raising", shared whiteboard and joint viewing of multimedia presentations and online slide shows.

With these tools there are a great many interactive education opportunities, for instance, talks by the teacher or a presentation by a student with direct questions; audiovisual discussions between the lecturer and the students as well as among the students at different sites can be arranged. The instructor is the one who controls the discussion by a mouse click that "allows" students to interact with others in the virtual classroom via audio and/or video. Last but not least, students who have missed a session or want to revise for an exam may review the recorded audio lecture on demand.

Asynchronous online teaching

Asynchronous teaching and learning uses the time-delayed capabilities of the Internet. Synchronous courses will often have an asynchronous aspect, but asynchronous online teaching is used even more often as the preferred technique for general online classes and as an online aspect of traditional face-to-face courses.

These courses are still instructor-facilitated, but are not conducted in real time, which means that students and teacher can engage in course activities at any time. These classes are very popular, because it is more convenient to choose the time of teaching or studying the materials. Traditionally popular tools for asynchronous online classes are threaded discussions, newsgroups, file attachments and e-mails. Increasingly, however, asynchronous courses are incorporating PowerPoint lectures, podcasts, and video streaming.

Challenges of effective online teaching

The online environment can be an effective education setting. However, just as there are challenges for both lecturers and students in the traditional classroom, there are challenges in online education.

Hopefully, the class room instructor will be concerned about each of the following; but the online instructor may need to be even more vigilant about:

- offering a well-organized lecture;
- noticing any point a student does not understand;
- keeping in frequent oral and written communication with the students individually and as a group; and
- encouraging active learning by using appropriate pedagogical techniques.

When classroom management achieves those goals, there will be a good learning atmosphere for the participants. That is even more important for online instruction as—at least today—it remains an unusual teaching and learning environment. Nevertheless, the students will quickly grow comfortable with the process of distance learning. Practice shows that shy students especially feel more comfortable in discussions and are more active in an online class.

Online teaching is typically accomplished by having students and instructors log on to an e-education platform (e.g. Blackboard) through the university's website. But, other than access to such a platform, neither students nor instructors need any special software or downloads other than those typically found on computers (e.g. RealPlayer, QuickTime, Java).

In this way, by using only common capacities, students, practitioners and teachers from all over the world can be connected and can bring common UN standards and norms to people with different backgrounds.

More information:
Poe M., and Stassen, M. (eds.), *Teaching and Learning Online—Communication, Community and Assessment, A Handbook for UMass Faculty.* See:
http://www.umass.edu/cft/publications/Teaching_and_Learning_Online_Handbook.pdf
(Last accessed 15 July 2009).

See also: http://editors.merlot.org/OnlineLearning.htm (Last accessed 15 July 2009).

<div align="center">

3.

The Virtual Classroom and Simulations

John MATHIASON

Professor of International Relations, Maxwell School of Citizenship and Public Affairs, Syracuse University, NY, USA

</div>

For those of us who were practitioners in the United Nations, how to teach about the United Nations is not a theoretical question. We would argue, you have to experience it to understand it. Unfortunately, that is a bit difficult. When I began to teach courses on United Nations management for Master's level students at Syracuse, I faced two difficulties. The first was that many of the students were not located in Syracuse (nor was I for the first five years) and the second was that United Nations management is essentially a hands-on matter.

The Internet provided a solution to both problems. More than any government, the United Nations system is online. Documents, agendas, even meetings (via webcasts and streaming video) are accessible. When I started studying the United Nations, documents were only available at depositary libraries, meetings were only accessible if one went to them where they happened. The UN was essentially unknowable, unless you were a staff member (and maybe not even then). Now, the UN is accessible.

I started by teaching a class called International Public and NGO Management online. Students could find most of the material on my class Web site (I do not hand out a syllabus, or any other documents and most of the readings are public documents accessible from the Web). We would meet once a week online using text-chat. Students who missed the class could catch up by reading the transcripts of the chats. Eventually I moved to Syracuse and students could take my classes (expanded to include Evaluation of International Programs and Projects) in a seminar room. But I still maintained my online section, which was attended by students in places as far from Syracuse as Tokyo, Hong Kong, Beijing, Santiago de Chile, Washington, D.C., Geneva and New York City. As technology advanced, I moved from using text-chat to a more powerful distance collaboration system, called Elluminate. This permitted text, audio, video, presentations, whiteboard and shared applications. From 2008–09, I have been able to permit online students to participate in the in-person sessions.

While the technology allows for considerable open participation, including access to United Nations documentation, it would not be sufficient to ground students in how the organization works. Unlike national government, or the private sector, international organizations are qualitatively different entities. They are non-sovereign and therefore

<div align="center">

64

</div>

have complex decision-making processes. They are not closed systems (like private corporations) where management can be done "by the book". They have considerably longer time horizons than other entities (governments are usually defined in terms of election dates; private sector entities by years or by quarters). Conveying these differences is a major challenge in teaching.

My solution has been to build the classes around simulations. These are not like Model United Nations, which are essentially role plays. Instead, the students are asked to simulate a management problem. In my course on International Public and NGO Management, I ask the students to prepare the initial documents for a new international organization, the Biological Weapons Verification Organization (BWVO). While this organization does not exist (yet), it has been considered and there is an ample literature from the work of the Conference of Parties to the Convention on the Prohibition of the Development, Production and Stockpiling of Bacteriological (Biological) and Toxin Weapons and on their Destruction. For about ten years, negotiations took place to create a verification organization, but these failed. However, verification of the elimination of weapons of mass destruction is a significant international function and therefore provides a context for understanding how the international public sector works.

During the class, the students are divided into teams roughly matching the probable divisional or departmental structure of the BWVO. They are then asked to prepare the first four-year medium-term plan and two-year program budget for the organization. This requires that the students work through both the possibilities and constraints of an international organization. Typically, they divide themselves into an Inspection Division, a Trade Monitoring Division, a Science and Technology Division, a Public Information Division and an External Relations Division. Each week, the divisions report on progress in defining objectives, outcomes, output and activities, and have the proposals discussed, criticized and improved.

In addition to learning about the organizations, the simulation (because the students are assigned to groups randomly) also shows some of the cultural characteristics of work in the UN, including the need to make decisions on the basis of consensus. Since some 70 percent of the students in the course are not from the United States, there is a certain realism in the interaction.

For the past five years, the focus has been on the strategic planning and budgeting dimension of international management, but from this fall, I will add an element of human resources and financial management to the simulation.

In my course on Evaluation of International Programs and Projects, the simulation is a bit more straightforward. The students are told that they are the Evaluation Division of the United Nations and over the four months of the course, they design and at least partially implement an evaluation of a real United Nations program, using the data available on the Internet. Since 2005, the class has evaluated the UN Human Rights Program, the Public Administration Program, the UN Global Alliance for ICT and Development, the UN Internet Governance Forum, and the UN's climate change institutions. The class uses the logical frameworks produced by the programs (or creates one based on existing documentation) and then collects information, mostly from documentary sources, analyzes it and presents conclusions. Some of the evaluations have actually been used by the organizations chosen.

The results of these techniques have been favorable. The best indicator is the extent to which what has been learned was applied by the students when they returned to their home countries or obtained employment. Although I have not yet done a formal evaluation, feedback from the students who have obtained employment in international organizations, non-governmental organizations or governments indicates that the courses equipped them to work effectively from the outset.

4.

Wiki-Based Social Networks—Introducing the UN Studies Portal[4]

Dr. Henrike PAEPCKE and Julia HARFENSTELLER

UN Studies Association

I. Building a global community of UN experts

The UN Studies Association (UNSA) is an emerging and ever-growing international community of UN practitioners and academics, founded at the 2007 annual meeting of the Academic Council on the United Nations (www.acuns.net), our key partner. The members of our informal working group are dedicated to promoting an interdisciplinary, UN-focused field of studies and aim to build a strong UN Studies community that takes UN research and teaching to the next level—"the next generation" of UN Studies.

As a social network similar to "Facebook" (www.facebook.com) or "LinkedIn" (www.linkedin.com), UNSA mostly operates in the virtual space. We consider ourselves an **expert community**, which specializes in a certain topic: research and teaching about the United Nations. Yet, it is more than a network of like-minded people that has been formed around a set of shared interests or topics, or let alone through the mere presence of a (Wiki-based) online portal. We started to build our expert community by taking a look at the ideational basis first, before we specified our activities and tools. Therefore, the working group has spent considerable time on discussing the key shortcomings, problem causes, challenges and opportunities of UN Studies, in the overall search for a common vision, agenda and vocabulary.[5] Our goal is to bring together academics and practitioners, to bridge theory and practice, to integrate different disciplines, to cover all aspects and facets of UN activities, methods and approaches to studying the UN, as well as to provide theoretical and practically applicable knowledge. In more general terms, we view UN Studies as a field of study in its own right, in an ideational as well as in an institutional sense.

Therefore, our **main challenge** is to bring together and link UN-focused knowledge, create new knowledge, and make it accessible for research and teaching throughout the

---

[4] The full paper presented in Vienna can be accessed at:
http://www.unstudies.org/tWiki/bin/view/Main/ViennaColloquiumUNSP.

[5] For more information see UNSA's mission statement (a work in progress) at:
http://www.unstudies.org/tWiki/pub/Main/WebHome/ UNSA-BROSCHRE.pdf. The identified problem causes include the lack of coherence between UN-focused study programs, a lack of common identity, various structural problems, the difficulty of tackling the complexity of the UN system, enormous gaps between theory and practice, tensions between formal (academic) structures and emerging informal settings of research and learning, inter alia.

world. Furthermore, UNSA considers reforming teaching structures and building an integrated education program vital in order to provide for an adequate teaching framework for the latest interdisciplinary research findings. Developing interdisciplinary curricula is costly in terms of time and engagement, so for UN Studies to succeed, we also wish to raise public awareness about the importance of such a field of study.

II. The Wiki portal as key community-building tool

The **UN Studies Portal (www.unstudies.org)** is an **informal resource** for UN academics and practitioners with an either expressed or implicit interest in fostering UN Studies. Serving as our main communication and collaboration platform, it has also proven an essential tool in building a global UN Studies community. The portal allows members to network and interact, to develop and exchange new ideas, as well as to build and share knowledge.

The almost infinite range of features that facilitate social networking, interaction, and collaboration is one of the main reasons for our decision to use a Wiki. The **Wiki technology** is a highly flexible, variable and easy-to-handle web 2.0 (social software) tool, offering features that go well beyond regular (static) websites, or even other interactive formats such as blogs or forums. A Wiki allows even non-technical savvy users to easily and quickly create, edit and cross-link web pages (e.g. containing information about UN Studies-related projects and activities, ideas, resources and links). The philosophy behind Wikis is another compelling motive. Participants in our Wiki portal benefit from a unique learning and collaboration experience: they learn new techniques of social networking and new principles such as sharing, "peering" (working with peers), openness and transparency. At the same time, they easily gain access to resources and like-minded people. The association's capability of providing virtual collaborative workspaces, shared across disciplines, professions, and distance is valuable not only for members' individual learning purposes, but also in terms of training students to perform better in a global, knowledge-based economy.

What is a Wiki-based social network?

Social networks have been defined as creating links between people and communities.[6] In general, Wiki-based social networks rest upon the shared belief that the collective ideas of many will always be better than those of a few (collective intelligence**).** Applying the **Wiki philosophy** to our UN Studies Portal means encouraging individual UN experts to:

- overcome any (geographical, organizational, disciplinary, professional, etc.) boundaries;
- open up to the external world: people, thoughts, ideas, organizations, countries, etc;
- share their knowledge in peer-to-peer networks and organize themselves (horizontally); and
- collaborate and actively contribute to a creative common concerning "UN Studies".

Whereas the Wiki technology represents one of the most interactive and participative tools we have at our disposal to build a UN Studies Community, it is hard to predict the outcome of this experiment. It has become clear that we need a high level of participation and high-quality content, technical support and guidelines, including a netiquette. The group's success generally depends on our members taking joint action, working towards a common goal, and their willingness to share and contribute on a regular basis. Even if we are successful in these terms, we are aware of the fact that new media tools cannot automatically solve major challenges such as ensuring diversity (a major finding of the global colloquium on UN and the new media in Wels in November 2007[7]).

III. Using Wikis to engage and educate the next UN generation

Following the success of Wikipedia, the Wiki technology has gained tremendous popularity and has been applied to different settings, first and foremost, businesses. Besides this, a growing number of schools and universities have installed Wikis for various educational purposes, ranging from sign-up sheet for students, "Wikiquests"

---

[6] Gottfried Vossen, Stephan Hagemann (2007): *Unleashing Web 2.0: from concepts to creativity*, Morgan Kaufmann Publishers: Burlington, p. 58; Christian Stegbauer, Michael Jäckel (Eds.) (2008): *Social Software. Formen der Kooperationen in computerbasierten Netzwerken*, VS Verlag für Sozialwissenschaften: Wiesbaden.

[7] See www.acuns.at and http://www.unstudies.org/tWiki/bin/view/Main/ProjectColloquiumNewMediaWels.

(online tests), to case studies, presentations, or other class collaboration projects.[8] Using Wikis in classrooms, however, is still highly unexplored territory. We know very little about what works, and what does not—and in what specific context. Some of the questions we will need to address:

- How do Wiki patterns such as the 90-10 participation rule (90 percent lurk, 10 percent contribute) affect teaching?
- How can we better integrate informal techniques such as Wikis into more formal teaching settings?
- How to stimulate interaction, steer open discussions, or organize unstructured knowledge exchange?
- How can we grade Wiki contributions?

The key question, however, concerns the "net generation" or "Net Geners" that Tapscott describes so eloquently[9]: the estimated 88 million young people, born between 1978 and 1994, most of whom have grown up with the Internet. How can we better engage young UN academics and professionals? Not only can youth be seen as the world's greatest untapped resource but we also need to take into account the fact that the digital generation is an ever-expanding demographic group, whose values differ vastly from the baby boomers. As Tapscott finds: "Net Geners value freedom and choice in everything they do. They love to customise and personalise. They scrutinise everything. They demand integrity and openness, including when deciding what to buy and where to work. They want entertainment and play in their work and education, as well as their social life. They love to collaborate. They expect everything to happen fast. And they expect constant innovation."

Educating the Net Geners requires detecting new ways to better connect students with the outside world as well as practically apply digital know-how.[10] The UNSA Wiki-based portal is not only a test as to how far we can take the Wiki philosophy in real life, but also a valuable tool to reach out to the next generation and contribute to the discussion about Web 2.0 technologies. Furthermore, UNSA plans to organize a

---

[8] For a list of educational Wikis and further information on Wiki collaboration in teaching and learning contexts, see: http://social networksined.Wikispaces.com/ (last accessed: 11/14/08).

[9] As part of a recent $4 million research project, Tapscott and his colleagues interviewed close to 10,000 net geners from 12 countries (North America, Europe, Pacific Rim). See Don Tapscott (2008): Grown up digital. How the net generation is changing your world, McGraw-Hill: New York / Chicago / San Francisco; http://grownupdigital.com. See also The Economist: "The kids are alright" 13 November 2008.

[10] Kirsten Haack, Julia Harfensteller, Henrike Paepcke (2008): UN Studies - Foundations of an emerging field of study (UNSA Discussion Paper #1;
http://www.unstudies.org/tWiki/bin/view/Main/DiscussionPapers). See also: Pletka, Bob, Ed.D. (2007): Educating the Net Generation. How to Engage Students in the 21st Century, Santa Monica Press: Santa Monica.

workshop in 2009 for students, teachers and practitioners to jointly test the limits and potentials of Wikis.

5.

Wiki Discussion on Assigned Articles

Kamil ABT

PhD Candidate (International Relations), Bond University, Queensland, Australia

The primary objective of this approach is to show students that issues are to a large extent *constructed* and *contested* by the way in which they are written about and discussed; that various ways of framing phenomena through the act of research, by diverse scholars, involves making important decisions about exactly which issues are important (and for *whom*), whether these are identified as problematic or desirable, and what is at stake in the when issues are presented as *fact*. Students and practitioners should realize that the outcome of such decisions often privilege a particular agent, point of view, or political philosophy. In terms of practical application, these decisions are significant because their resolution determines if a particular responses to an issue is deemed desirable, logical, ethical, practical, or achievable.

For each lecture or tutorial, the teacher chooses a topic which has been fairly thoroughly researched in terms of the way it has been represented in the literature: according to why writers have identified it as worthy of research and how they problematized it. Students are given an academic article to read about the topic. A number of different articles representing diverging viewpoints are made available. It is important that (a) the various viewpoints, as expressed across the literature, are spread out across students, meaning that not all students have the same article, but that (b) some students *do* have the same article in order to point out how even one viewpoint can itself be contested according to the response of the reader.

At the outset, the exercise involves having students read the work and summarizing it according to how the author defined the topic or phenomenon at hand, which research questions were posed, and consequently what answers were provided. Secondly, students situate their summaries in an online, interactive graphical mind map or Wiki, which is accessed and built by the students themselves.

By having students situate their summaries online, and encouraging them to edit both the relative positions of summaries representing various ways of framing an issue, as well as the content of summaries uploaded by other students, the teacher is in a position to point out the *constructed* and *contested* nature of phenomena, in terms of both *writers* and *readers*.

This exercise has a fair amount of scope for variation by the teacher, as long as the aims (construction-framing, contestation, readership) are kept in mind.

One way to proceed might be to have students working individually or in groups (or a combination of both), creating visual mind maps which situate articles in relative terms according to a theoretical axis (it is up to the teacher to determine the extent to which such a framework is provided by the teacher, or developed by the students themselves). These mind maps would then serve as material for comparison and discussion in class. The key point for discussion revolves around the question of the extent to which students have *interpreted* the literature differently.

An alternatively approach could involve students working on the same mind map (started by the teacher) in the form of an editable, online Wiki. The history of the changes would be kept (including full versions of previous edits), and the various versions discussed in class. In discussing the edits of an online Wiki, the teacher's role is to highlight the *contested* nature of readers' responses, as well as the ramifications that writers' particular formulations of the research problem have on practical applications, and how the *truth* claims of authors can lead to diverging views on seemingly established issues. As part of the exercise, classroom discussion would involve students' own justifications for any changes made and why their version might be more appropriate than those of others.

From a practical perspective, this exercises requires software which allows Wikis to be edited, whilst maintaining a record of all changes made (keeping all previous edits in their entirety). A record could be kept, for administrative purposes, in regard to how many times each student logged in to the Wiki and contributed to its development.

6.

GLOBAL Project: Virtual Conference Centre (VCC)

Dietmar LAMPERT

Centre for Social Innovation (ZSI), Vienna

The *Virtual Conference Centre* (VCC), a unique service, is part of the GLOBAL project[11] funded by the European Commission under the Seventh Framework Programme. It helps event organizers in the research area extend their reach worldwide by offering meaningful and easy ways to connect remote speakers and audiences.

In this short presentation we will outline what the *Virtual Conference Centre* can offer, who supports this service, and where interested parties need to go to benefit from its use.

GLOBAL provides the following services:

The Virtual Conference Centre (VCC): a collaborative online platform which supports organizers of *virtual events* as well as local organizers in making their event virtual. It offers access to *virtual events* from remote regions over worldwide broadband infrastructures. The VCC itself comprises technologically advanced collaborative components and will, it is envisioned, offer a user-centric, "Web 2.0"-like interface.

The realization of *virtual events* will enable remote participation in real events, such as research activities or conferences. Geographically, GLOBAL involves Latin America, Eastern and Southeastern Europe, Central Asia, Africa, and Asia-Pacific. This geographical coverage corresponds to the GLOBAL consortium, as each partner concentrates on a region.

A real event, such as a conference, workshop, or training session, can become *virtual* by including remote speakers and/or remote auditoria via broadband Internet. This offers unique opportunities, such as reaching a wider audience than initially possible, or offering remote speakers prominent visibility, to name but two.

The VCC components most vital to its users (i.e. event organizers and event participants alike) are:

---

[11] GLOBAL – Global Linkage Over BroadbAnd Links.

74

—The *Virtual Auditorium* which allows a *virtual event* to be planned coordinated, and realized. Auditoria are interconnected over the Internet with TV-like media integration and advanced floor control.

—The *Event Repository* to store presentations, documents, participant profiles or interests, photos and video material recorded during the event for later reuse. In short, it allows users to engage in follow-up activities.

—The *Virtual Corridor* which supports networking and partnership building among event participants. It corresponds to the networking that usually occurs at co-located events in the corridor of the venue and is thus of prime importance. Remote participants will use the *Virtual Corridor* to learn about their event peers and their interests. GLOBAL encourages *communities of interest* to populate the VCC and organize their own domain, including their own events and activities.

—The VCC (*Virtual Conference Centre*) offers session types of varying degrees of complexity and floor control: the higher the complexity the more floor control is usually required. The simplest type is the *tele-meeting* which is suitable for settings well known as ordinary videoconferencing. At the other end of the spectrum is the *tele-conference* type which is suitable for the most complex situations with parallel sessions and multiple remote sites.

Promotion of the connection of European organizations with institutions in remote regions which are encouraged to collaborate with Europe, for example, in *Specific International Cooperation Actions*, and where the highest benefit from the VCC infrastructure can be obtained because of the geographical distance or travel limitations. Although GLOBAL's support is limited to projects in the FP7 framework of the European Commission, the VCC is offering its services to beyond EU–funded projects. It can, in principle, be used by any interested party. Its service is planned to become sustainable after the funding has stopped.

Conclusion

The VCC (Virtual Conference Centre) provides means for researchers to meet without travel, discuss burning topics, collaborate, and find synergies. By making a real event *virtual* and, consequently, by exploiting the means offered by the VCC, it is possible to include remote speakers and remote auditoria easily. Thus, extending the reach of users by including people who otherwise could not participate becomes a real option.

The GLOBAL project is a *specific support action* in the FP7, in the e-Infrastructure part of it, and is being funded by the European Commission. The project duration is from May 2008 to October 2010.

Find out more about the VCC and the GLOBAL project at http://global-project.eu.

7.

Computer-Based Tools for International Criminal Justice Education from the United Nations Office on Drugs and Crime: Normative and Operational Aspects.

Slawomir REDO

UN Office on Drugs and Crime

Sana SHAH

University of Vienna

The United Nations Office on Drugs and Crime (UNODC), based in Vienna, Austria, is the custodian of no fewer than 55 crime prevention and criminal justice instruments, as listed in its *Compendium of United Nations Standards and Norms in Crime Prevention and Criminal Justice* (2006), and of five conventions against drugs (3), transnational organized crime (1), and corruption (1); it also assists in the implementation of 16 universal legal instruments against terrorism. All these instruments remain a vast and viable resource for member states, non-governmental organizations, and other actors in the international crime prevention and criminal justice community, including the institutes of the United Nations Crime Prevention and Criminal Justice Programme (UNCPCJP) network. Since the inception of UNCPCJP, its members have informed a collective vision on how crime prevention and criminal justice should be structured and delivered. Over the past 60 years, and particularly since the 1990s, the network's delivery methods have increasingly included computer-based tools (CBTs).

The CBTs have two particular advantages over conventional in-class training. First, research has proved that CBTs, if well designed, have the potential to deliver training objectives more efficiently. Second, CBTs encourage all trainees to participate actively in the training through self-paced learning and multimode testing devices, including scenarios and questions, which enable a live voice commentator to provide feedback on the answers.

These UNODC products (17 altogether) range widely in terms of their development stages, from initial conceptual development phases of future products to finished products. The two most advanced CBTs of UNODC are **Drug Trafficking** and **Human Trafficking**, both developed for the enhanced implementation of the United Nations conventions against drugs and transnational organized crime, including the latter's Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (2000). The target recipients of these two CBTs are police officers and border control officers.

The first CBT on **Drug Trafficking** consists of various modules, based on several topics. These modules offer a wide range of thematic issues related to illicit drug trafficking and range from interdiction techniques for land controls to interdiction at airports and sea cargo interdictions. Risk management, controlled delivery, money laundering, car, aircraft, baggage and container search, as well as the search of persons, represent another major focus of this CBT. Last, but not least, there is a specific part dedicated to the identification of drugs and drug testing. The CBT on **Drug Trafficking** covers a training session of over 100 hours.

The second CBT is **Understanding Human Trafficking,** which contains three modules. The first module "Introduction to Human Trafficking" provides information on the different types of human trafficking and at the same time explains its most important elements. The second module "The Human Trafficking Process" characterizes more specifically the people involved in this process, both victims and traffickers. The third module "Identifying and Dealing with Victims" addresses the needs of the victims after a trafficking crime. Based on several interviews conducted with students, trainers, and experts from the, the UNODC Independent Evaluation Unit has graded the program as a highly qualitative learning tool needing only minor changes in the content and further cultural adaptations for more diversified end users.[12]

There are two other CBTs which have been developed within the Anti-Money Laundering (AML) mandate. The first CBT, which has anti-money laundering as its core theme and consists of 13 basic modules, provides 12 hours of interactive learning. The issues addressed are a general introduction on money laundering, methods of money laundering, the role and functions of financial intelligence units, aspects of the investigation process, and information on techniques and operations within this field. The second CBT focuses entirely on intelligence awareness and trains officials in basic knowledge and skills in this field. This CBT consists of nine modules beginning with a general introduction of basic intelligence, the application of intelligence to different analysis techniques, and operational steps within the intelligence, information management process, which leads to its final step: the development of conclusions.

The above computer-based training programs have already successfully trained more than 20,000 students worldwide. CBTs are already used by national police training

---

[12] Evaluation of UNODC's e-learning initiative (with emphasis on computer-based training) as a modality of technical cooperation delivery and capacity building), UNODC Vienna, January 2006; see online: http://www.unodc.org/documents/evaluation/2005-e-learning.pdf (24.10.2008).

academies, such as TADOC (Turkish International Academy Against Drugs and Organized Crime) and the Royal Thai Police.

The UNODC anti-corruption team is developing a similar CBT for the promotion of judicial integrity. In addition to the UN Convention against Corruption, the normative basis for this program is formulated in one of UNODC's *Compendium*-listed soft law instruments *The Bangalore Principles on the Strengthening of Judicial Conduct* and, separately, the *Commentary* thereto, as well as in the *Training Manual on Judicial Ethics* and *Guidelines on the Judicial Integrity* (under development). The underlying rationale for addressing judicial integrity and capacity stems from the accounts of widespread corruption in the judiciary in many parts of the world. Hence, this initiative aims to provide quality training to as many judges as possible so that the awareness of and the compliance with standards of professional ethics are increased. In the UNODC training projects carried out to date, pilot programs have delivered positive results. This positive experience with pilot testing has an even higher potential in that the CBT is cost-efficient, and, once developed, can be deployed at no cost and repeated as often as required. With established training centers and adequate IT facilities, training can take place at any time, with staff only being needed for maintenance. Thus, the CBT can be very efficient and helpful in reaching target recipients within a relative short period of time.

Apart from the CBTs, UNODC has also developed several software tools, designed to assist governments or local authorities in their efforts against specific forms of crime. Along with the above two CBTs, the AML Unit has developed several software products from a software group called "**go**" products, such as **goAML** and **goCASE**. These software tools all have a specific focus: **goAML** is software aimed at assisting financial intelligence units in collecting data and analysis, and the dissemination of intelligence; **goCase,** on the other hand, assists in managing investigations on the possible offences; the program **goATR** assists in the recovery and disposal of illegally acquired assets. There are three more "**go**" products that aim to facilitate the work of various governmental authorities, that is, **goINTEL**, which focuses on building a national, regional, or international network to support criminal and other intelligence units, like the last two programs: **goASSESS,** which helps design "detailed assessment reports", and **goIDM** a software tool offering a structured data center model for government agencies. The advantage of these software programs is that they not only offer theme-oriented technical solutions for governments to fight illegal crime but also are cheaper than others acquired on the open software market. The acquisition of these "**go**" products also provides technical training for software users.

Juvenile justice is another important UNODC issue, for which a training Web site is currently being developed, teaching the most important elements in the matters of protection of children as victims and witnesses of crime. The normative ground of this training manual implemented on an e-learning Web site is the United Nations *Guidelines on Justice in Matters Involving Child Victims and Witnesses of Crime*. Training manuals, handbooks, and further project proposals for technical assistance are all part of this project.

In the field of cybercrime prevention, UNODC is working together with the Korean Institute of Criminology, a member of the UNCPCJP network of institutes to develop a Virtual Forum against Cybercrime. The Forum has already hosted several expert and advisory group meetings that have discussed, conceptualized and pursued a pilot training e-learning program and a home page for the coordination of member states' work against cybercrime.

Finally, UNODC also offers a variety of legal tools for general use, which are all accessible from the UNODC homepage.[13] One of these tools is an online directory of the competent national authorities. The directory provides information on what authority in which country is the right one to address in matters of extradition, transfer of sentenced persons, mutual legal assistance, illicit traffic by sea and the smuggling of migrants by sea. Also available on the UNODC homepage is the **Mutual Legal Assistance Request Writer**, an important instrument for drafting correct and effective requests, thus facilitating international cooperation between member states. Additionally, the homepage offers a tool called **The Assessment Checklist** which assists state parties in reporting obligations under the relevant United Nations conventions in a simple and interactive way. The UNODC homepage also offers a **Legal Library**—an open source library for all rules and regulations of member states relevant to the working fields of UNODC.

All these computer-based tools are part of the UNDOC's commitment to promoting criminal justice education, by realizing its operational goals as a means of technical assistance. **The Twelfth United Nations Congress on Crime Prevention and Criminal Justice (Salvador, Brazil, 12–19 April 2010)** will see work progress on the CBTs and other related tools at its workshop "*International criminal justice education for the rule of law*".

---

[13] See UNODC legal tools homepage: http://www.unodc.org/unodc/en/legal-tools/index.html (14.11.2008).

8.

E-Learning Crossing Borders: Lectures on "Policing (around) the World"

Dr. Thomas FELTES

Professor of Criminology, Ruhr-Universität Bochum, Germany

The aim of this project is a series of interdisciplinary, transnational lectures in English given by national and international experts on policing and police science from all over the world, available for students in different countries. The series of lectures may be used for classes at universities, colleges, or for distance learning.

The lectures are videotaped and converted together with a PowerPoint presentation (which is the basis of the lecture) into an Adobe Connect file. This file is stored at a server in Germany (Bochum University), and is available without any further software for everybody worldwide who has Internet access. An example can be found (in the German language) at http://connect.ruhr-uni-bochum.de/dggkv/ .

The seminar has three learning targets:

1. Students learn the different ways in which a society is policed, how state and private police forces work, and how they are structured and trained. They compare the different law systems and the different policing philosophies.

2. Students realize that there are different meanings and understandings of police science. They know how this science has emerged and is developed. They are able to analyze theoretical, empirical, and practical developments in this field.
3. Students realize that there are different cultures of teaching and learning in different societies, the exchange their views with foreign students and with students from different fields (law, social sciences, philosophy etc.).

As of May 2008, we have participants (lecturers) from more than 12 countries: Australia, Belgium, Brazil, England, France, Germany, the Netherlands, Finland, Scotland, South Africa, Spain, Switzerland, the United States. We have also included representatives of Amnesty International and APT (Association for the Prevention of Torture, Geneva), lecturing on "Police Use of Force", and some colleagues presenting special topics, like policing mass events, policing cyberspace, or riot control.

For those who wish to take part in this project we have prepared a Connect presentation on "How to Use Connect" (see picture). It is available for all participants registered at the Blackboard system (Blackboard is e-learning software) in Bochum.

Video lectures
These lectures are provided by the Adobe Connect software, which is available at Ruhr University in Bochum. Bochum also hosts the server where the Connect files are stored. It is not possible to download the lectures, but the lectures are available online 365/24.

The students need an account and a password to access the lectures (both of which are provided by Bochum University). The lectures consist of (see picture):

1. the PowerPoint slides;
2. a "talking heads" video (usually commenting on the slide); and
3. the outline (below the talking heads), which allows the viewer to stop the lecture, to move forwards and backwards, and to restart it (e.g. the next day).

Blackboard and teaching material: Articles for personal study and discussion.
Each lecture consists of:

1. the Connect-file; and
2. between three and five articles (in pdf format), accessible via "Blackboard" in Bochum.

This software also allows a discussion forum, chats and other options. The "Blackboard" seminar is monitored and moderated by a teaching assistant in Bochum, but local or regional assistants can be included.
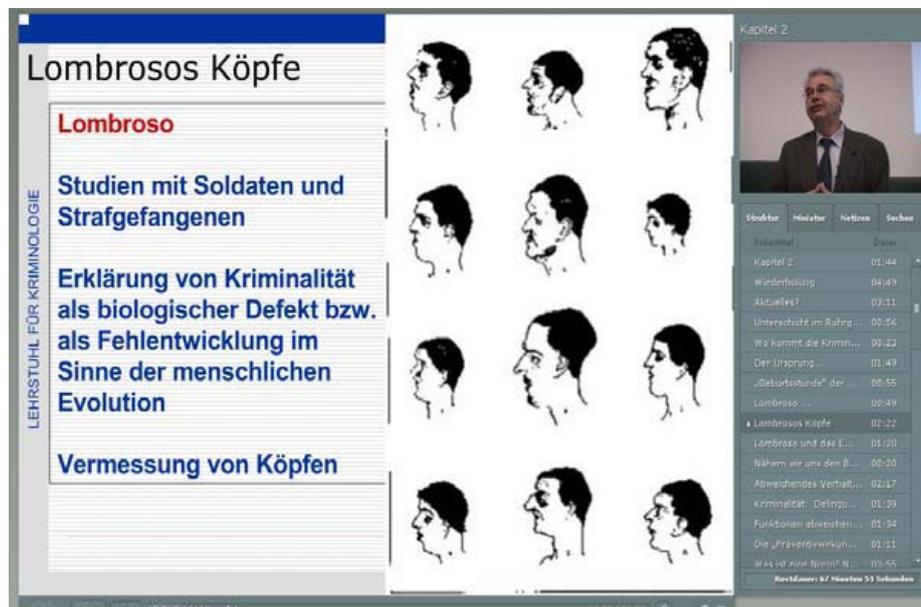
Interaction and communication

Besides the discussion forum, it is possible to establish national working groups in Blackboard, providing students with the possibility of discussing questions and exchanging documents in their mother tongue (if they so wish). It is also possible to have an international exchange and discussion with the author of the lecture at fixed days and times (e.g. the Thursday after the presentation is viewed by the students from 16.00–18.00 hours). Tests and other options are available in Blackboard.

Copyright

The authors retain the copyright of their lectures. There are no costs for participants (students or lecturers). For those who wish to join the group, the only obligation is to provide at least one video lecture plus PowerPoint presentation and three to five articles for background reading.

*See www.thomasfeltes.de www.rub.de/kriminologie www.polizei-newsletter.de.

CHAPTER 3
INNOVATIVE TEACHING TECHNIQUES, SIMULATIONS, STUDY TOURS AND LEARNING BY DOING

1.

**Using Structured Debates in Human Rights Law Teaching.
The Human Rights Debate Club—A Case Study of Peer-to-Peer Interactive
Learning at the University of Graz**

Matthias C. KETTEMANN

*Research and teaching fellow at the Institute of International Law and International Relations of the
University of Graz, Austria*

"I feel insulted when people equate Islam with violence," a Muslim student said in a
May 2008 session of the Human Rights Debate Club. "But isn't it part of the freedom of
expression," another interjected, "to express criticism against Islamic terrorism?" "Not if
this criticism incites hate or takes the form of racial intolerance," a third countered.
"This is expressly forbidden in the relevant human rights documents."

Welcome to the Human Rights Debate Club, a peer-to-peer collective learning
experience that was first organized at the University of Graz in 2007 and has, since
then, transformed more than 60 students from disciplines ranging from theology and
linguistics to environmental studies and (predominantly) law into active and critical
members of the "big debate club": the democracy we live in.

Going back to an idea of Wolfgang Benedek, Professor of International Law at the
University of Graz, the Human Rights Debate Club is an innovative and
interdisciplinary international law teaching technique that provides a setting for
moderated discussions on topical human rights issues. Each session of the Debate Club,
which takes place on eight evenings during the summer semester, is devoted to a
particular topic in the form of a question. The 2008 topics (they are updated each
semester) included, inter alia: "Are states allowed to use torture in extreme situations?"
"Does the right to privacy limit state attempts to fight crime online?" "Are human rights
universal?" "Should you be allowed to deny genocides?" And, of course, "Should
religions be immune from critique?"—the question that the students two paragraphs
earlier were intensively debating.

The Human Rights Debate Club at the University of Graz follows a unique approach in
combining written statements and short oral presentations with a lively discussion led
by a moderator, who is joined by invited human rights experts and special guests in
some of the sessions. Two weeks before each session students receive a 10–15 page
supporting document which contains an introduction to the topic, essential legal
documents, and different (controversial) takes on the issue from various sources
including scientific articles and journals. Each lesson focuses on a central question that

delineates the main theme. The students are invited to submit short statements (<250 words) which help the moderator to structure the discussion and identify the most controversial aspects of the topic. Each session starts with a short thematic introduction by the moderator, who then calls upon some of the students who have submitted statements to present their arguments. This sets the stage for controversial discussions—again, see our three students above.

The Human Rights Debate Club enriches the curriculum of all faculties of the University of Graz. This "melting pot" character is one of its particularly interesting features and allows the participants to learn from each other on a peer-to-peer level. Students from non-legal backgrounds follow a different approach to human rights issues than law students, who traditionally favor recourse to international legal sources to support their opinion. As the Debate Club progresses, the increased interdisciplinarity of all students becomes evident. A June 2007 session saw a law student (whose first statement in March 2007 had highlighted the importance of legal reasoning for solving human rights-related "hard cases") end a statement by emphasizing that "you can't just look at the law. What counts are the realities on the ground." *Quod erat demonstrandum.*

A particularly important feature of the Human Rights Debate Club is its ability to create empathy and support engagement—two qualities that do not (and cannot) usually rank among the primary study objectives of traditional university courses. A number of former Debate Club students have been inspired to take up voluntary work with civil society organizations. The Debate Club also helps students to improve their drafting, writing and presentation skills, takes away their fear of speaking in public, and forces them to critically assess the opinions they hold on human right issues and to defend them in front of an audience.

The Human Rights Debate Club is not the only example of innovative international law teaching techniques used at the University of Graz. With its Refugee Law Clinic, preparatory courses for Model United Nations, and law moot courts such as the Telders International Law Competition, the Institute of International Law and International Relations convincingly illustrates its deep commitment to excellence, innovation, and creativity in international law teaching.

Clearly, human rights need to be taught with an eye to the realities on the ground. Reading cases, perusing books and writing exams is not enough: human rights need to be filled with life. Not even a thorough reading of the commentary to Article 9 of the European Convention on Human Rights, which enshrines, inter alia, the right to

freedom of religion, can provide students with the sensibility they develop and the insights they acquire, when discussing its meaning with a Muslim student.

The value added that the Human Rights Debate Club brings is thus clear: its interdisciplinary approach supports creative thinking; its setup allows for intensive discussions and insightful contributions; and the topics covered enhance human rights awareness.

On a broader scale, the Human Rights Debate Club also makes an important contribution to the development of students into critical and active members of the community, who are aware of their rights and of the rights of others, and are prepared and willing to stand up for them. After all, discussing and internalizing the meaning of human rights is an essential precondition for respecting, protecting, and implementing them. We have known since Ludwig Wittgenstein that "the limits of my language indicate the limits of my world". With regard to human rights, the Human Rights Debate Club does its best to push these limits a bit further.

2.

HistoMUN: Historical Model United Nations: A Simulation Based on the Problem-Based Learning Approach

Helmut A. PRANTNER

Assistant, International Law and International Relations, University of Vienna, Austria.

"But why didn't they just … ?" is the recurring phrase of frustration voiced at the Historical Model United Nations (HistoMUN). An answer: "It's good they didn't because … !" is shot right back across the round table. The simulated panic came from the representative of a small country, unwilling to be the next recipient of aid or arms or, in his interpretation, the "unwanted intrusion in internal affairs".

The HistoMUN had its second session in March 2008 at the Diplomatic Academy of Vienna, with international attendees with backgrounds mainly in law, history and political science. In the preceding months preparation papers were issued to the future state representatives, and the individually drafted position papers were reviewed in a process of problem-based learning. Sources were shared through the common e-mail list, and the first alliances forged though concerted positions. Besides the legal principles of the UN System and the internal Rules of Procedure and diplomatic nicety, historical and political approaches to understanding the past were used in the debates.

Visa issues as always were a problem for international guests—for more than half the participants. Ironically, the newly formed states troubling Austrian visa protocol officers illustrate the motivation behind HistoMUN: moments in the past where one asks what could have gone differently, had the Security Council (SC) chosen to act differently facing the "fork in the road". "What if?" questions never fail to start negotiations anew.

The Vienna International Historic Model United Nations simulates only the Security Council of the United Nations. The historical approach replays historic Security Council settings, simulating decision-making processes of past crises. A strict cut-off date, timed to the hour of a well-researchable crisis of the past, gives a framework in time. The political and cultural changes have to be recreated by the participants, who will be guided by two co-chairs for each seminar-sized group of 15 council members plus observers. To date Palestine '48, Korea '50, Suez '56, Iran '87, Kuwait '90, Somalia '92, and the Balkans '92 have been such scenarios.

An impartial independent consultant will be ready to aid during the coffee recess or, on request, invited to the SC chambers to testify on questions of law or the historical record. No anachronistic arguments should be used, but conscious attempts to introduce

new ideas will be challenged by the country representatives in the session itself. The interactive components reward historic learning and political intuition, and create a competitive spirit among the diverse participants. This diversity of national origin and academic approach to the matter at hand is felt primarily in the question of root causes and unintended consequences of SC or state actions. Theories of International Relations, Law, or arguments from ethnology might win surprising adherents, especially when behind closed doors the future of a civil-war-plagued failed state is discussed.

The **problem-based learning approach** works exceedingly well in Legal and Political Problems of International Security (the title of a popular course at the University of Vienna). "Problem-based learning ends up orienting students toward meaning making over fact collecting." Students learn via contextualized problem sets and situations. The dynamics of group work and independent investigation in evening and night sessions lead to higher levels of comprehension and the development of learning and knowledge-forming skills. This approach to teaching brings prior knowledge into play more rapidly and ends up fostering learning that adapts to new situations and related domains. As Prof. Zemanek likes to remind younger colleagues, "You need but the UN Charter and an alert imagination to teach any problem."

General principles can be learned through facing the short-term political repercussions of alternative action and also the long-term dangers of breaking the system. "Soft law and hard law fuse to create a sphere of justice that is not just," a participant from Pakistan concluded regarding the Nicaragua judgment of the ICJ, and the consequential abuse of International Law by the Members mentioned by name in Article 23 of the Charter. An anachronism! (But only in that historical context.)

<div align="center">

3.

Law Clinics: Learning from the Real World

Richard SOYER
</div>

<div align="center">

Professor Criminal Procedure Law and Criminology Department of Criminal Law University of Graz
and Defense Lawyer, Vienna

Stefan SCHUMANN

Criminal Procedure Law and Criminology Department of Criminal Law University of Graz,
Department of International, Comparative and European Law, University of Vienna

Karin BRUCKMÜLLER

Department of Criminal Law and Criminology, University of Vienna
</div>

The Law Ambulance of the University of Graz, Austria: Course established and given by Richard Soyer, Gabriele Schmölzer and Maximilian Hotter.

"Law not only has to be taught. Law has to be practiced." As this applies to university studies too, Legal Aid Clinics or Law Clinics, which are well known at Anglo-American universities, have become more and more popular as a teaching and learning method in continental Europe. Originally designed to handle real cases, with students acting as advocates or legal advisors, Law Clinics now cover a wide range of teaching methods and subjects, with an emphasis on practical jobs. Their activities include writing legal opinions on cases or questions—to be handed over to and co-supervised by law firms, NGOs, administrative departments or, possibly, UN institutions. However, a Law Clinic does not always have to solve actual cases or prepare future decisions. It can also provide invaluable practical knowledge and understanding of judicial rights and past decisions.

I. The penal system: Making the Rule of Law available to students

An innovative project in this context took place at Karlau and Jakomini prisons in Graz. A "Law Ambulance" was established by the defense attorney Professor Richard Soyer, chair of criminal law with focus on prevention and criminal justice, and Professor Gabriele Schmölzer, chair of criminal law, criminal procedure law, and criminology, both of the University of Graz. In a two-term course, two aims were pursued consecutively:

- *Prisoners' rights in practice.* Erving Goffman, the Canadian sociologist, described a prison as a "total institution", a social microcosm ruled by a powerful and strict hierarchy. Indeed, feelings of powerlessness, as well as a lack of rights and information, are often reported by prisoners. Thus, in the first term of the "Law Ambulance" the participating students concentrated on improving the prisoners' and detention staff's knowledge about prisoners' rights

and duties. Being confronted with practical questions also helped the students improve their own knowledge and understanding.

- *Reviewing sentencing decisions.* The judicial language used in the verdict, a lack of education and a limited knowledge of German, Austria's official language, can often prevent a defendant from completely understanding the sentence and the reasons to be convicted passed on him/her. The tasks of the Law Ambulance during the second term were to review the court's decision with the prisoner, explain the procedural rulings and underlying principles of Austrian law, and help individual prisoners work out possible appeals. The students' understanding of the effects of criminal procedure law in practice grew enormously because of these activities.

II. The Law Ambulance: Theory comes down to earth

In pursuit of these goals, the Law Ambulance followed a four-step teaching approach:

- *Establishing the basics.* One of the ideas behind the Law Ambulance was that students would learn most effectively by participating in their own education. The students worked in small groups. In the first term, they collected basic information on prisoners' rights; in the second term, they analyzed the sentences of prisoners who had agreed to participate in the Law Ambulance project.

- *Theory meets practice.* The students deepened their knowledge and understanding of procedural law. In the first term, they discussed prisoners' rights in daily prison life with detention staff and prisoners; in the second term, they discussed with prisoners their analysis of the judgment passed on them. In so doing, the students used their understanding of rules to address practical challenges. The students discussed their findings under the guidance of the organizers of the Law Ambulance.

- *The Litmus test.* The conclusions of the students' work, once refined by discussions, now had to be tested in the prison. In the first term, the students presented an overview of prisoners' rights in practice at a meeting in the prison of more than 100 prison officers, ministry officials and reviewers of the prisoners' cases. Subsequently, the presentation was discussed with a group of prisoners. In the second term, the students discussed the accumulated problems with the prisoner, along with possible actions and outcomes, with the aim of

improving the prisoner's understanding of the conviction and sentencing decision.

- *Win–win situation.* The Law Ambulance was not unidirectional. While the students learned a great deal about the practical impact of legal rules and decisions, they also provided plenty of input to practice. After the first term, a compendium on prisoners' rights and prisoners' duties during both pre-trial detention and imprisonment, and legal as well as practical information for prisoners' relatives was published on a Web homepage (www.uni-graz.at/rechtsambulanz). This is intended for use as an information resource by, inter alia, prisoners and their relatives. In the second term, the students helped the prisoners to review their conviction and sentencing decision and also discussed rights and opportunities for prisoners' prospects after release.

III. The future: Building on success
To build on the success of the Law Ambulance, it will be extended in two ways:

First, by widening the topics it already addresses to drug offences, addiction, and imprisonment, on the one hand, and criminal policy issues in general, on the other.

- *Drug offences, addiction, and imprisonment.* To extend the scope of the Law Ambulance's topics, the focus will be on drug offences and the impact of imprisoning drug offenders. Through working with prisoners who are in custody for drug abuse, students will learn about the legal problems of drug consumption and abuse, its criminalization and the practical implications of imprisonment for the drug addict.

- *Criminal policy issues.* To promote the rule of law, discussions among students will focus not only on drug policy, but also on the widespread use of pre-trial detention and the dramatic increase in the number of people in prisons—often for drug offences—in the last 10 years worldwide, overcrowded prisons, abuse of power of law-enforcement officials, and neglect of prisoners' rights.

Second, through transfer of the concept of the Law Ambulance to other universities.

The "Law Ambulance" concept shows that learning from the real world links theory and practice. It helps students progress from learning to understanding, and it prepares them for their future working life. It has promising potential for teaching the Rule of Law in criminal justice systems. Promotion of the Rule of Law is essential for the mission of

the UN, strengthening its three pillars of security, sustainable development and human rights.

4.

Law Clinic for UN Teaching at the Law Faculty of the University of Montenegro

Ivana JELIĆ

Assistant Professor of International Law, Law Faculty, University of Montenegro

In response to the Bologna Declaration and starting in the 2007–08 academic year, the Law Faculty of the University of Montenegro has adopted a new curriculum with a compulsory course called the International Legal Clinic (ILC) for students specializing in International Law (the fourth year of study). Prior to this, there was an optional legal clinic course, mainly on human rights. A pilot project, which ran for three academic years (from 2003–04 to 2006–07), showed students to be very interested in studying international law through a clinical (i.e. practical) approach.

The United Nations forms part of two other obligatory courses: Public International Law (third year) and International Organizations (fourth year). The limited number of classes on the UN is due to curricular constraints. The only course that is flexible and dependent on student demand is ILC. It is popular because of the highly creative student role in it.

As of the 2007–08 academic year I was appointed an ILC professor and initiated new forms of cooperation with international organizations concerning studies of the UN's role, mandate, and significance. The UN High Commissioner for Refugees (UNHCR) has been in Montenegro the longest (about 20 years) and has enormous experience in dealing with refugees, internally displaced persons, and asylum seekers. With about 5 percent of the population being internally displaced in Montenegro, displacement is a major problem. The Law Faculty of the University of Montenegro decided that cooperation with UNHCR would be very beneficial for its students who have no practical opportunities to deal with such issues in the course of their studies. Cooperation between UNHCR and ILC in fact allows up to 20 students (the maximum number of participants in any legal clinic) to choose this legal clinic among several options available within ILC.

The clinic is designed to have 60 classes in all (15 classes are dedicated to research into the practical and theoretical study of the problems of international refugee law, the UN Convention on the status of refugees, and the human rights of refugees and internally displaced persons. Thirty classes are dedicated to practical work with officers of the UNHCR Mission in Podgorica. Within these at least one field trip is organized to a refugee camp; and finally 15 classes are organized at the Law Faculty for summing up and evaluation, as well as mentoring on an individual and small-group approach).

The advantages of ILC are numerous. Teaching methods and techniques are completely interactive; a student-centered approach is emphasized, giving students the opportunity to put into practice everything that they have learned in theoretical classes together with the new knowledge and experience gained during practical work and research at ILC.

Students have evaluated ILC/UN in the framework of cooperation with UNHCR as very beneficial, interesting and important as a way of putting their theoretical knowledge into effect. The human rights clinic has been the prime choice of students above any other option offered by the legal clinic (for example, the legal clinic programs conducted with other international organizations).

Students show a great deal of interest in UN studies and I have the impression that they would readily choose any legal clinic dedicated to some aspect of the UN. The proposal for regional cooperation in UN studies would focus on organizing seminars for professors in the region regarding clinical work and, possibly, introduce UN legal studies clinics as at least an optional course.

At my Faculty of Law I would like to be able to organize different UN study approaches (for example, regarding the way the HR Committee works) for more groups of students. Improvement of library and IT facilities are indispensable for further quality work.

Finally, I would strongly suggest publishing a handbook or practicum for students on ILC.

5.

The NICLAS Study Module: International Constitutional Law as Innovation in Higher Legal Education

Jürgen BUSCH, Konrad LACHMAYER and Joachim STERN

Vienna

In the age of globalization the relevance of International Constitutional Law (ICL) is steadily increasing. The urgent need to critically reassess the concept of national constitutions is reflected by the European process of constitutionalization as well as by the still-awaited reform of the United Nations. The "young" constitutions of (south)eastern Europe, or other even more recent examples of transitional constitutionalism in Africa and Asia, show the importance of academic research for Constitutional Law not only from a national but also from an international and comparative perspective.

ICL as an approach to these phenomena from a legal perspective combines aspects of Constitutional Law, Public International Law, European law and legal theory. At an academic level students acquire the tools necessary to understand constitutions in their historic and especially their contemporary (global) context and learn to question constitutional concepts instead of accepting them as sacrosanct. ICL represents a paradigm shift away from the General Theory of Law and State (*Allgemeine Staatslehre*) toward research on constitutions in general. It thus transcends state frontiers and includes both regional and international organizations.

When internationalization at law schools and the possibility of having recognized study periods abroad for legal studies at the home university are discussed, the focus is always on the subjects of supranational and international law, such as European Union law, Public International Law, Private International Law and comparative law. The award-winning[14] European study module New International Constitutional Law Approach Summer School (NICLAS), an Erasmus Intensive Programme,[15] is an innovative teaching module in higher legal education that serves to shed light on the interdisciplinary and Tran disciplinary relations that are generally overlooked.

---

[14] Lifelong Learning Award 2008. See http://www.lebenslanges-lernen.at/article/articlegallery/859/1/7 (26 03 2009).

[15] Under the EU's former Socrates Programme, now the Lifelong Learning Programme (Decision 1720/2006/EC from 15. 11. 2006, OJ 2006 L 327, 45), based on Art 149 and 150 EC treaty.

ICL is intended to:

- contribute to the development of innovative sets of foundation subjects that are international and European in character, and thus can be taught at any European law school as elective modules or as specialized Master's programs, complementing the basic domestic legal education;
- pool innovative potentials in interdisciplinary and comparative research within the (public) legal domain itself and in Tran disciplinary dialogs with related subjects debating constitutional law, constitutionalism and constitutionalization on the national, European, and international level; and
- focus on joining potentials for a new kind of interdisciplinarity in public law in flux, that is better equipped to grasp the reality of global legal networks and domestic, European, and international involvement in it, with a particular interest in (i) the constitutional interfaces between different (sub)systems and (ii) constitutional law in the global legal network.

The ICL research group in Vienna has initiated teaching formats to transform the innovative potential of ICL in public law research to foster public law teaching.[16] At the NICLAS Summer School on the "Area of Freedom, Security, and Justice of the EU", teaching of ICL is carried out in the framework of a European study module involving 12 European partner institutions.

NICLAS started in the academic year 2006–07 with a two-week summer program on constitutional aspects of the EU's freedom policy. In 2008 the policy sub-area of security was dealt with, and the summer program in July 2009 discusses concepts of justice in an international constitutional network reality. All NICLAS summer courses follow the same structure: a theory module (e.g. substance and methods of ICL, theory of comparative constitutional law), with examples on human rights, democracy and governance.[17]

The module is meant to critically reflect upon the central role of the concept expressed by the "Rule of Law" in the process of European and international constitutionalism. Debating the role of the Rule of Law in this particular context reflects the quest for the legitimacy of decision-making procedures and legal regulation at the supranational and international level through standards of fundamental rights, democracy and good

---

[16] Starting with an ICL workshop series in 2005. For a documentation see http://www.internationalconstitutionallaw.net/summerschool (26 03 2009).

[17] For a visualization of this structure view the summer school programmes at http://www.internationalconstitutionallaw.net/summerschool (26 03 2009).

governance. Different historical experiences with material and formal limits to law, as expressed by the dichotomies between notions of the "Rule of Law" in the Anglo-American tradition and notions of "*Rechtsstaat*" in the continental European tradition, give rise to different understandings and meanings in present debates on (shared) formal and material principles for supranational and international constitutionalism. NICLAS tries to go beyond the level of definitions and challenges them according to the practical implications and outcomes at the policy level. Consequently, with the "Area of Freedom, Security and Justice", NICLAS has chosen a dynamic policy area that is subject to EU law and thus situated at the crossroads of supranational, intergovernmental, and national constitutional law.

NICLAS summarizes the various sets of principles governing Rule of Law and "*Rechtsstaat*" concepts in three content-related modules: fundamental rights, democracy and (good) governance. These material standards are not presented as being independent from the material content of policy fields and related legal regulation in particular areas such as freedom, security and justice. The NICLAS study module matches the standards at different levels (national, supranational and international) with the content on the same kind of levels, but addressing the same policy subject area. Broken down to the 2009 topic of justice policy the relation of Rule of Law standards in criminal justice policy both vertically within the individual national, supranational and international layer and within their horizontal interdependencies are, inter alia, analyzed. In its latest edition, "NICLAS for Justice" in 2009 will focus on the question: "What kind of (criminal) justice system secures individual freedom within a reasonable and functioning network of Public International Law, EU law and national law while trying to uphold democracy, secure human rights protection and carry out regulation on all three levels through good governance?" Reflections on these relations are based on a Tran disciplinary dialog intended to take the political and economic assumptions for policy decisions and their legal regulation into consideration.

The overall structure of the series of modules shows the continuous central role of the Rule of Law in the teaching of European constitutional architecture and its interdependency with international and domestic constitutional levels; in this context, criminal justice serves as an example of the practical impacts of the compatibility between Rule of Law theory and policy choices in practice.

	2007: FREEDOM	2008: SECURITY	2009: JUSTICE
Human Rights	Freedom & HR	Security & HR	Justice & HR
Democracy	Freedom & Democracy	Security & Democracy	Justice & Democracy
Governance	Freedom & Governance	Security & Governance	Justice & Governance

For teaching purposes, the concept of an e-learning platform has been developed and implemented. This fosters communication between the teachers and students from all the partner universities involved and guides the student's preparation[18] for the summer school like a virtual campus. NICLAS benefits from the fact that the framework of the Erasmus Intensive Programme study module allows for an intercultural learning and teaching environment that is not found in everyday law school life. The involvement of 12 partner institutions from 10 different countries and their students and teachers who come from an even greater variety of national backgrounds gives a unique opportunity to compare different traditions of the Rule of Law embedded in the various legal cultures present and represented in NICLAS. To make most of this unique setting, the teaching methods also differ from those of ordinary law school: each of the four summer school modules (theory, human rights, democracy, governance) has the same didactic method. There is an introductory lecture with discussion, special lectures with discussion, interactive workshops, case study presentations by the student themselves and study visits to international and/or national institutions of importance for the program topics.

As part of funding prerequisites of the EU within the Erasmus IP framework, partner universities are required to recognize this study module as part of the law study program of the participating students. Students earn six ECTS upon successful completion of the module and ICL (as an elective module) officially enters the law curriculum of the partner universities. After its continuation from 2010 to 2012 and its shift from the constitutional to the administrative aspects of ICL[19] the next step in the implementation of ICL within legal study programs would be the integration of this module into a (joint degree) Master's program at one or several of the partner universities. This would also

---

[18] Another means of involving ICL in the partner universities' teaching programs are the NICLAS preparatory courses held at each partner university during the spring semester and meant to prepare the students for ICL in general and their case study presentations in particular. The e-learning platform involved creates a virtual campus among the groups at the universities already involved and outside the summer school programitself. For the front page of the e-learning platform visit: http://niclas.ned.univie.ac.at (26 March 2009).

[19] This time exemplified in the policy areas of environment in 2010, migration & minorities in 2011, and financial markets in 2012.

be the consequence of the "funding logic" of the Erasmus or Jean Monnet Programme: starting from Erasmus mobility, through intensive programs, to the development of joint study programs (under Erasmus Curriculum Development, Jean Monnet Modules, Erasmus Mundus).

6.

Swiss UN Youth Delegates: The Youth Rep Project

Anik KOHLI

2008 "Youth Rep" delegate, Switzerland

In Switzerland, the UN Youth Delegates Program, "Youth Rep" (meaning youth representatives), is a project of the Swiss National Youth Council SAJV/CASJ and implemented in collaboration with the Federal Department of Foreign Affairs. The vision of the project is that young Swiss people represent Swiss youth actively at the UN, inform and educate Swiss youth about the UN and related issues, and contribute to the development of a peaceful and sustainable future.

Every year, three young people between the age of 18 and 25 are selected for these voluntary positions by a group of representatives from the National Youth Council, the Federal Department of Foreign Affairs and the former UN Youth Delegates. They are then introduced to the Assembly of Delegates of the Swiss National Youth Council; this gives them a high legitimacy because this assembly represents about one-third of Swiss young people. For a year, the three UN Youth Delegates actively participate as part of the official Swiss delegations at UN conferences and organize sensitization events within Switzerland for youth. In the second year, they act as coaches for their successors.

The Swiss National Youth Council provides the strategic framework for the project, supports the youth representatives in their daily work and acts as the main project partner of the Federal Department of Foreign Affairs. Switzerland was able to send its first UN Youth Delegate to the General Assembly in the year 2003, only one year after becoming a member of the UN—the result of the popular vote in the year 2002.

As members of the Swiss delegation, the UN Youth Delegates become actively integrated in the preparation of and participation in UN conferences. During the conferences, the UN Youth Delegates frequently give an official statement on behalf of Switzerland, get involved in official discussions and lobby for resolutions. Each year, one of the Swiss UN Youth Delegates participates in the General Assembly in New York. The other two members either participate in the session of the Commission for Social Development (CSocD), a UNESCO conference or another relevant conference where youth can benefit the delegation and active participation is possible.

As a UN Youth Delegate elected in 2008, I was a member of the Swiss delegation participating in the International Conference on Education. This conference was

101

organized by the International Bureau of Education (IBE) whose main mission is to act as a UNESCO's center specialized in the content, methods and structures of education. I attended the Swiss delegation's preparation meetings, followed various sessions and meetings at the conference, and participated in a round table with ministers and young people. Two months after the conference, I also participated with the same Swiss delegation in the IBE Council, the annual meeting of the Bureau. It was very interesting to follow the work and dynamics of the delegation, and also of the IBE not only during one, but two conferences, which provided an insight into follow-up work and dynamics in politics. I gained many practical insights into international relations and became familiar with the UN system, UN politics and also national UN policies.

My colleagues and I were able to integrate the experience from our participation in the conferences into the sensitization projects within Switzerland and transfer our knowledge to young people as multipliers. This was most obvious during our visits to schools in all four language regions of Switzerland where we informed more than 700 students about the UN. In our presentations we gave a general overview of the UN and demonstrated the work and importance of this organization using the Millennium Development Goals as an example. In addition, we presented possibilities for youth to get involved with the UN and the Swiss UN policy. The feedback disclosed that the vast majority welcomed the fact that we could talk about our own experiences and that we were almost as young as they were. This shows that the concept of peer education is very successful and highly appreciated.

Another sensitization project that we organized in collaboration with the UN Youth Association of Switzerland (JUNES) was a two-day study trip on the topic of Swiss UN politics. On the first day, we visited the federal administration responsible for UN policies and discussed with several officials the importance of the UN to Switzerland and the implementation of UN policies within Switzerland. On the second day, we visited the Palais des Nations in Geneva, spoke with a member of the Under-Secretary-General's staff and with Swiss functionaries in UN agencies.

We discussed and worked with young people during various other projects such as a workshop at the Palais des Nations about the future of the UN, a presentation at the national youth parliament and a visit to the UN in Geneva with a school class. In addition, we informed the public by writing regularly on our blog and publishing several articles in the media, for example, in the student page of an important national daily newspaper, the local media and in a student magazine.

The commitment for this volunteer mandate was very time-consuming and therefore not easy to combine with my studies, my part-time job and other activities. However, working as a UN Youth Delegate was very valuable to me and I learned a great deal for my future career. I gained a practical insight into UN politics and international relations which complemented my academic education as a student of political science and supported my ambition for further commitment in this field. In addition, I was able to share this knowledge with other young people, discuss with them and hopefully also raise awareness of and commitment to UN-related issues.

The importance of including youth representatives in the work of the UN has already been stated several times in UN declarations and resolutions in the last few decades. However, the actual implementation has only been realized in a few countries. Setting up UN Youth Delegates programs is imperative if the UN wishes to include key civil society actors in world development and inspire young people to take a greater interest and participate more in the UN.

Further information
The UN provides further information on youth issues in general and the Youth Delegates in particular on the following website: http://www.un.org/youth.

Further information on Youth Rep, the Swiss program of UN Youth Delegates, is available on the official website of the Swiss National Youth Council SAJV/CSAJ (German and French): http://www.youthrep.ch.

The website of the UN Youth Delegates provides information about the origins and ideas of the program and the present candidates: http://www.youthdelegates.org.

7.
Students' Initiative for Security Policy Research (SISPR):
Learning by Traveling and Conducting Intercultural Research

Helmut A. PRANTNER; Leila SALEHIRAVESH
Azad University in Tehran, United Nations Association of Austria, SISPR
Simon TAUER
United Nations Youth and Student's Association of Austria, SISPR

We developed the idea of building an international research team dedicated to an interdisciplinary study of the global topic of security studies because we wished to enlarge our knowledge in this field and get a broader view of international topics outside of normal university lectures. The project was begun in February 2007 by an enthusiastic team that wanted to go beyond the limits of the classroom. We wanted to get to know and understand other cultures—not only see the theoretical part of an analysis, but really get in touch with the people. We think that the best way to understand a sensitive field like international security and related policy issues is to conduct high quality research on it.

The **Students' Initiative for Security Policy Research** (SISPR) is this project team. The concept of security is subject to constant change. SISPR intends to examine all aspects of the concept of security.

Traditional security studies have dealt primarily with national and military security. The concept of security studies was extended in the mid-1990s to include a more comprehensive notion of security, which includes political, economic and social factors. Additionally, the idea of human security needs to be taken into account. Human security emphasizes a system of stability, security and prosperity, as well as the protection of the individual and their liberties. For these reasons, SISPR focuses on various thematic highlights and will always attempt to approach these thematic clusters from a scientific point of view. At the same time, a certain degree of novelty will be pursued. In starting this ambitious project, we wanted not only to conduct research of our own, but also to motivate students, to help them get in touch with the issues. In this context, our main purpose was to bring complex political debates to the university and the students. We also used different methods to gain a better understanding of security policy issues.

Event series
The subject of our first research project is the Energy/Security policy analysis with cases on Iran, the European Union (EU)/the United States (USA), Venezuela, and Russia. As the Iranian nuclear program is a major concern in the relations between Iran

and the USA/EU, we organized a series of lectures delivered by US, Iranian and German representatives to the UN, as well as the International Atomic Energy Agency (IAEA). It was revealing to observe how these diplomats expressed their views on the Iranian nuclear program, and it was even more interesting to see students commenting on the topic and addressing their questions to the speakers.

Informal discussions with politician and experts
There are many points that the politicians and experts would not express in an official lecture with hundreds of people in the audience because the issue is too complicated to speak about in less than an hour. Moreover, these people are usually concerned about how their speech is reflected in the media and its possible impact. In such situations we invite them to an informal chat with a small group of interested students in order to discuss the topic in more detail under Chatham House Rules: "When a meeting, or part thereof, is held under the Chatham House Rule, participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed."

Study trip
To experience Iran for ourselves, away from the media clichés, we organized a study trip to Iran. For a better view of the domestic political system, economy and Iranian society, the program of the study trip included meetings with Iranian and international diplomats, Teheran journalists, harassed bloggers and students. We had a number of discussions, which helped both sides to reach to a better understanding of each other's concerns and interests regarding security policy issue.

8.

Excursions to UN Headquarters and Specialized Agencies: Report on Experiences

Professor Dr Ingfried SCHÜTZ-MÜLLER

To briefly summarize all of my experiences from 50 excursions to international organizations since 1980, I have to say: the United Nations can be taught. However, from the political science point of view, there are preconditions. One is that the degree programs must not only encourage internships, but make them compulsory for all students. This ensures that academic research and practical knowledge are seen as two sides of the same coin.

Excursions help students to enter the world of international organizations and understand the proceedings within them; they serve as an incentive to apply for internships or perhaps to prepare for a career as an international civil servant. Outside the United States, such excursions are not widespread. The Political Science Department of Vienna University has, for over two decades, offered an institutionalized study trip on an annual basis. To make these excursions more comprehensive, visits to the World Bank Group are also included into the program. It is always a pleasure to see how many of our former students prove their success within the UN system.

However, excursions alone are not enough. To benefit as much as possible from the study trips, students have to be thoroughly prepared in specialized courses. Since 1975 the Political Science Department of Vienna University has offered a United Nations focus, consisting of lectures during the winter term and a seminar in the summer term. In addition, special courses are offered by high-ranking international civil servants. It must be noted that our students show a very high degree of interest in the United Nations and that all of the courses in this field are oversubscribed each term. This enthusiasm may be partly explained by the presence of the UN Headquarters in Vienna at the Vienna International Centre (VIC). To cement the relations between the Political Science Department and the UN even more, we are designing a course to be taught by the Austrian Ambassador to the UN in Vienna and another by the Austria-born Assistant Secretary-General for Policy Coordination and Inter-Agency Affairs, Thomas Stelzer. Within the International Organizations focus, for a couple of years, we have constantly hosted presentations by decision-makers in the international field, for example, ministers, ambassadors and assistant secretaries of state.

Let me add that the number of students who write their final theses and dissertations on the topic of the United Nations system is high, and still rising. Especially those who have taken an internship keep up their relations with their former colleagues. This

106

makes it significantly easier to obtain information for research projects and, later, even to enter the UN service.

Even before the Model United Nations was institutionalized in Vienna, the Political Science Department organized an event of this kind, simulating a Security Council Session at the VIC, as part of Vienna's official contribution to the 50th Anniversary of the United Nations in 1995.

9.
How to Teach Transitional Justice
Dr. Dorota GIERYCZ

Transitional Justice is a relatively new part of the UN teaching curriculum. The atrocities committed in Bosnia-Herzegovina and in Rwanda in the 1990s put the issue squarely on the international agenda, leading to the establishment of UN-sponsored international criminal courts and various truth and reconciliation mechanisms.

In common with other new topics, teaching Transitional Justice faces some specific methodological difficulties. These result from often voluntary interpretations of the subject and its scope; from the involvement of various actors inside and outside the UN in its theoretical definition and practical implementation; and from the political sensitivity of the issue.

Meaning of Transitional Justice
"Transitional Justice" generally refers to a range of approaches that may be used to address past massive human rights violations. There is no single accepted definition, but "accountability for past mass atrocities or human rights abuses" reflects the gist of the concept.

The term comprises two rather vague elements: "transition" and "justice". Therefore, it is useful to start teaching Transitional Justice with a question, namely, what does the audience understand by this term? What are its possible meanings? This usually helps to "break the ice" and promote a lively discussion with critical and often provocative comments right at the beginning.

The meaning of "justice" often causes emotional reactions among students. It revives traditional notions of what kind of justice is contemplated, and to whom and by whom it is to be administered. For example, what may seem just and fair from the perspective of the rich and mighty can be questioned by the poor and marginalized struggling for daily survival. The theft of a loaf of bread is illegal and, as such, may lead to a punishment prescribed by law. It may, however, be perceived as a morally right and just act by the perpetrator and his social environment experiencing starvation and marginalization. Thus, the understanding of "legal" versus "just" can be introduced in this context.

Another aspect of "justice" often questioned by students relates to the historical roots of the concept perceived as the justice of the victors imposed on the losers of the conflict. Examples of the Nuremberg and Tokyo trials are cited in this respect and the notion of

the "Nuremberg justice" is considered as its symbol. In recent years, similar connotations are attached to the term of the "Hague justice".

Some, however, link the roots of the transitional justice concept to international human rights standards, in particular the Universal Declaration of Human Rights of 1948 and the International Covenant on Civil and Political Rights (ICCPR) of 1966. Once such suggestions are made by students, it is easier to set the discussion in a more tangible framework—to make it less politically suspect and subjective, as well as more reflective of the universal principles comprising international human rights law, international humanitarian law, international criminal law and international refugee law guiding the United Nations in its work.

Subsequently, reference can be made to The Report of the Secretary General to the Security Council on "The rule of law and transitional justice in conflict and post-conflict societies" (S/2004/616) of 23 August 2004 which clarifies some concepts. It defines "justice" as "an ideal of accountability and fairness in the protection and vindication of rights and the prevention and punishment of wrongs. Justice implies regard for the rights of the accused, for the interests of victims and for the wellbeing of society at large". Thus it puts more emphasis on the victims and the war-torn societies themselves, not only bringing perpetrators to justice, which dispels some of the queries.

1. Scope of teaching

Transitional justice mechanisms include a broad spectrum of options, ranging from national or international tribunals, reconciliation commissions, truth-seeking and justice-serving measures, thoroughly addressed in the literature of the subject. It is therefore necessary to decide in advance on the scope of curriculum and whether to focus in depth on the two main mechanisms: tribunals (or as some called them, accountability mechanisms) and truth and reconciliation commissions (TRCs), or introduce the numerous existing options, increasingly included in the mandates of the UN peace-keeping missions under the Rule of Law and Human Rights divisions.

The first option provides students with a better understanding of the key Transitional Justice mechanisms. The statutes, work and impact of the selected international courts —ad hoc courts (International Criminal Tribunal for the Former Yugoslavia (ICTFY) and International Criminal Tribunal for Rwanda (ICTR); the International Criminal Court (ICC) and the model TRC in South Africa—can be successfully addressed. The role playing proved to be a very lively and educational method in this context. It enables students to better understand the limitations and practical difficulties faced by international tribunals. The enacting of the Milosević and Karadzić trials and sessions of

109

the South African TRC required a great deal of preparations by the key participants and the academic supervisor, but enabled broad participation by the audience and further increased interest in the subject.

The second approach focuses on the review of existing judiciary and non-judiciary transitional justice mechanisms. While it addresses the work of accountability mechanisms, including international courts, its main thrust is on presenting the variety of options that can be applied in the fieldwork of the United Nations. These include fact finding, investigation of root causes of a conflict, promotion of broad discussion of the past, reparations to victims, which can include both monetary and non-monetary elements, official apologies, monuments, commemorative ceremonies and programs of rehabilitation; last but not least, come legislative and institutional reforms and changes in the justice sector, education and the code of conduct of the mass media, aimed at preventing a relapse of the conflict and ensuring sustainability of peace and social transformation which are to be assisted by the UN field offices.

This approach requires analyses of the mandates of selected UN peacekeeping missions and their periodic reports to the Security Council. This enables the students to assess the progress achieved in the area of Transitional Justice, including the mandate's implementation and the process of decision making related to a selection of appropriate means to reconciliation, or law reform.

2. Political sensitivity.
While there is a high interest in Transitional Justice among students, two issues raise much controversy. One is its alleged politically motivated selectivity and continued perception of delivering "winners' justice". In this context many Africans students who are far from being sympathetic to Charles Taylor and agree with his prosecution from the standpoint of his war record, question his capture and trial as representing a "double standard" rather than a triumph of justice. They also indicate that most perpetrators facing justice are from the South. Moreover, they claim that since the declaration of the "war on terror" by President Bush, the violence in Iraq and Afghanistan, as well as the abuses in Guantanámo and Abu Ghraib, have constituted the most serious breaches of international standards. These are being "overlooked" by the international community and the main leaders responsible, George W. Bush and/or Donald Rumsfeld, are not facing universal justice. Even if, in some cases, some low-ranking perpetrators are subjected to national military and court proceedings, this does not correspond to the gravity of the crimes committed and does not satisfy the standards applied in other cases.

The second point the students make relates to a practical omission by the proceedings of the two categories of perpetrators: transnational corporations (TNCs), whose profit-oriented activities often fuel wars and violence; and private security companies which are increasingly present in the conflict zone, who escape clear rules and regulations of their conduct and any accountability. The abuses related to the activities of Royal Dutch Shell in Nigeria, various companies allegedly complicit in genocide or gross violations of human rights related to extracting diamonds, gold and timber in the Democratic Republic of Congo and the "black guards" in Iraq are often among the cases cited.

These students' doubts relating to Transitional Justice should be given due attention and space to be discussed. They point to some real problems that go far beyond academia. It is important to agree that there are serious shortcomings in Transitional Justice and encourage the students to work toward overcoming them in the future rather than rejecting the entire concept. Some presentations of such controversial topics by students from different regions are generally welcome.

10.

Vienna University Course on "The United Nations and Criminal Justice"

Taught at the Law Faculty of the University of Vienna, by Jo Dedeyne-Amann,
Madalena Pampalk and Romana Schweiger

Jo DEDEYNE-AMANN

In 2006 a course entitled "The United Nations and Criminal Justice" was launched in Vienna by Jo Dedeyne-Amann, Terrorism Prevention Officer of the United Nation's Office on Drugs and Crime (UNODC) and former lecturer at the University of Vienna, and Romana Schweiger, then a lecturer at Vienna University. The aim of the course was to introduce students to the work of the UN in crime prevention and criminal justice by making the expertise and experience of staff of the Vienna-based UNODC accessible to students. Thus, students would not only participate in purely theoretical discussions, but also gain an insight into what really happens in the field. Because of the success of the course, it was further developed, updated, and repeated in the following two winter semesters together with Madalena Pampalk. There are plans to continue it in the years ahead.

The course is held in English and organized into five thematic sessions: 1) an introductory class; 2) a session on the UN standards and norms in crime prevention and criminal justice; 3) transnational organized crime and corruption; 4) terrorism; and 5) international cooperation in criminal matters (the latter as a cross-cutting issue). In addition, the course includes a field trip to the Vienna International Centre (VIC).

The introductory lectures on international criminal law and the work of the UN in the area of crime prevention and criminal justice are given by the three course lecturers and provide the necessary background knowledge. This seems especially important as the 50 or so students are in different years of their studies and come from countries with different legal traditions. As a basic prerequisite, knowledge of criminal law is required; knowledge of international law is considered an asset. Most students are about to complete their graduate law studies. The students are provided with a reader that includes articles on the various topics discussed throughout the course.

In each session, guest speakers from UNODC are invited to speak about the thematic issues in their respective area of expertise, to attend the students' presentations, and to participate in the general discussion. The presence of the guest speakers is a great opportunity for the students to learn about the work of UN staff and to discuss current international justice issues with experts. The fact that one of the lecturers of the course works at UNODC greatly facilitates this cooperation. Most of the guest speakers have

been participating in the course since the first year and are also involved in the development of the course. Without doubt, their participation exceeds giving a simple lecture and is essential for the success of the course "The United Nations and Criminal Justice".

In class, innovative teaching techniques are used, such as film excerpts and real case scenarios. Students are encouraged to actively participate and asked to present selected national and international cases in groups that are related to the session's topic. The focus of their presentations is the impact of that particular case for the thematic area covered. The final grade is based on this presentation, oral participation and the written exam.

The field trip to the VIC is always considered to be one of the highlights for the students. After a guided tour, the students attend presentations by UNODC staff. Some of the students of the previous years have taken up internships at different UN organizations after completing the course.

11.

Multimedia Stimulus Education: Teaching with Film

Michael PLATZER

Liaison officer for the Academic Council on the United Nations System and lecturer on the UN system teaching in Austria and Australia

Two short films have been made to illustrate the basic principles of two of the most important UN criminal justice documents *Making Standards Work* illustrates the Standard Minimum Rules for the Treatment of Prisoners and *The Forgotten Ones* illustrates the UN Declaration of Basic Principles for the Victims of Crime and Abuse of Power.

The Standard Minimum Rules document contains 95 paragraphs, which cover everything from prisoner accommodation to complaints about aftercare. Its impact has been great in terms of prison reform and holding countries to certain standards. However, it is written from the perspective of prison managers and is not a document of prisoner rights.

As part of an international effort to develop such a Prisoner Rights document, a short film was produced to squeeze out the essence of the most basic of prisoners rights, to sensitize government officials and to assist advocates in their efforts. The resulting *Making Standards Work*—now on a 7-minute DVD—has proven to be an excellent teaching tool for students to introduce them to UN Standards and Norms in criminal justice. It has been used in classrooms in Austria and Australia in diverse institutions.

The film starts with the shocking statistical reality: 9 million prisoners worldwide, half untried, often kept in dungeon-like conditions, tortured by officials, abused by other prisoners, exposed to TB, with no treatment for AIDs, learning criminal skills in prison, and then given little support for reintegration. These statistics are accompanied by vivid images of overcrowding and unsanitary conditions.

In the film, a former Director of the UN Crime Prevention and Criminal Justice Programme, Gerhard Mueller, says the Standard Minimum Rules can be reduced to eight principles:

1) right to be treated as a human being;
2) no torture;
3) decent food;
4) adequate health care;

114

5) separation of adults/juveniles;
6) access to justice;
7) independent inspection; and
8) right to integration.

These rights are illustrated with graphic footage provided by Penal Reform International. A former prison manager from India, Karin Bedi, describes the good practices she has instituted, and the film closes with the former Executive Director of Penal Reform International, Ahmed Othmani, who was himself tortured and who gives his personal reasons for resisting.

The resulting discussions have varied. Some see the problems as distant and not relevant to their societies. Yet in the film, there is footage of Abu Ghraib, Latin America and the Soviet Union. Often there is a discussion of the situation in their own country or what they could do about the situation of torture or degrading conditions in other countries. In other classes, there has been a sophisticated understanding of the difficulty of translating the Standards into reality and how this can be facilitated. Some students are interested in the legislative process (the history of the International Penal and Penitentiary Conferences), the relationship to other human rights instruments, the positions taken by countries over the years (particularly the United States), and the Helsinki Declaration. Information about NGOs active in this field, Amnesty International, Penal Reform International, the Howard League, the International Commission of Catholic Prison Pastoral Care, or other organizations offering practical assistance to ex-offenders and preventive activities are mentioned. Prison visits and discussions with prisoners have been arranged with those who wish to become engaged. The film generally leads the students to learn and do more.

The second film, **The Forgotten Ones** deals with the rights of victims of crime. It also opens with shocking statistics: 1.5 billion people are victims of crime each year, two-thirds of all city dwellers are victimized, 400,000 die of violent crimes, robbery and murder rates are eight times higher in developing countries, the effects on the poor are devastating, youth are primary victims, half-a-million children are locked up, 100,000 women killed for "honor crimes", 12,000 wives killed by husbands in Russia, a child is abused every ten seconds in the USA, death by sexual assault more common than from traffic accidents, malaria, AIDs and cancer combined. The initiators of the UN Declaration, Irene Melup, Matti Joutson and Irvin Waller, speak about the origins of the international efforts to do something for the "Forgotten Ones". Again the Declaration (21 paragraphs), the Implementation of the Basic Principles (6 preambulatory plus 6

operative and 11 subparagraphs) and the Plan of Action (46 paragraphs plus 73 subparagraphs) are reduced to Ten Principles, the students should learn.

Ten Principles:

1. Respect and recognition in all stages of the proceedings
2. Right to receive information throughout the process
3. Allow the views of the victim to be presented
4. Provide assistance to the victim throughout the legal process
5. Ensure privacy and safety of the victim
6. Use informal dispute resolution (restorative justice) processes when possible
7. Right to social assistance (medical, counseling, housing)
8. Right to restitution from the offender
9. Right to compensation by the state (from Victim Funds)
10. Collaboration between private, governmental and prosecutorial agencies.

The film victims speak of the shortcomings of the police, lack of support and the compensation received, and the fear of speaking out. The actress Julia Ormond, a UNODC Goodwill Ambassador, talks of these people as "survivors", whose suffering is never over. The head of InterVict argues that compassion, dedication and funds are as important as the principles.

Again, the in-class discussions have varied, often depending on the numbers of males in the class. Some students have been sensitive to the rights of the accused and the balance needed. Most recognize that the rights of victims as prescribed by the United Nations are far from the legal situation in most countries. Moreover, there is a contradiction between ensuring the privacy of the victim and the open court confrontation between accuser and defendant. Few would have thought of youth as victims often abused by police and correction officials. We usually have a discussion about criminals as victims as well as offenders. Most are outraged about the "Honor Killings" and wish to do something. Some students have been encouraged to work for Victim Support groups, refugee organizations, shelters, or for awareness raising or policy change women's organizations (particularly connected to trafficked, sexually mutilated women, child brides or pornography issues). If there is time, we discuss why the victims of abuse of power were largely dropped from the Basic Principles because of certain powerful countries as well as the prospects of an International Convention for the Rights of Victims.

12.

Exercise Blue Beret (Ex BB): Description of an Interagency Planning Exercise in Bosnia-Herzegovina

Major JULARDZIJA

Army of Bosnia-Herzegovina

Introduction

Exercise Blue Beret (Ex BB) is the culmination of a Peace Support Operations (PSO) Junior Staff Course (JSC) conducted at the PSO Training Centre in Sarajevo, Bosnia-Herzegovina (BiH). The exercise simulates a UN-led Peace Support Operations in a fictitious setting but with a realistic background based on real PSOs held under UN mandate. It lasts for four days and confronts students with a series of problems that they have to solve. The problems simulate occurrences in modern complex/multidimensional Peace Support Operations. The main aim of the exercise is to provide students of the Training Center with an understanding of how to cooperate with other UN organizations and agencies in the field.

The aim of Ex BB is:

1. to test students on as wide a variety of subjects as possible from the PSO Junior Staff Course;
2. to test students' ability to perform under pressure in a complex environment;
3. to provide students with practice in multinational, joint, interagency planning meetings; and
4. to introduce students to the range of complexities that can be encountered during expeditionary operations.

For 15 weeks prior to this exercise, the students of the PSO Training Center learn the skills required to plan, command, and control troops in Peace Support Operations. Ex BB is their final test exercise.

General scenario

The exercise is set in the fictional country of "Merango", an independent West African nation rich in resources but with poor infrastructure and aggressive neighbors. It has recently been invaded by its northern neighbor "Jumo", which has seized diamond fields in the north, installed a puppet government in the capital, and supports ethnic militias in the south that terrorize supporters of the legitimate government. The legitimate government is encamped on the border and receives some regional support. A UN Security Council resolution has been passed and, based on that resolution "authorizing

117

all necessary means", the UN has established the United Nations Intervention Force in Merango (UNIFIM) with the objective of restoring Merangan sovereignty.

At the start of Ex BB, the military unit (2BiH BG) (BG = Battle Group), as part of UNIFIM, arrives in Merango where the UN has succeeded in pushing out Jumoan forces. However, the situation is still unstable with the presence of Uyars ethnic militia and the potential invasion of southern part of the country by "Lybernia".

Special scenario
In the final two days of Ex BB, students have to deal with the specific problems of the aftermath of the conflict. This is also the phase when cooperation with other UN organizations and agencies is simulated. During this period, students are asked to deal with the following problems:

Problem 1: Evacuation of BiH citizens from Merango
Problem 2: Counter-narcotics activities and development of the rural economy
Problem 3: Disaster management
Problem 4: Handling of the problem of internally displaced persons and refugees
Problem 5: Urban disorder management
Problem 6: Cease-fire management
Problem 7: Demobilization, disarmament, and reintegration
Problem 8: Elections
Problem 9: Security sector reform
Problem 10: Refugee returns.

Structure of exercise

Simulation
To make Ex BB as realistic as possible, a simulation of the standard PSO organization is necessary. All actors participating in real, current Peace Support Operations (military forces, UN organizations, agencies, etc.) are represented by different players:

- "2BiH BG" is 2 BiH battle group headquarters (HQ), represented by students in groups.
- "19 Mech Bde" is the 2BiH BG superiors' HQ, represented by DS (Directing Staff) who play Higher Control (HICON).
- "19 Mech Bde CIMIC centre" is a Bde Civil Military Cooperation (CIMIC) center with an advisory and supervisory role to 2 BiH CIMIC issues.

- "19 Mech Bde Advisory Specialists" are Bde specialists that support 2BH BG planning efforts related to aviation, amphibious, LEGAD, and POLAD issues.
- "Subordinates" are 2 BiH BG companies, represented by DS who play Lower Control (LOCON).
- "White Cell" is the Office for the Coordination of Humanitarian Affairs, a UN agency that acts as the coordinator between other international organizations involved in the exercise. Its role is to act as the link between BG and role players and to ensure equal distribution of role players to BGs.
- "Exercise media" represent international and local Merango media: BBC Africa, Merango Daily and Merango Liberty.

Role play

Key to the exercise is the use of role players. As there are many UN and other international organizations and NGOs in Sarajevo, we can call on "real" representatives of such organizations to participate. For example, the United Nations Development Programme (UNDP) is played by a real UNDP representative. Role players from regional organizations (such as the Organization for Security and Cooperation in Europe (OSCE)) simulate a regional African equivalent.

These are our primary role players and they provide:

- expertise;
- inputs into students' planning process;
- awareness raising of students of organizations' capabilities and agendas; and
- realism (they tell students when they disagree/do not understand/find their attitudes inappropriate).

We also have secondary role players or actors who add depth to the scenario either by facilitation or by causing friction. They may have professional expertise, and are given characters to play with personal and professional objectives, for example, mayors, commanders, civil representatives, politicians, etc.

"Exercise media" role players are available during the last two days of exercise. The exercise media are played by students from the journalism faculty of Sarajevo University. They conduct interviews with students during the last two days of the exercise. They also play an important role on the last day when students conduct press conferences.

119

Conduct of exercise

Planning process

A number of significant planning problems are given to the students to solve simultaneously. The planning process is initiated in the form of either written orders or an event from the main event list and can be given either HICON or its subordinates LOCON. The following is how the planning process is initiated and how the flow of information is provided in the exercise.

The exercise takes place in two phases:

The first two days of the exercise are devoted to mainly military tasks, including some activities in the area of Civil Military Cooperation. On the first day students develop an Operation Plan to deploy troops to an area of operations. On the second day students are tasked to develop contingency plans in the event of attack and the isolation of troops in the field. At the same time, respective staff work on their initial CIMIC estimate. Additionally, students are exposed to time pressure by having to solve different problems throughout the day.

On **the last two** days of Ex BB, students have to deal with specific problems of the aftermath of the conflict. Both days are devoted to interagency cooperation, involving the role players from the various organizations and agencies.

On the third day each group works on different PSO-related problems and also organizes interagency meetings under the scrutiny of EX BB media, as well as solving other small problems.

On the last day syndicates report their start status and prepare for a press conference covering the developments of the last 24 hours. The press conference is given by one of the groups under the scrutiny of EX BB media.

After the press conference students continue to work on different PSO-related problems and on organizing interagency meetings, again under the scrutiny of EX BB media.

The exercise ends with the press conference given by another group covering the development of the last 12 hours, again under the scrutiny of EX BB media.

13.

Critical Issues of Police Work: The Importance of Practical "Lessons Learned" in Police Training

Maximilian EDELBACHER

Retired Police Chief, Vienna

Having worked as a police chief in Vienna, I find it amazing what one can learn through practical experience. Professor Dr. Grassberger, a famous criminologist at the University of Vienna taught us: "From whom can we learn, if not from criminals?" He was both a researcher and practitioner. He was very interested in interviewing criminals to learn whose homes they broke into or how they committed other crimes. Working in the police for over 30 years I appreciated that his theory was really very useful.

In the Major Crime Bureau, my first job was dealing with car theft. It was a continuous fight against the advance of technology. Car producers invented methods to provide the car owner with new safety features to guard against the theft of their vehicles. Organized criminals overcame these challenges very quickly and invented new methods to steal the protected cars. Through the decades it was a competition between the car industry and the criminals. What did we do in the department of car theft? We tried to learn from the criminals we arrested how they managed to steal cars: in other words, we were educated by the criminals. Later on, I had the same experience as an expert in the field of counterfeiting and white-collar crime. The police had to learn from the counterfeiters and white-collar criminals how they operated and we, together with the Mint or credit card firms, studied the activities of criminals to overcome their innovative techniques to cheat them of their ill-gotten gains.

As chief of the Major Crime Bureau for almost 15 years, I had to learn lessons from the mistakes and failures that occurred in dealing with criminal cases. Normally investigations are carried out by small teams of four to six criminal investigators. It is easier to control the work of small teams than deal with cases where the whole population of a city or the whole country is frightened and the police are under pressure to find quick and efficient solutions. In my time as police chief we were confronted with the dramatic case of a serial killer who killed children and a young woman between 1988 and 1990, serial killers killing more than 30 elderly people in a hospital between 1989 and 1990, and another case dealing with a serial killer who killed 11 women in Europe and America in 1991.

121

These cases convinced me of the following:

"We can learn from our failures"
Analysis of our police work showed that in all these spectacular cases, mistakes occurred. When meeting researchers and studying "cold case management", one becomes aware that these failures happen not only in our type of organization, but everywhere.

A new methodology of teaching is required
As a first step, it seems to be rather easy to teach theoretical and practical aspects of police work. You teach the legal framework, rule of law, fields of expertise, and you confront students with examples of practical police work.

A second step is to establish working groups and to get students discussing practical examples: what works and what does not. They discuss topics among themselves, playing the role of criminals and using police ideas and strategies of aggression and social defense.

A third step in teaching issues of practical police work is to become critical about what is going on in case management and what we are able to learn by analyzing failures. It was very realistic for the students to watch television reports about the FBI activities after the 9/11 attack in America. They reminded me very much of the problematic situation in our cases, mentioned above—dealing with an enormous amount of information, not knowing which information is important and which is not, confronted with a number of suspects yet not knowing who was really involved in criminal activities, confronted with alibis but not knowing if they are correct or false, and with forensic material, not knowing if it has been examined correctly or not.

The Fritzl case: A case in point
A dramatic Austrian case which was reported throughout the world shows very impressively what we can learn: the "Fritzl" case in Amstetten. What went wrong? What failures or mistakes were made by the authorities?

In April 2008 a tragic story was uncovered in Amstetten, Lower Austria. A man, father of seven children, sexually abused his daughter for more than 24 years, had seven children with her, and closeted his "second family" away in a bunker in the garden of his home. He told the authorities that his daughter had run away at the age of 18. Three of his daughter's children were "found" near the entrance of his house and taken in by his wife and him. Nobody was aware what was going on: his family, the neighbors, or

the Amstetten authorities. Nor did the police became suspicious about the fact that the daughter of Fritzl was missing and that three children of hers had been "brought" to his home. If you analyze the failures that happened, it is really very simple to understand that it was basic mistakes on the part of the authorities that led to this tragedy.

A well-designed course will offer the opportunity to teach students through case studies, to learn by failures, what can be avoided in practical work, and what are the critical traps that happen in similar situations.

14.

Learning by Mistakes

Professor Paul WILSON at Bond University, Queensland, Australia.

I run a multi-sectoral learning experience about Miscarriages of Justice. This popular course examines the causes of the miscarriages of justice, institutions for correcting them and mechanisms for preventing them or minimizing their incidence. Specific cases are examined to see what went wrong. Rather than looking from a positive law perspective of how things should be done, I look at the mistakes. This makes the course more realistic and retains the students' interest.

The course involves student team examinations of specific cases where the verdicts may have been "unsafe". Students look into the police investigative culture and practices; forensic evidence including DNA testing, the role of the media in both generating and correcting miscarriages; the significance of the rules in respect of the admissibility and use of potentially unreliable evidence; the need for good legal representation; the importance of competence and fairness in prosecutorial agencies and the judiciary, the appeal structure and pardoning system; and the development of innocence projects and special review commissions. Particular attention is paid to high profile cases that have undermined confidence in the criminal justice system.

Judges, prosecutors, police investigators, defense attorneys, defendants, and released prisoners talk with the students. In other courses, there are also visits to prisons, courtrooms, police stations and forensic laboratories which are arranged through the University as well as internships in a variety of criminal justice, victim support, hospital and offender programs. Students have even worked with risk assessment teams as part of the Profiling course.

In the end, the students have an excellent understanding of the criminal justice system as a whole. Moreover, they can become more effective immediately upon graduation and in their careers. The course is consistently highly valued by students from different faculties—Law, Criminology, and Public Health.

15.

Active Learning: Field Work Experiences with UN Guidelines

Teresa PEINTINGER

University of Vienna

At the beginning of July 2008 I was offered the opportunity to take part in a research project on young arrested offenders with a migration background, initiated by Dr. Michael Platzer and the Social Judicial Assistance Association (*Verein Soziale Gerichtshilfe*) in Vienna. The main aim of the study was to investigate the lives of young delinquents via in-depth interviews and learn more about the way they live and their social environment, thereby identifying starting points for the prevention of offending behavior. Another important aim was to promote on a national level international guidelines, especially with regard to the treatment of children in conflict with the law and to alternatives to imprisonment.

As a student of political science and international development, with a special focus on European migration and asylum policies, I initially knew very little about Austrian policies regarding juvenile delinquency. Nor was I aware of ongoing national and international discussions regarding the need for reform in this area, such as the possible implementation of alternatives to imprisonment. My original view was formed primarily by public opinion, which tends to focus on the victims of crime rather than on dealing with offenders, looking at ways of preventing crime. After all, why should any effort be made to help people who harm society?

During the project I became increasingly aware of the complex issue of juveniles in the penal system. Talking on a one-to-one basis to some 30 young males, I began to see the individuals behind the faceless group of "criminal youth". I listened to their personal life stories, to their explanations about their family backgrounds, school and work experiences, and daily activities. They told me about their offences, what had happened to them in detention, their attitude toward their crimes, and their hopes and fears for the future. I thus gained a very personal insight not only into the specific individual development problems experienced by many of the juveniles concerned but also into the common problems with which young people feel they are confronted as a result of their time in prison.

Many of my interviewees were aged 16 or even younger. They lacked any sense of responsibility or commitment, had no experience of success or any idea of what to do with their lives; they had no-one to confide in, support them or give them advice. Against this background, a further decrease in the minimum age for criminal

125

responsibility and an application of even longer prison sentences make little, if any, sense. Furthermore, the older juvenile delinquents usually expressed the same kind of uncertainty as the younger ones. Even after serving two or more periods of detention in a closed institution, they still continued their offending behavior and were unable to meet the challenge of "resocialization" after being in prison: indeed, many were facing a variety of new difficulties, for example, high debts or problems finding work. I found these impressions confirmed in the course of many conversations with university experts and with practitioners, such as prison authorities, the heads of penal institutions and judges of the juvenile court.

Hence, for me two main questions arose. First, if detention obviously does not meet the high standards imposed on the penal system, what alternatives can be found to avoid prison sentences, successfully rehabilitate the young offender, prevent further criminal behavior, and come up with adequate compensation for the harm done? Second, if detention cannot be avoided, how can the special needs and difficult situations those juveniles are in be addressed?

During my research I came across existing international rules and standards which provide very specific answers to those questions. These are: 1) the 1990 United Nations Standard Minimum Rules for Non-custodial Measures, also known as the Tokyo Rules; and 2) the 1985 United Nations Standard Minimum Rules for the Administration of Juvenile Justice or the Beijing Rules. I was very surprised to discover that these rules and standards were not very well known among the practitioners in the Austrian juvenile justice system. Thus, if we are to see an improvement in this situation, the challenge is to improve the dissemination of knowledge about already existing, internationally recognized guidelines.

Participating in the project has not only provided me with an insight into the complexities of the Austrian juvenile justice system and the practical impact of UN Guidelines but it has also taught me about how to conduct practical research, especially in terms of survey techniques.

Thus, the project in question turned out to be a very interesting learning experience in many ways. It not only taught me new fieldwork skills, but also gave me some very practical and memorable experience of the UN Guidelines.

16.

Learning by Translating

Sana SHAH

University of Vienna

In my university courses in Political Science, International Development and French Studies, the importance of language, its functions and its contributions to complex political, cultural and social issues have always been stressed. Language is both an operative tool for analyzing matters of high international significance and a means of fostering comprehension between individuals. As it is only through mutual comprehension that respect and tolerance for others can evolve, language plays a significant role in interpersonal relationships.

Language is a carrier of its culture and is often described as the most abstract metaphor for culture. As a "semiotic system" (Hallyday), it allocates different meanings or notions to specific terms. In translating, therefore, a term needs to be analyzed closely so that it can be rendered correctly in another language; this can be done only after an intensive examination of how the term is used in a specific context. Through the challenging work of translating we come closer to eliminating problems of comprehension, thereby bridging differences and fostering true understanding.

Institutional bodies such as the United Nations (UN) Organization and the European Union (EU) often elaborate legal texts comprising rules and regulations for member countries. These legal texts need to be translated into the various national languages of the member states, thus presenting a number of difficulties. Legal language is not a universal language but is tied to a national legal system with its own intrinsic history, evolution, and culture. When translating from one language to another, the translator is frequently confronted with the problem of combining two different cultural settings.

Legal language also has another problem to combat. Legal texts are written in a very exact and precise manner: this legal certainty often equates to linguistic indeterminacy, resulting in notions being wrongly translated. This arises because many legal terms have no exact equivalence in another language. It is therefore essential, when translating, to note the normative, performative and technical character of legal language. Only through proper translation work and after an intensive examination of the context can this problem can be solved.

Through my work of translating the "UN and EU Recommendations on the Treatment of Foreigners in Prison" from English to German, I myself have been confronted with

127

the difficulty of legal terms in the domain of Criminal Justice. I have had to learn some legal terms in English which, at the same time, has helped to broaden my mind regarding the area of Criminal Justice. I have had to commit myself entirely to this subject, understand the situation, as well as visualize the problems of prisoners and prison authorities so as to fully comprehend the complexity of problems hidden behind various concepts and legal expressions.

At the same time I have had to use the knowledge I have about my own national legal system to find the appropriate and equivalent term for the translation, which in turn has helped me learn and retain these terms in my own mind.

Working on the translation of these EU and UN Recommendations has also made me very sensitive to the problem of languages in communication. Although German is my mother tongue, I had to see and understand my own personal barriers regarding legal language. As I had never studied law I was confronted with the unique character of legal language, which I had to first learn and then assimilate so as to be able to give the right translation of an EU/UN Recommendation.

This same problem is an everyday problem for many prison authorities working with foreign prisoners. Prison guards rarely speak foreign languages and are therefore incapable of really communicating with foreign prisoners. This situation of mutual incomprehension between prison authorities/prison guards and prisoners complicates their relationship and often results in verbal (and sometimes even physical) violence. It is frustrating not to be able to express yourself, communicate or understand. This is not an easy situation either for prison authorities or for foreign prisoners. Both groups would benefit from a more tolerant approach to language so that their needs can be better articulated and understood. Instead of letting incomprehension lead to frustration, violence or solitude, there should be an emphasis on the importance of learning languages and on finding ways of giving foreigners the proper assistance in a language they can understand.

Translating the EU and UN Recommendations on the treatment of foreign prisoners has thus not only taught me a lot about the situation of foreigners in prison but has also shown me that learning languages and working with foreign languages is an important means of fostering comprehension, respect and tolerance for others.

17.

Global Criminology – Learning from the Aborigines

Robyn LINCOLN

Department of Global Criminology, Bond University, Queensland, Australia

I teach Global Criminology at Bond University (Australia) and am also an expert on aboriginal justice. I take students out of their comfort zone by showing them that crime and criminal justice are being tackled under different systems in different parts of the world, often better than under the Commonwealth criminal justice model.

Global Criminology takes a critical and comparative look at the various justice systems throughout the world and provides students with comparisons to their own systems. There are many students from Asia, Europe, and the United States at Bond University. The course is designed for those students interested in criminology, international relations, journalism, business, law, forensic psychology and other related disciplines to provide an understanding of what is believed to work in theory and practice, in specific social and cultural contexts. It is not true that even the best made laws and criminal justice systems will work in all countries and all stages of development. Often there is less crime and deviance under less sophisticated systems of justice. Extra-judicial, religious and traditional conflict resolution mechanisms are examined to see if they can run parallel to modern judicial systems.

The course also deals with the two or three sides of contemporary crime topics such as human trafficking/illegal migration, freedom fighting/terrorism, addiction/trafficking and strict drug laws, as well as certain religious practices which conflict with social norms. The course covers concepts such as punishment, prevalence of specific types of crime in certain societies, and the relevance of social and political structures in both the committing of crime and the application of justice. On completion of this course, students are expected to be able to demonstrate an appreciation of the breadth of issues covered in the contemporary criminological literature as well as the have an understanding of aboriginal justice in Australia.

I favor extensive use of films and non-judgmental classroom discussions in my courses.

129

18.

Training Initiatives: The Perspective of an International Research Institute, The International Institute for Applied Systems Analysis (IIASA)

Leane REGAN

Communications Specialist and Press Officer, IIASA

The International Institute for Applied Systems Analysis (IIASA) was founded in 1972 and is an international scientific research organization based at Laxenburg, near Vienna, Austria. IIASA's primary purpose is to conduct research in the broad area of "global environmental, economic and social change", and to develop science-based policy and management options that will help society manage, or adapt to, this change. IIASA, in partnership with other research providers, conducts this research by developing and refining decision-support methodologies, global databases and analytical tools, and applying these to global issues such as climate change.

While not part of the United Nations, much of the research carried out by the Institute, aligns with the goals of the UN, in particular, the UN Millennium development goal of ensuring environmental sustainability. Other relevant research areas include: atmospheric pollution and greenhouse gas mitigation; demography and education; agriculture and land-use change; health and global change; international negotiation; and risk adaptation.

IIASA is funded by 17 countries (National Member Organizations), in Africa, Asia, Europe and North America, which collectively provide oversight of IIASA's strategic research direction; however, specific research activities undertaken by the Institute are determined largely by IIASA research leaders. Given this broad international funding base, IIASA's research is also independent of any one nation.

Building awareness about IIASA's role and achievements
The key audiences for IIASA's research findings and methodologies are governments, decision-makers and the research community. Primary communication approaches are scientific briefings, presentation at workshops, conferences, publication in scientific journals and research reports, the media and the World Wide Web. Many of IIASA's tools and products are freely available online.

Some specific training initiatives within IIASA

The Institute places great importance on the development and mentoring of the "next generation" of scientists. A significant part of many of the Institute's research leaders' time is devoted to developing and overseeing the following programs:

Young Scientists Summer Program (YSSP)
IIASA's annual Young Scientists Summer Program (YSSP)* offers research opportunities to early career researchers whose interests align with IIASA's research agenda. Many of IIASA's NMOs provide funding to enable young scientists from their countries, or foreign students studying in their country, to participate in the Program. From June through August accepted participants work within the Institute under the guidance of IIASA scientific staff. The YSSP provides a unique opportunity for participants to:

- advance their research under the direct supervision of an experienced IIASA scientist, and at the same time contribute to IIASA's ongoing scientific agenda;
- broaden their research interests by working in IIASA's interdisciplinary and international research environment; and
- build contacts with IIASA's worldwide network of collaborators and with other YSSP fellows.

Participants not only develop and expand their research topics but also take part in an interdisciplinary program of lectures, discussion groups and seminars given by IIASA staff, Institute scholars and invited speakers. The Program offers a wide range of scientific events, including both social and natural sciences, often with important policy dimensions.

Applicants to the YSSP prepare a research proposal that corresponds to both their professional plans and the agenda of their selected IIASA program. Accepted applicants begin work before the summer by planning their research in close collaboration with their IIASA supervisors. Participants have an opportunity to present their research at an end-of-summer workshop.

Since the Program began in 1977 approximately 1,500 young people from 73 countries have completed the program.

* http://www.iiasa.ac.at/Admin/YSP/reg-info/more_about_the_program.html

IIASA Postdoctoral Program

Every year a number of postdoctoral scholarships are available for research on topics related to the IIASA research agenda. Each scholarship has its own appointment procedure and funding source:

- IIASA Postdoctoral Program (http://www.iiasa.ac.at/pdocs/)
- Kempe Foundation, Sweden (http://www.iiasa.ac.at/Admin/PDOC/apply_kempe.html)
- Academy of Finland (http://www.iiasa.ac.at/Admin/PDOC/apply_finland.html)

Additional postdoctoral scholarships may also become available through external grants awarded to IIASA's research programs; such opportunities are advertised separately, if and when they arise. The goals of the IIASA Postdoctoral Program are:

- to encourage and promote the development of young researchers and offer them the opportunity to further their careers by gaining hands-on professional research experience in a highly international scientific environment; and
- to enrich IIASA's intellectual environment and help achieve research program goals.

The awards, which are of up to two years' duration, are competitive and are highly regarded both within and outside the Institute.

More information about IIASA can be found at: www.iiasa.ac.at.